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List of abbreviations

AHS	Grammar school (Allgemeinbildende höhere Schule)
B(R)G	Grammar school (Bundesrealgymnasium)
CDFs	Cognitive discourse functions
CLIL	Content and Language Integrated Learning
EAA	German term for CLIL (Englisch als Arbeitssprache)
HOTS	Higher order thinking skills
LOTS	Lower order thinking skills
L2	Second language
n	Sample size
NLS	New literacy studies
S	Student
Ss	Students
SFL	Systemic functional linguistics
SLA	Second language acquisition
T	Teacher
♂	Male
♀	Female

1. Introduction

> "Integration in CLIL involves one whole where content and language
> are interconnected as two sides of one coin."
>
> (Llinares 2015: 69)

The practise of teaching and learning in a foreign language can be traced back to ancient times, when Latin was used as a main instructional language throughout Europe (Mehisto, Marsh & Frigols 2008: 9). Originating in this ancient practice, the idea of teaching in a foreign or second language has regained increasing popularity in the 20th century and resulted in various bilingual education programmes, such as immersion education or content-based instruction in the USA and Canada. Similarly, the European education system strove to meet the growing demands globalisation and internationalisation of the 20th century posed and introduced the teaching approach Content and Language Integrated Learning (CLIL) in the mid 1990s (Coyle 2007: 543-545). In contrast to other forms of bilingual education, CLIL focuses on teaching content in a foreign, not a second language, and can be described generally as "a dual-focused, learning and teaching approach in which a non-language subject is taught through a foreign language" (Georgiou 2012: 495). Thus, CLIL goes beyond the scope of language teaching and has the advantage that it merges content with language learning (Coyle, Hood & Marsh 2010: 4-5). Even though any foreign language could theoretically be used for teaching CLIL, English seems to be prevalent as the main target language of European CLIL practice (Dalton-Puffer 2011: 183).

By adopting CLIL, learners receive the opportunity to not only acquire the language for the language's sake, but to engage in meaningful learning about the subject while making use of a foreign language (Georgiou 2012: 496). Based on the existing body of research that confirmed CLIL's positive influence on language skills (Sylvén 2004; Ruiz de Zarobe 2010) and its supporting effects on learners' cognitive development and content learning (Jäppinen 2005; Lamsfuß-Schenk 2008), CLIL became increasingly popular as "an approach that is mutually beneficial for both content and language subjects" (Meyer 2010: 12). Considering those potentials of CLIL, an increasing number of schools began to implement the approach across Europe in the last twenty-five years. As reported by the first European survey on CLIL (Eurydice 2006), CLIL provision could be found in the

majority of European countries, although the exact type of provision varied from being part of mainstream education over pilot projects to mixtures of both (Eurydice 2006: 13).

However, even though CLIL is expanding across Europe, Meyer (2010: 13) emphasises that just adopting a CLIL approach does not necessarily lead to effective teaching and learning. Since the integration of content and language learning is at the centre of the approach, CLIL practitioners have to consider alternative planning tools and methodological issues, which are grounded in both the language and subject-specific pedagogies (Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 91; Dalton-Puffer 2013: 219). In spite of this growing demand for a truly integrative CLIL practice, research indicates (Coyle, Hood & Marsh 2010; Mehisto, Marsh & Frigols 2008; Meyer 2010; Salaberri Ramiro & Del Mar Sánchez Pérez 2012) that there exists a paucity of appropriate CLIL materials, planning tools and design principles, which would support teachers in adopting the CLIL approach successfully. In line with this, Meyer et al. (2015: 44) argue that "CLIL has yet to live up to its full potential [since] a deeper integration of content and language has not yet been fully conceptualised". Thus, CLIL teachers clearly lack efficient guidance and available resources regarding lesson planning with a genuinely integrative focus. This thesis aims to address this gap by proposing design principles of genuinely integrative CLIL lessons, which interconnect, as highlighted by Llinares (2015: 69) in the quote at the beginning of this chapter, "content and language [...] as two sides of one coin". Due to the prevalence of history as a popular subject chosen for CLIL education in Austria (Eurydice 2005: 7) and my personal background as a university student of history and English, the focus of this thesis is placed on design principles of CLIL history lessons.

For the purpose of establishing truly integrative design principles for CLIL history teachers, desk research and a teaching project were conducted. The findings gained from the desk research provided a sound theoretical basis for proposing specific design principles, which were then implemented by designing and conducting a teaching project in an Austrian upper secondary CLIL history class. The results of the conducted desk research and teaching project might guide CLIL history teachers' future lesson planning and might be of benefit for the successful implementation of CLIL.

The first part of this thesis deals with the theoretical background gained from the desk research. Chapter 2 begins by laying out the theoretical dimensions of the concept 'integration' in CLIL more generally and then specifies on Systemic Functional

Linguistics' (SFL) contributions to this field. Finally, CLIL teachers' challenges when implementing integration in the classroom are discussed in chapter 2. This is followed by an analysis of the Austrian history curriculum and its relation to historical literacy, and a detailed description of historical literacy in bilingual settings (chapter 3). The fourth chapter concludes the desk research by discussing various pedagogical models for CLIL and considering their benefits and limitations. After the theoretical section, the focus is placed on the teaching project and its outcomes. Therefore, chapter 5 presents the research questions, the proposed design principles and how the principles can be applied in practice through the design of the teaching project. Finally, chapter 6 provides an overview of the results of the implementation and evaluation of the project, before the main insights, implications and limitations of the research will be summarised in chapter 7.

2. The issue with 'integration' in CLIL

CLIL is defined as a teaching approach in which both content and language learning should take place (Mehisto, Marsh & Frigols 2008: 9). Addressing content and language learning in CLIL may sound straightforward at first, however, integrating both content and language is a complex endeavour for researchers and practitioners of CLIL. Various understandings of the role of language, the role of content and their 'integration' inform the discussion around CLIL and complicate but recently also facilitate the development of proper integrated CLIL methodologies. The following chapter serves to give an insight into the debate around the issue of 'integration' in CLIL by referring to the role of language, the role of content and to the various perspectives on integration. These remarks are followed by a short overview of the theory of SFL and its major contribution to a genuine integration in CLIL. Lastly, various challenges that CLIL teachers face when implementing integration in teaching CLIL are presented.

2.1. The role of content and language

Since CLIL represents an 'umbrella term' that includes different educational approaches and models, it is difficult to arrive at one common understanding of the approach. This variety of CLIL models also has an impact on the question in how far content and language teaching as well as learning play a role in CLIL. The exact nature of the degree to which language learning or content learning are included in CLIL depends in many situations on the 'curricular model of CLIL' that is practised (Mehisto, Marsh & Frigols

2008: 12). According to Järvinen (2007: 253), "models and individual implementations are likely to vary greatly in terms of the emphasis on language learning and teaching as part of content teaching". There exists a continuum of models ranging from content-driven to language-driven ones, placing the focus either more on content teaching or on language teaching (Stoller 2004: 268). In Europe, the majority of CLIL models are content-driven due to a basis of existing national curricula that mainly focus on content-learning objectives. No additional adaption for CLIL teaching is made in the curricula and therefore language teaching and learning aims are not explicitly stated (Dalton-Puffer, Nikula & Smit 2010b: 285; Dalton-Puffer & Smit 2007: 12). Similarly, CLIL models in Austria deploy the content-driven approach to a great extent, placing the focus on the teaching of the subject and using foreign language mainly as a 'tool' for learning content (Abuja 2007: 21). Since Europe and specifically Austria mainly enact content-driven models of CLIL and national curricula foreground content aims, CLIL teachers often prioritise content goals (Skinnari & Bovellan 2016: 151).

The role language teaching and learning takes on in European CLIL classes does not seem to be as straightforward as the role of content. As reported in a study by Skinnari and Bovellan (2016: 153), which investigated CLIL teachers' beliefs about integration by conducting interviews with Austrian, Spanish and Finnish CLIL teachers, the interviewed CLIL practitioners did not always take into account the role language teaching had in their subject. The focus was clearly on content teaching carried out through a foreign language, believing that the foreign language is acquired 'naturally'. The majority of teachers in the study believed that learning the foreign language would appear as a 'side effect' of content teaching (Skinnari & Bovellan 2016: 153). This widespread belief among CLIL practitioners of naturalistic language learning was also confirmed by Dalton-Puffer (2011: 193). Hence, an explicit focus on language teaching instruction in CLIL seems to be the exception rather than the rule. In order to understand the theoretical underpinnings that inform this prevalent view of language teaching as naturalistic in CLIL, a short general overview of approaches of Second Language Acquisition (SLA) in relation with CLIL will be given.

An often-stated major advantage of CLIL is that "students are likely to learn more if they are not simply learning language for language's sake, but using language to accomplish concrete tasks and learn new content" (Mehisto, Marsh & Frigols 2008: 11). Consequently, language learning seems to be more effective when acquired through

content teaching. However, the exact nature of how language learning should take place in combination with content learning is subject to different perspectives. One of them is the view of naturalistic language learning, which regards language learning as a side-effect of learning content in a foreign language – "a kind of language bath" (Dalton-Puffer 2007: 3). It is assumed that learners who are exposed to content in a foreign language would pick up the foreign language skills passively without formal language instruction (cf. Dalton-Puffer 2007: 3). This naturalistic view of language learning is also influenced by Krashen's (1985) monitor model, which assumes that students' exposure to comprehensible input paired with positive attitudes will automatically lead to language acquisition. Another theoretical influence on language learning and SLA in CLIL focuses on interaction. It is based on Swain's output hypothesis (Swain 1995), which emphasises that

> [...] only the self-regulated production of utterances that encode learners' intended meanings forces them to actively process morphosyntactic aspects of the foreign language, thereby expanding their active linguistic repertoire and achieving deeper entrenchment of what they already know. (cf. Dalton-Puffer 2011: 194)

Hence, the output hypothesis emphasises the importance of negotiation and interaction in CLIL classrooms in order to foster learners' foreign language skills.

In contrast to theories that rely on naturalistic and implicit language learning, further developments in SLA took place that foreground a focus on the form and the meaning of the foreign language in CLIL. These new developments in SLA suggest that formal language instruction should be included at some points in the CLIL lesson, thereby drawing attention to specific lexical or grammatical aspects of the foreign language and their underlying meaning (cf. Dalton-Puffer 2011: 194). A similar concept has been developed by Lyster (2007: 133) for immersion education. He advocates a counterbalanced approach that places equal emphasis on form and meaning.

Regarding the development of different approaches of SLA and theories of language learning, it can be clearly seen that a movement from more naturalistic language learning without formal instruction to a more explicit one that is socially and contextually embedded has taken place (Dalton-Puffer, Nikula & Smit 2010a: 7-8). Hand in hand with the movement from naturalistic language learning to a more specific focus on language instruction in CLIL goes the development of a research space that focuses on the explicit role of language in CLIL classrooms, a sociocultural theory of learning and the

interconnectedness between language and content learning (Dalton-Puffer, Nikula & Smit 2010a: 7-8; Llinares, Morton & Whittaker 2012: 8).

2.2. From integration as 'dual focus' to a 'fusional perspective'

Even though models and implementations of CLIL vary, the dual aim of integrating content and language has been at the centre of CLIL from the beginning. Compared to other models of teaching subjects in a second or foreign language such as bilingual education, content-based instruction or immersion, CLIL has been defined as teaching contexts in which "a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role" (Marsh 2002: 58). Thus, CLIL focuses on the concept of integration and its nature lies in a dual-focused educational approach that combines the teaching of content and language (Coyle, Hood & Marsh 2010: 1). In addition to the importance of combining both content and language teaching in CLIL, the notion of giving equal focus to language and content is also classified as a distinctive feature of CLIL (Mehisto, Marsh & Frigols 2008: 9; Eurydice 2006: 7). This dual focus on language and subject learning as well as teaching has been foregrounded through the word 'integration' in the acronym CLIL and represents *the* major characteristic of CLIL (cf. Coyle 2007; Coyle, Hood & Marsh 2010; Mehisto, Marsh & Frigols 2008).

Whereas it is the view of CLIL experts that there should not be a preference for either content or language teaching, CLIL teachers often omit the teaching of language aspects in practice (Skinnari & Bovellan 2016: 153). In order to support CLIL practitioners when implementing CLIL with a dual focus, a symbiosis of language and content pedagogies was brought forward. According to Coyle, Hood and Marsh (2010: 12), "CLIL is not simply education in an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies". In accordance with Coyle, Hood and Marsh (2010), Ioannou Georgiou (2012: 499) emphasises the importance of a particular methodology for CLIL that is derived from language-specific and subject-specific methodologies.

Despite the fact that scholars argued for the development of a unique methodology for CLIL and other bilingual teaching approaches, only few attempts have been made to resolve this issue so far (e.g. Lyster's counter-balanced approach for immersion teaching). In order to implement CLIL effectively, even though a lack of CLIL specific

methodologies exists, various CLIL frameworks and planning tools were developed that guide CLIL teachers. Amongst them is one of the most well-known conceptualisations of CLIL: the 4Cs framework designed by Coyle (2007). Based on Coyle's (2007) 4Cs framework, Meyer (2013: 295) introduced specific quality criteria for successful CLIL teaching and established the CLIL pyramid as planning tool for CLIL lesson planning and material design (cf. chapter 4). Although pedagogical planning tools such as Coyle's and Meyer's frameworks do indeed represent useful guidelines for CLIL teachers in planning CLIL lessons with an integration of content and language, they are only the first steps towards an adequate solution to the problem.

The lack of proper and straightforward methodologies as well as pedagogical models for a genuine integration of language and content in CLIL results, amongst other things, from a lack of cooperation between content and language experts. This is illustrated by the majority of CLIL studies related to the outcomes of CLIL teaching, which either measure students' language proficiency or their content learning in CLIL. For instance, several studies have been conducted that focus mainly on students' language outcomes in CLIL - addressing different foci such as grammar (Villarreal & García Mayo 2009) or vocabulary (Sylvén 2004). On the other hand, also studies that focus mainly on content outcomes have been published (Jäppinen 2005; Seikkula-Leino 2007). Hence, research mainly addressed a perspective of content and language which regards both as separate entities. Due to this 'divided' research space and the barrier of getting language and content experts to collaborate, a research space that focuses on 'real' integration of CLIL is limited (Llinares 2015: 60; Llinares, Morton & Whittaker 2012: 8).

As discussed above, the term 'integration' is often understood as a dual perspective that combines language teaching with content teaching in CLIL. However, this view of integration in CLIL seems to be debatable and research has started to investigate the meaning of achieving a fusional perspective of integration in CLIL. Therefore, a closer cooperation between language and subject experts is needed, which would leave aside the notion of seeing content and language as two separate entities and create a fusional perspective of both (Nikula, Dalton-Puffer, Llinares & Lorenzo 2016: 1).

2.3. Systemic Functional Linguistics' perspective on integration

In order to investigate the exact nature of the language and content relationship in CLIL, scholars increasingly try to address the 'middle position' of the CLIL research space

(Dalton-Puffer, Nikula & Smit 2010a: 10). This 'middle position' merges content and language considerations and places the emphasis on the question of how content and language learning can be genuinely integrated. In contrast to specific SLA research theories, such as Lyster's (2007) counterbalanced model that focuses on 'only' balancing content and language aims, new theoretical models are needed that regard language and its meanings (content) as inseparable. One research strand that pursues the question of how content and language are genuinely integrated and offers fruitful insights for integration in CLIL is Systemic Functional Linguistics (Llinares 2015: 61). Consequently, a more detailed account of SFL and its perspectives on integration in CLIL is given in the following section.

Systemic Functional Linguistics is based on the ideas of the linguist Michael Halliday and was developed in the UK in the 1970s (Llinares 2015: 61-62). It is a theory of language that is based on the notion that language is a "meaning-making and social-semiotic activity" (Morton & Llinares 2017: 6). Therefore, SFL regards language and meaning (content) as intertwined, which correlates with current understandings of the notion 'integration' in CLIL (Coffin 2017: 96). SFL has been proven useful for different areas of language education, amongst them also the research area of CLIL, and as argued by Coffin (2017: 91), "offer[s] a powerful response to a central CLIL concern: 'theorizing the interaction of language and content'".

Hence, SFL is increasingly used by CLIL scholars for investigating integration in CLIL, also in combination with other research strands. For instance, Llinares (2015) presents a theoretical model, which combines aspects of SFL, discursive pragmatics, sociocultural theory and task-based learning. According to Llinares (2015: 64), her model "could provide interesting theoretical, methodological contributions for both CLIL research and pedagogy". This model of using SFL in combination with other approaches can inform research not only about the question of *what* integration entails in CLIL contexts but also about *how* integration unfolds in the classroom and presents a useful research strategy for further studies on integration. Another work on content and language integration that also draws on theoretical perspectives of SFL, SLA and sociocultural theory has been published by Llinares, Morton and Whittaker (2012). It investigates the roles of language in CLIL, highlights the interconnectedness of content and language and stresses the importance of language for acquiring knowledge and skills across different subjects. Particularly the concept of subject literacy is brought forward for integrating language

and content demands (Llinares 2015: 58). In a recently published work by Llinares and Morton (2017) different research perspectives of Applied Linguistics are combined to shed light on current issues of integration in CLIL. Llinares and Morton (2017: 3) specifically focus on SLA, discourse analysis, sociolinguistics and SFL and refer to each research strand and its perspective on integration.

Even though different research strands in combination with SFL can be used to investigate current issues of CLIL, this thesis will mainly concentrate on the potential of SFL's theories for integration in CLIL.

2.4. Subject-specific literacy

As indicated above, SFL represents a useful theoretical background for more explicit integration in CLIL by regarding the "language through which a subject is learned as central to the process" (Coffin 2017: 91). Consequently, SFL research emphasises that each subject has its individual way of using language to make meaning, which is described by the term subject-specific literacy (Nikula 2015: 14). Hence, language learning in CLIL should be best achieved through the development of subject-specific literacies, which can also serve as a central notion for integration in CLIL. The term subject literacy describes the spoken and written forms of language and texts through which CLIL learners acquire content knowledge (Llinares, Morton & Whittaker 2012: 14). Thus, subject-specific literacy represents a concept that regards language and content as intertwined and can offer a genuine integration of both. In order to arrive at a more genuine integration of CLIL in the classroom, teachers as well as learners should be made aware of the concept of subject-specific literacy. This would also entail that CLIL teachers and learners recognise that language is used differently in different subjects (Llinares 2015: 68). The development of subject-specific literacy in CLIL classrooms can support CLIL teachers when implementing a genuine integration of content and language, since both aspects are inherently intertwined in the concept.

Before proceeding to one specific way of how subject literacy can be included in the CLIL classroom, it is important to have a closer look at the constituents of subject-specific literacy. According to Llinares, Morton and Whittaker (2012: 14), subject-specific literacy consists of two aspects: genre and register. The term genre can be defined as "a staged, goal-oriented social process" (Martin & Rose 2008: 6) and encompasses the general meaning of different types of texts. In addition to genre, the

term register describes the grammatical and lexical features, which are applied for creating genres (Llinares, Morton & Whittaker 2012: 14). It is CLIL teachers' task to raise students' awareness about both aspects with the purpose of supporting students in acquiring the subject-specific language (Llinares, Morton & Whittaker 2012: 14).

In order to inform and equip CLIL practitioners with suitable guidelines about the role of subject-specific literacy in CLIL and how it can be incorporated in teaching, especially the genre approach of SFL provides a useful framework. For instance, Morton (2009: 134) suggests that a genre approach is an appropriate tool that supports CLIL teachers in achieving integration of content and language and fosters learners' awareness of subject-specific literacy. Moreover, also Llinares (2015: 64) emphasises the usefulness of a genre approach in CLIL. She brings forward the argument that the genre approach involves CLIL students' skills of identifying the use of language and content in different genres and their analytical skills of identifying lexical items and grammar (register) in various genres. Likewise, Ahem (2014: 30) argues for the importance of a genre-based pedagogy in connection with subject-specific literacies. To implement a genre-based approach in CLIL, teachers need to be aware of the specific genres their subject includes and which language is used for the genres as to implement language and content integration in the CLIL classroom (Llinares 2015: 66).

The language theory of SFL and especially its notion of subject literacy represent a useful framework for a genuine integration of language and content in CLIL. Since the aim of this paper is to propose integrative principles for CLIL history lessons, a more detailed account of historical literacy is given in chapter 3.

2.5. CLIL teachers' challenges when implementing integration

Having discussed the complex and multifaceted term of 'integration' in CLIL, the final section of this chapter addresses the challenges CLIL teachers face when implementing integration in their teaching. Even though the integration of content and language learning should represent a major component of each CLIL lesson, in practice the situation looks quite different. The difficulty of implementing a genuine and fused form of language and content integration in the classroom is due to various factors, which will be discussed in the following.

First and foremost, as stated in the previous sections of this chapter, a lack of integrative CLIL methodologies, curricula and planning tools often impedes a successful integration

of content and language aspects in CLIL classrooms. Due to the variety of existent CLIL models and theories (Mehisto, Marsh & Frigols 2008; Stoller 2004), a development of integrative CLIL methodologies and pedagogical tools suitable for all contexts is almost impossible (Cenoz, Genesee & Gorter 2014: 246). Some proposed frameworks (e.g. Coyle 2007; Meyer 2010) do indeed provide useful guidelines for planning CLIL lessons, however, they also have their limitations. For example, often these pedagogical models for CLIL do not refer to the most recent knowledge of what integration entails in CLIL classrooms. Thus, there is still a lack of proper integrative CLIL methodologies and teachers face the challenge of implementing a genuine integration in CLIL without sufficient theoretical and pedagogical frameworks (Gabillon & Ailincai 2015: 315). In addition to a shortage of suitable CLIL frameworks for integration, there is also a lack of integrated curricula that would support teachers when planning CLIL lessons (Nikula, Dalton-Puffer, Llinares & Lorenzo 2016: 12). Even if some integration of language and content aims appears in specific and official curricula, the stated language issues lack to a great extent a proper theoretical language backdrop (Nikula, Dalton-Puffer, Llinares & Lorenzo 2016: 11).

Furthermore, a successful integration of content and language learning is hindered due to an insufficient basis of CLIL teacher training. For instance, in the Austrian context CLIL teachers do not have to undergo any official training. Thus, no formal qualifications are needed to teach CLIL in an Austrian school (Abuja 2007: 19). Consequently, it is sometimes the case in Austrian schools that CLIL teachers are either subject or language experts. Even though there are teachers that can be qualified for both – the subject and the foreign language – not all CLIL teachers possess dual qualifications (Skinnari & Bovellan 2016: 149). It has been suggested that one possible solution to this problem is the cooperation between language and content teachers (Järvinen 2007: 254). However, a cooperation between language and content teachers requires organisational effort and enormous amount of time that practising teachers often do not have. Consequently, it is argued that CLIL teachers need to acquire a basic understanding of the language or subject in which they are not experts. Otherwise, as shown in a study conducted by Skinnari and Bovellan (2016: 153), content teachers could for example disregard the inherent role of language in their lessons and just regard language as 'a side effect' or 'by-product'. Hence, as Ball, Kelly and Clegg (2015: 28) state "subject teachers [need] to understand the impact of language on cognition [...], and language teachers [need] to

understand more fully the nature of subject-based texts and discourse". In order to provide all CLIL teachers, regardless of their qualifications, with appropriate knowledge and guidelines for integration of language and content in CLIL, a proper teacher training on combining content and language should be offered (Skinnari & Bovellan 2016: 165). Only then can CLIL teachers implement an effective integration of content and language in their lessons.

3. Historical literacy in the Austrian history curriculum

In most countries the subjects chosen for CLIL provision can be selected from the entire curriculum depending on the national, regional and school context. In Austrian general secondary education any subject from the curriculum can be chosen for CLIL (Eurydice 2006: 26). Yet, one of the most popular and frequently selected CLIL subjects in Austrian secondary education seems to be, besides geography and biology, the subject history (Eurydice 2005: 7). The specific reasons why particularly those three subjects are used for CLIL teaching in Austria have not been investigated yet. One possible factor could be the availability of qualified teachers for teaching CLIL biology, geography and history, which often influences a schools' decision to offer certain subjects in CLIL (Abuja 2007: 18). Since history is a frequently chosen CLIL subject in Austria and I myself underwent a teacher education for history and English, this thesis will be concerned with CLIL history lessons.

As stated in the previous chapter, CLIL teachers face various challenges when they want to implement a genuine integration in their teaching. This is also true for CLIL history teachers. Even though some history teachers are indeed aware of the importance of integration in their teaching, a lack of proper integrative design principles and planning tools as well as a non-existing CLIL teacher education often impede an integrative practice. So far CLIL history teachers have mainly included only one language aspect in their lessons, namely the teaching of subject-specific terminology, and have disregarded, as Lorenzo (2007: 510) termed it, all the other "language muscles" of history (Lorenzo & Dalton-Puffer 2016: 60). One possible solution for this problem was offered by SFL through emphasising the importance of teaching subject-specific literacy in CLIL. In recent years, there has been an increasing amount of literature on subject-specific literacy in CLIL, which suggests that a genuine integration can be achieved if teachers pay increasingly attention to the specific literacy of their subjects (Llinares, Morton & Whittaker 2012; Lorenzo & Dalton-Puffer 2016; Morton 2010; Nikula 2015). In the case

of CLIL history, several experts investigated the issue of historical literacy and its potential for offering a fusional integration of content and language in CLIL history teaching (Llinares, Morton & Whittaker 2012; Lorenzo 2017; Lorenzo & Dalton-Puffer 2016; Morton 2009). In view of all the research that has been mentioned so far, one may suppose that historical literacy can be regarded as a key aspect of achieving a genuine integration in CLIL history. Therefore, a closer investigation of the Austrian history curriculum and its relation to historical literacy will be given in the subsequent section.

3.1. The Austrian history curriculum

The curriculum (*Lehrplan*) presents teachers with the main guidelines for teaching their subject. It provides information on the subject-specific knowledge and skills students should acquire as well as on the content, methods and learning objectives of the individual subjects. In Austria, each school type has its own curriculum. The school-type specific curriculum is then subdivided again into a general section about the educational goals and didactic principles, which are relevant for all subjects, and particular sections specified on the various subjects (BMB 2016). Due to the fact that no specified curricula for CLIL teaching exist in Austria, teachers have to adhere to the curriculum of the content subject. Hence, in the case of CLIL history, teachers have to use the Austrian history curriculum (Lorenzo & Dalton-Puffer 2016: 58). For the purpose of illustrating the main principles of the Austrian history curriculum, a short overview of the development of the history curriculum in Austria will be provided.

The Austrian history curriculum underwent - similar to other national contexts (e.g. USA - Downey & Long 2016) - a paradigm shift from a traditional knowledge-oriented education to a competence-focused one. It became apparent that the traditional system of 'only' accumulating factual knowledge in form of historical facts, names and dates did not foster students' full potential. Therefore, new developments had to take place that foreground the importance of fostering learners' historical skills and competences, which are needed for applying historical knowledge (Kühberger 2015: 11-12). In order to put the emphasis on competences and conceptual learning and thinking, a new Austrian history curriculum was implemented in September 2008 (Kühberger & Windischbauer 2012: 6). This history curriculum of 2008 is based on a competence model of historical literacy called 'FUER Geschichtsbewusstsein' that refers to four key historical competences (Schreiber et al. 2007: 34):

I.   Historische Fragekompetenz (questioning competence)[1]

II.   Historische Sachkompetenz (factual competence)

III.   Historische Orientierungskompetenz (orientation competence)

IV.   Historische Methodenkompetenz (methods competence)

These four competences form the basis of the history curriculum and are of major significance for teaching history. What each individual competence compromises will be explained briefly. To begin with, questioning competence describes the conceptualisation of history as answers to questions. Learners should be enabled to identify historical questions, to scrutinise why questions are formulated in a certain way and finally to formulate questions themselves (Schreiber et al. 2007: 25- 26). The second competence, namely factual competence, does not refer to the accumulation of historical facts and dates, but addresses students' ability to understand, discuss and use different terms and concepts and their meanings (Schreiber et al. 2007: 33). Thirdly, orientation competence can be defined as learners' ability to make use of historical knowledge and competences in order to gain a better understanding of present and future phenomena (Kühberger 2015: 21). Finally, methods competence encompasses students' skills to create their own historical narratives and to deal with already existing ones. Hence, students should practise to apply methods for the construction, analysis and critical reflection of various historical sources drawn from different areas such as exhibitions, films, books, primary and secondary sources (Schreiber et al. 2007: 27-28).

In addition to the four historical competences, a model for political competences was developed in 2008. By redefining the subject 'Geschichte und Sozialkunde' to 'Geschichte und Sozialkunde/Politische Bildung' in lower secondary, political education gained a major role, which required the formulation of political competences (Kühberger & Windischbauer 2012: 6-7). Therefore, the 'Österreichische Kompetenzmodell für Politische Bildung' was set up, which defines four key political competences (Kühberger 2015: 129-130):

I.   Politische Urteilskompetenz (political judgment competence)[2]

II.   Politische Handlungskompetenz (political action competence)

III.   Politikbezogene Methodenkompetenz (political methods competence)

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[1] The historical competences are translated based on Lorenzo & Dalton-Puffer (2016: 58).
[2] No 'official' translations of the political competences could be found. The translations used are according to my own judgement.

IV.   Politische Sachkompetenz (political factual competence)

The first competence, political judgment competence, describes students' ability to evaluate political decisions, problems and controversies independently and without any prior value orientation. The second one, political action competence, refers to students' skills and willingness to find their own position towards political questions, to understand political positions of others and to work on problems in the areas of politics, economics and society (Kühberger 2015: 129). The third political competence that should be included in history teaching is political methods competence. Students should be enabled to practise methods that allow them to articulate themselves politically in an oral, visual and written form. Moreover, students' ability to decode political manifestations in various media has to be fostered. Finally, the political competence model mentions political factual competence, which is similar to historical factual competence. It basically refers to the practice that students need to understand, use and reflect upon important political terms and concepts (Kühberger 2015: 130).

While the history curricula of 2008 provided a useful basis for teaching historical and political competences, a further development took place recently. The grammar school history curricula from 2008 have been replaced step by step with new versions that complement the competency-based history curricula with new aspects. The new history curriculum for lower secondary grammar school (*AHS Unterstufe*) and new secondary school (*Neue Mittelschule*) was introduced in 2016 and highlights in addition to the four historical and political competences the teaching of so-called basal concepts (*Basiskonzepte*) as well as learning in modules (Hellmuth & Kühberger 2016: 1). The use of basal concepts implies that teachers have to structure their lessons around recurring basal concepts such as for instance 'work', 'communication', 'diversity' or 'perspective'. By focusing their lessons on concepts rather than on the accumulation of factual knowledge, conceptual learning is fostered. In order to achieve successful conceptual learning, cross-connections among the basal concepts should be promoted and learners should be able to regard them from various historical perspectives and events (Hellmuth & Kühberger 2016: 10). Additionally, the new history curriculum of lower secondary arranges the subject's content in modules. The modules are focused on different topics such as 'elections' or 'revolutions' and replace the traditional manner of teaching historical events in a chronological manner (Hellmuth & Kühberger 2016: 3).

After the implementation of the new curriculum for lower secondary in 2016, the one for upper secondary (*AHS Oberstufe*) followed on 1st of September 2017. There is a certain degree of similarity between both curricula. The upper secondary history curriculum emphasises again the four historical and political competences, which should now be further developed, and occasionally mentions the basal concepts. In contrast to the one for lower secondary, the curriculum divides the content of each grade into two 'semesters' based on specific competence modules. For example, the 9th grade is subdivided into a 1st and 2nd semester and specific competence modules, which should be practised in the particular semesters, are foregrounded (BKA 2017).

As discussed above, the national history school curricula underwent a clear paradigm shift from a traditional knowledge-oriented education to a competence- and conceptual-focused one. According to Lorenzo and Dalton-Puffer (2016: 58), "[i]n many education systems, the emergence of [...] a wider notion of literacy has led to a considerable reorientation in conceptualising school curricula". Likewise, the new Austrian history curricula mirror this development and foreground a wider notion of historical literacy as essential. Originally, the term 'literacy' referred to the ability to read and write in various disciplines. However, due to various factors the notion of 'literacy' was broadened. On the one hand, New literacy studies (NLS) influenced this development by bringing forward that literacy is a social practice, which includes more than only one literacy but several literacies that are connected to specific domains (e.g. school literacy). It is the purpose of secondary school education to provide language learners with the acquisition of those specific literacy skills (Lorenzo & Dalton-Puffer 2016: 56-57). On the other hand, the term 'literacy' has loosed "its ties with the actual activities of reading and writing [...] to include general notions of skills, abilities and even knowledge" (Lorenzo & Dalton-Puffer 2016: 57). Hence, education systems adapted their curricula that now foster the development of specific literacies ranging from mathematical literacy over science literacy to subject-specific literacy. In order to "capture the idea that whole sets of skills, practices and knowledge items in specific areas are necessary for citizens to competently negotiate their lives in modern society in ways that ensure their democratic participation" (Lorenzo & Dalton-Puffer 2016: 57). This development of a broadened notion of literacy significantly affected the reorientation of school curricula to competence models as learning goals (Lorenzo & Dalton-Puffer 2016: 58).

The Austrian history curriculum clearly incorporates this broadened concept of literacy by referring to the two competence models, one of historical literacy and one of political literacy (Lorenzo & Dalton-Puffer 2016: 58). The importance of including all eight competences in teaching is mentioned repeatedly in the history curriculum for lower and upper secondary grammar school. In particular, the history curriculum for upper secondary highlights the competences by stating specific competence modules that should be achieved at a certain level (e.g. 10th grade – competence module 3 – methods competence – to differentiate sources and representations with regards to their characteristics, BKA 2017). However, the curriculum is phrased rather generally in terms of how teachers can teach those competences, leaving the actual implementation open to the teacher (BKA 2017).

It can be concluded that the current Austrian history curriculum for secondary grammar school aims at educating citizens whose abilities go beyond the mere accumulation and reproduction of historical facts. It rather focuses on educating students that are able to apply historical skills and knowledge in order to participate successfully in modern society. This is mainly achieved through acquiring historical and political competences, which are necessary to develop historical and political literacy. Overall, the long-term goal of history education is to provide students with a reflective historical and political awareness (BKA 2017).

3.2. 'Historical literacy' in bilingual settings (CLIL)

The newly placed emphasis on historical and political literacy in the history curricula contributes to raising history teachers' awareness about the fact that "the teaching and learning of history is strongly embodied in linguistic notions and categories" (Lorenzo & Dalton-Puffer 2016: 60). However, when it comes to teaching history in a foreign language, as it is the case in CLIL, historical literacy has to be regarded from a new perspective. Since CLIL is taught in a foreign language, it requires the application of historical biliteracy. However, Austrian history teachers face the problem of lacking proper guidelines on how to implement historical literacy in a foreign language since no specific curricula for teaching CLIL history have been set up so far (Lorenzo & Dalton-Puffer 2016: 58). Thus, a suitable concept of historical literacy that is adapted for bilingual settings has to be provided for CLIL history teachers.

In order to close the above mentioned research gap, Lorenzo and Dalton-Puffer (2016: 60) established a concept of historical biliteracy labelled 'The three tiers of historical literacy'. Their concept merges three historical knowledge structures with the appropriate linguistics categories, thereby arriving at a genuine integration of content and language in the form of historical biliteracy (Lorenzo & Dalton-Puffer 2016: 61). A more detailed account of the individual historical knowledge structures and the language layers that constitute historical biliteracy will be given in the following section.

3.2.1. Historical knowledge structures

As noted by Lorenzo and Dalton-Puffer (2016: 60-61), historical knowledge structures can be categorised into three content layers. At the bottom level are 'historical notions' that describe historical interactions of individuals and social groups. Similar to the newly placed emphasis on so-called basal concepts (*Basiskonzepte*) in the current Austrian history curriculum (Hellmuth & Kühberger 2016: 1), Lorenzo and Dalton-Puffer (2016: 60) refer to concepts such as 'liberation', 'secession', 'union' or 'warfare' as examples for 'historical notions'. These historical notions are then arranged into so-called 'gestalt historical principles'. The gestalt historical principles refer to the discourse dynamics of the different historical notions (Lorenzo & Dalton-Puffer 2016: 60). The last component of historical knowledge structures are 'historical heuristics' that "help manage the major coordinates of historical knowledge" (Lorenzo & Dalton-Puffer 2016: 61). Historical heuristics foreground that history does not just include a reproduction of past events, however, it demands from learners to access the cognitive academic operations that the discourse of history requires. Wineburg (1998: 322) states three disciplinary-specific heuristics of history: sourcing, corroboration and contextualisation. Sourcing describes the process of analysing and including various sources of historical events when reproducing historical content. Then, students have to contrast and validate the consistency of the different sources, which is termed corroboration. Lastly, learners of history have to consider the events within their temporal and spatial context (Wineburg 1998: 322). When regarding these three disciplinary-specific heuristics of history, a connection to the methods competence as described in the Austrian history curriculum can be drawn (cf. Schreiber et al. 2007: 27-28). Moreover, Lorenzo (2017: 33) underlines that "[w]ithout these heuristics, history is no more than a story, a narrative belonging to the realm of fantasy rather than that of science or, to put it in classical terms, to *mythos* rather than *logos*". The three listed types of historical knowledge structures – historical

notions, gestalt historical principles and historical heuristics – correlate with three specific language layers of history, which will be explained below (Lorenzo & Dalton-Puffer 2016: 61).

3.2.2. Language layers

The three language layers of historical biliteracy amount to "a linguistic switchboard activated by content" (Lorenzo & Dalton-Puffer 2016: 61). More precisely, this linguistic switchboard, which can occur in the spoken and written mode, consists of three linguistic categories: lexico-grammar, functions and genres. Since Austrian CLIL history teachers especially lack a proper construct which describes the language end of CLIL history, a detailed overview of all three language layers will follow.

The first linguistic category of historical biliteracy is lexico-grammar. There are specific grammatical patterns that occur more often in historical texts than in others. For instance, structures that refer to an interaction of time or cause as well as temporal markers or expressions of abstractions. Moreover, grammar can also be expressed in more "tangential ways" in historical texts, such as expressing causes or consequences with lexical items instead of morphosyntactic resources, illustrated by the following example, "*Fallibility* lies greatly with the *negligent* Nero, who was *disinterested* in the British provinces that laws became mere guidelines" (Lorenzo & Dalton-Puffer 2016: 63). Concerning the lexicon, history has a wide range of discipline specific terminology, which is commonly taught through glossaries and wordlists in CLIL (Lorenzo & Dalton-Puffer 2016: 63). Not surprisingly, when the Austrian history curriculum was analysed in regards to lexico-grammar, no detailed instructions for teachers could be identified. At a few instances, broader concepts are mentioned that refer to the teaching of subject-specific lexicon such as "Fachliche Begriffe/ Konzepte des Historischen anhand von Lexika und Fachliteratur etc. klären" [to clarify technical terms of history by means of lexica and subject literature] (BKA 2017). Yet, it has to be taken into account that the national history curriculum is not oriented towards teaching history in a second language. Hence, the focus on lexico-grammar is only subordinate.

The second language layer of historical biliteracy includes academic language functions often referred to as cognitive discourse functions (CDFs). CDFs can be defined as following,

> [w]hen talking or writing about subject matter, speakers need to express general as well as subject-specific cognitive operations such as classifying,

contrasting or hypothesising, thereby making explicit the semantic relations between subject-specific terms and concepts, on the one hand, and their own subject positions vis-à-vis these knowledge objects, on the other. (Lorenzo & Dalton-Puffer 2016: 62)

Learners need to acquire linguistic patterns that are linked to specific CDFs and should be able to actively apply them to display their understanding of the subject matter (Lorenzo & Dalton-Puffer 2016: 62). Based on a review of numerous projects and studies that investigated verbs and their designating cognitive-verbal actions, Dalton-Puffer (2013) suggested a concise construct of seven CDF types founded in linguistics and education. Those seven CDF types and their members are displayed in figure 1 below.

CLASSIFY	Classify, compare, contrast, match, structure, categorize, subsume
DEFINE	Define, identify, characterize
DESCRIBE	Describe, label, identify, name, specify
EVALUATE	Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
EXPLAIN	Explain, reason, express cause/effect, draw conclusions, deduce
EXPLORE	Explore, hypothesize, speculate, predict, guess, estimate, simulate, take other perspectives
REPORT	Report, inform, recount, narrate, present, summarize, relate

Figure 1: CDF types and their members (Dalton-Puffer 2013: 235)

Dalton-Puffer (2013: 237) specifically pointed out that her construct may be slightly adapted or can take on a different shape depending on the context and the specific subject. Hence, attempts were undertaken to illustrate the relevance of Dalton-Puffer's CDF types in the subject of history. One recent study in this area is the thesis of Bauer-Marschallinger (2016) that investigated the relations between CDFs and historical competences determined by the FUER competence model. Bauer-Marschallinger (2016) carried out a theoretical and empirical analysis of in how far the historical competences of the FUER model and Dalton-Puffer's CDF types are interrelated in a set of observed history lessons and testing situations. In the study conducted by Bauer-Marschallinger (2016: 108), it was found that there is indeed a strong connection between the two constructs, suggesting "that the acquisition of each competence requires a wide range of different CDF types".

Although research proposes that CDFs represent a suitable intersection of language and

content learning (Dalton-Puffer 2013), a focus on them in actual CLIL practice is rather limited due to teachers' unawareness and only implicit knowledge about CDFs (Dalton-Puffer 2016: 53). Lackner (2012: 104) investigated the use of CDFs in Austrian upper secondary CLIL history classrooms and came to the conclusion that "explicit language work on discourse functions was almost inexistent". Lackner (2012) found that teachers do indeed include CDFs in their speech but students rarely produce CDFs themselves. Furthermore, the data showed that teachers rarely discuss the use of CDFs with students on a meta-level (Lackner 2012). Yet, CDFs represent an essential element of historical biliteracy and in order to practise a genuine integration in CLIL history classrooms, teachers should bring the teaching of CDFs to the fore in their written and especially oral form. Learners should be supported in recognising CDFs in the foreign language and their ability to actively realise the functions themselves should be fostered. A successful CLIL classroom needs to provide opportunities for students to produce CDFs themselves as well as communicate about them on a meta-level (Lorenzo & Dalton-Puffer 2016: 62, 66).

Similarly to lexico-grammar, CDFs are not stated explicitly in the Austrian history curriculum. Some cognitive operations (marked in italics) could be detected in the curriculum, however, they are mostly embedded in sub-competences (e.g. "Folgen von Entscheidungen und Urteilen *abschätzen*" [to *evaluate* the consequences of decisions and judgements], "Fachliche Begriffe/Konzepte des Historischen anhand von Lexika und Fachliteratur etc. klären und die dortigen Definitionen *vergleichen* sowie Unterschiede erkennen" [to clarify technical terms of history by means of lexica and subject literature and to *compare* the definitions as well as to recognise differences] BKA 2017). Hence, it is rather a difficult endeavour for history teachers to receive an overview of the various CDFs, which are connected to the historical competences. In order to address this problem, Kühberger (2011: 15) formulated a list of command verbs (*Operatoren*) based on the FUER competence model. Command verbs are described as verbs that prompt pre-defined procedures which support students in dealing with specific task types (Kühberger 2011: 15). The list of command verbs is divided into three different levels (*Anforderungsbereiche*), beginning with simpler command verbs at level 1 and increasing the complexity with level 2 and 3 (Kühberger 2011: 16). For instance, sample command verbs for level 1 that comprise the reproduction of historical facts are to *list*, *describe*, *summarise* or *name*. On the second level, students are asked to work independently with

historical input, thereby referring to command verbs such as to *analyse*, *explain* or *compare*. Lastly, on level 3 students have to reflect and critically examine historical content which is phrased in command verbs such as to *interpret*, *justify* or *evaluate* (Kühberger 2011: 19). Kühberger's matrix of command verbs represents a useful supplement to the curriculum. When compared to the list of CDFs formulated by Dalton-Puffer (2013), several overlaps and similarities can be found (e.g. 'summarise', 'compare', 'explain', 'evaluate', etc.). This is due to the fact that both constructs are partly based on Bloom's taxonomy and attempt to offer a neat overview of essential discourse functions (Dalton-Puffer 2013: 221-222; Kühberger 2011: 16). Since the proposed construct of historical biliteracy focuses on Dalton-Puffer's CDFs and similarities to Kühberger's list of command verbs can clearly be detected, Dalton-Puffer's construct will be used for designing the lessons of the teaching project.

The third language layer of historical biliteracy addresses the importance of incorporating genres in history teaching. As discussed in chapter 2, also SFL research proposes the effectiveness of a genre approach in CLIL settings (Ahem 2014; Llinares 2015; Llinares; Morton & Whittaker 2012; Lorenzo 2013; Morton 2009). The analysis of genres proves to be especially useful in CLIL since it combines subject-specific content knowledge with the knowledge of the language by working on the functions and structure of specific text types (Llinares, Morton & Whittaker 2012: 146-147). Likewise, Lorenzo and Dalton-Puffer (2016: 61) suggest that genres are one essential language layer of historical biliteracy. History represents a text-rich subject since a great extent of historical evidence is found in texts. Thus, the specific historical genres and their macrostructures as well as rhetorical moves were analysed by various experts, especially in the Australian context (Coffin 2006; Veel & Coffin 1996). Based on the work undertaken by Coffin (2006), Llinares, Morton and Whittaker (2012: 132-145) summarise the most important genres of history including the following: period study, recounts in history (personal, biographical, historical), historical accounts, historical explanation, historical argument (exposition) and discussion. Whereby the latter two genres (exposition and discussion) belong to the most challenging ones since they require various cognitive processes (Llinares, Morton & Whittaker 2012: 146). According to Lorenzo and Dalton-Puffer (2016: 61), the application of historical genres is especially valuable for practising integration in CLIL since "genres are language events known and mastered by content specialists: historians are knowledgeable in the rhetorical structures of their speciality genres". Exactly this

language awareness of historical genres can be used by content teachers to incorporate an integration of content and language in their lessons (Lorenzo & Dalton-Puffer 2016: 61-62). When having a closer look at the Austrian history curriculum for upper secondary, oral and written genres are mentioned occasionally (e.g. "Gattungsspezifik von historischen Quellen für ihre Interpretation berücksichtigen" [to consider the genre specifics of historical sources for their interpretation] BKA 2017). Nevertheless, the curriculum is deficient in explicitly stating the various types of genres important for history, which forces teachers to draw on their own understanding of historical genres. Hence, the list of historical genres stated above seems to provide a useful basis for CLIL history teachers.

To sum up, historical biliteracy combines the three tiers of content (historical notions, historical gestalt categories and historical heuristics) with the three tiers of language (lexico-grammar, functions and genres). Lorenzo and Dalton-Puffer (2016: 61) suggest that exactly this connection between historical knowledge structures and language layers fosters a genuine integration in CLIL. Therefore, they argue "that the three-tier framework presented here has the potential to guide a coherent description of the complex construct that is 'historical literacy in a second language' and be instrumental for CLIL lesson planning and assessment [...]" (Lorenzo & Dalton-Puffer 2016: 63).

4. Pedagogical models for CLIL

After having discussed the subject-specific principles of teaching history in Austria and considering the construct of historical biliteracy, a more general view on how to design effective CLIL lessons, regardless of the subject chosen, will be taken. In contrast to planning regular content lessons, teaching a content subject in a foreign language naturally demands from teachers to take on new practices. In order to equip CLIL practitioners with exactly those design principles, several pedagogical models for CLIL have been developed (Gabillon & Ailincai 2015: 312, 315). The following section will give an overview of some of these conceptualisations and frameworks that support teachers in planning successful CLIL lessons.

4.1. Coyle's 4Cs framework

One of the most popular and well-known pedagogical models of CLIL is the 4Cs Framework developed by Coyle in 1999 (Coyle 2007: 549). The framework regards CLIL from a holistic perspective and brings together various aspects of CLIL. It considers the four building blocks of content, communication, cognition and culture as essential for CLIL. The 4Cs of the framework are illustrated in figure 2.
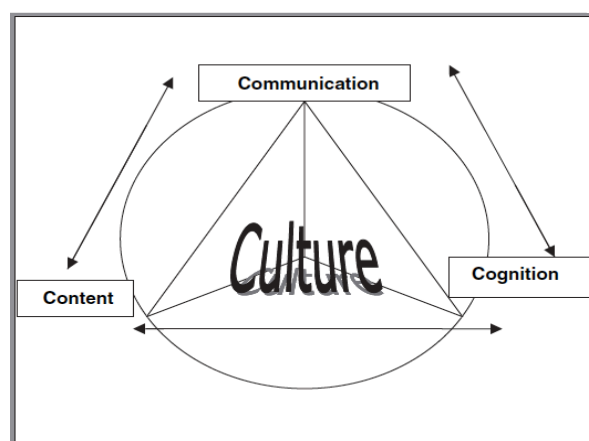

Figure 2: The 4Cs Framework (Coyle 2007: 551)

'Content' refers to the subject matter chosen for CLIL and includes acquiring content knowledge and skills of the subject. As pointed out by Coyle (2005: 5), the content always "determines the learning route" and depicts the starting point for planning a CLIL unit.

In addition to content, also 'communication' represents one of the 4Cs. It encompasses the language dimension of CLIL and mainly emphasises two aspects, "learning to use language and using language to learn" (Coyle 2005: 5). It especially advocates the concept of involving learners in using the language, preferably through interaction about the subject content in the foreign language. Thereby, CLIL teachers should pay special attention to the language that is needed to work successfully with the content as well as the language skills, grammatical aspects and vocabulary required to access the content (Coyle 2005: 6).

Another constituent of the framework is 'cognition'. Cognition describes the learning and thinking processes that should be part of an effective CLIL lesson. Coyle argues that CLIL can only be effective if it activates learners' higher order thinking skills. For this reason CLIL learners need to construct their own knowledge and understanding of the subject since a mere knowledge transfer from the teacher to the students would not be

effective (Coyle 2005: 5). Therefore, she proposes to apply Bloom's taxonomy, which provides a useful overview of the various thinking skills. A revised version of this taxonomy has been published by Anderson and Krathwohl (2001). As exemplified in figure 3, the 'revised Bloom taxonomy' includes six categories that rise continuously in their complexity of cognition – with the least complex one at the bottom and the most complex one at the top (Anderson & Krathwohl 2001: 4-5).
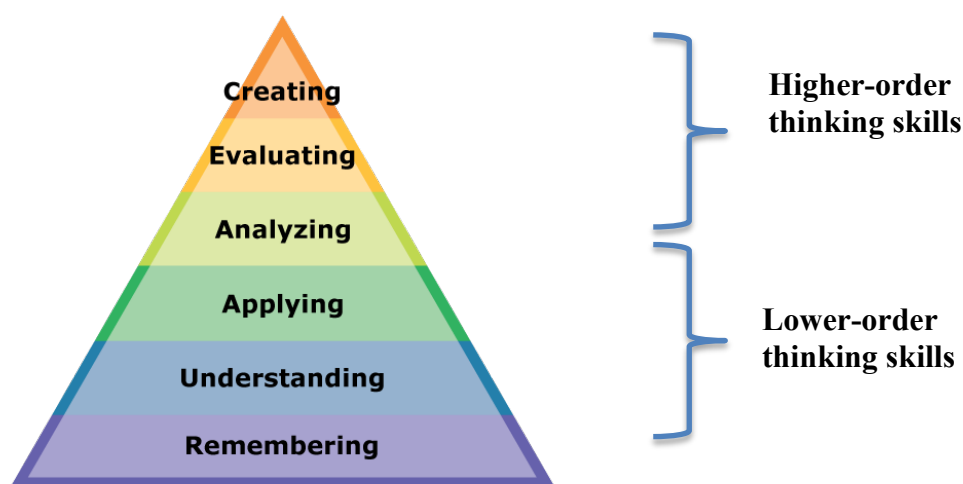

Figure 3: The 'revised' Bloom taxonomy (*learnnc* n.d.)

The described thinking skills can be divided into two categories: lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). Whereas LOTS are at the bottom of the taxonomy and thus less demanding, HOTS refer to the cognitively more challenging thinking skills such as analysing, evaluating and creating new knowledge. CLIL lessons should especially address HOTS to foster students' learning process (Ball, Kelly & Clegg 2015: 55; Coyle, Hood & Marsh 2010: 31).

The fourth component of the 4Cs framework is 'culture'. As illustrated in figure 2, culture is at the centre of the framework and "permeates the whole" (Coyle 2007: 550). Even though culture constitutes an important part of the framework, it is sometimes termed the "forgotten C" (Coyle, Hood & Marsh 2010: 54). Thus, teachers should pay specific attention to including cultural aspects in their lessons. This can be achieved by raising students' awareness of 'self' and 'other' and fostering their progression towards a multicultural as well as intercultural understanding (Coyle, Hood & Marsh 2010: 54-55). As stated by Coyle, Hood and Marsh (2010: 55), the employment of suitable authentic materials and intercultural curricular linking can help to promote students' awareness of 'self' and 'other'.

Overall, it can be summarised that

> [i]n 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 2007: 550)

Although the 4Cs of the framework can be regarded individually, it is important to emphasise that "they do not exist as separate elements" (Coyle, Hood & Marsh 2010: 55). For instance, CLIL teachers have to consider which cognitive elements are significant for acquiring a topic and design their activities accordingly. Thereby, the concepts of cognition and content are linked. Due to the fact that all 4Cs should be included in CLIL teaching, teachers have to integrate and interconnect all of them (Coyle, Hood & Marsh 2010: 55).

In addition to the 4Cs framework, Coyle also developed a more detailed concept of 'communication' by analysing the role of language in CLIL more precisely. She proposed a model called the 'language triptych', which guides practitioners to embed language learning and language using in their CLIL lessons. Coyle (2007: 552) argues that "[a]pplying this triptych linguistic approach [...] marks a shift in emphasis from language learning based on linguistic form and grammatical progression to a more 'language using' one which takes account of functional and cultural imperatives". The language triptych includes, as shown in the subsequent figure 4, three different perspectives on language in CLIL: language *of* learning, language *for* learning and language *through* learning.
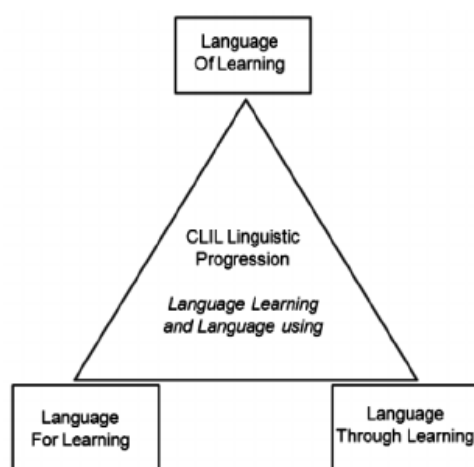

Figure 4: The language triptych (Coyle, Hood & Marsh 2010: 36)

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Language *of* learning deals with an analysis of the language that students need for comprehending the basic content and skills of the CLIL lesson. Therefore, it is the aim of CLIL teachers to identify the necessary lexical and grammatical features as well as to diagnose the subject-specific language needed for the lesson. Yet, the focus should not be placed solely on grammatical and lexical aspects, but also factor in the functional use of language relevant for the content. In order to identify the language *of* learning in CLIL lessons, teachers have to gain a basic knowledge about the linguistics demands of their subject (Coyle, Hood & Marsh 2010: 37).

Another part of the language triptych is language *for* learning. Language *for* learning refers to the metacognitive skills and learning strategies that are required for effective learning. For instance, learners should be made familiar with specific strategies for discussing, debating, group work or classroom talk. According to Coyle, Hood and Marsh (2010: 37), quality learning can only take place if CLIL teachers include language *for* learning in their planning and teaching process.

Lastly, also language *through* learning should be taken into consideration by CLIL practitioners. It is based "on the principle that effective learning cannot take place without active involvement of language and thinking" (Coyle, Hood & Marsh 2010: 37). Hence, activities and tasks that require interaction and dialogic activity should be incorporated into the lessons. Furthermore, CLIL teachers need to take into consideration the language demands learners have, as they develop their thinking processes further. Generally, language *through* learning addresses the connection between language and thinking in Coyle's 4Cs framework (Coyle, Hood & Marsh 2010: 38).

The language triptych offers CLIL teachers a suitable means to identify essential aspects of language learning and language using of the target language. The three different and connected perspectives of language *of, for* and *through* learning enable CLIL teachers to plan the language aspect of their CLIL lessons thoroughly (Coyle, Hood & Marsh 2010: 36). Overall, both - the 4Cs framework and the language triptych - provide CLIL teachers with useful models that facilitate an integrated and holistic interpretation of learning in CLIL contexts (Coyle 2007: 556).

4.2. Meyer's CLIL quality principles and CLIL pyramid

Based on Coyle's 4Cs framework, Meyer (2010: 12-13) formulated six quality principles for CLIL and designed a model labelled the CLIL pyramid for designing effective CLIL

lessons. As noted by Meyer (2010: 12), "there are still limited methodological resources and practical guidelines to enable teachers to plan and teach with a multiple focus that is vital to the successful integration of content and language". Thus, CLIL teachers are at risk of merely applying CLIL without proper pedagogical guidelines, which is likely to result in ineffective CLIL teaching. Therefore, Meyer (2010: 13) calls for more frameworks and planning tools that enable teachers to create CLIL lessons and materials with an integrative character. One step towards a solution to this issue is represented by Meyer's six quality principles and the development of the CLIL pyramid. Before proceeding to the CLIL pyramid as a planning tool, the six quality principles guiding successful CLIL practice will be presented. These principles are informed from various research perspectives, amongst them SLA, teaching methodology, CLIL research, cognitive psychology and classroom observations. Additionally, Meyer contributes his own knowledge gained from teaching CLIL lessons, writing materials and training teachers (Meyer 2013: 297).

1. Rich input

The first principle points out that 'rich input' is of major importance for CLIL lessons. Rich input refers to three characteristics that the material for a CLIL lesson should fulfil: it should be meaningful, challenging and authentic. According to Meyer (2010: 13), materials are especially meaningful, when they deal with global problems and establish a connection to the learners' daily lives. Furthermore, the selected materials should raise learners' interest and build connection to their prior knowledge since content learning through a foreign language is especially successful if students' affective filters are kept open. Since there exists a dearth of CLIL materials, Meyer (2010: 14) proposes some useful resources that CLIL teachers can access for gathering their materials. For example, video clips, web quests or podcasts represent authentic materials for the classroom. Additionally, English websites provide valuable resources that contain motivating and authentic language input (Meyer 2010: 13-14). Besides including authentic, meaningful and challenging material in the lesson, also the concept of 'multi-modal input' represents a key feature for selecting CLIL materials. 'Mulit-modal input' describes the various forms content can take on. For example, content can be presented to students in the form of pictures, graphs, texts, mind-maps, films or maps, amongst other things. The inclusion of different forms of input leads to an intensified processing of the content and brings variation to the lesson. Ideally, students try out themselves to convert information from

one form of presentation to another, for instance, transforming a text into a graph (Meyer 2013: 298-299).

2. Scaffolding Learning

In addition to providing rich input for learners, also enough support for students to process this input has to be offered. Thus, quality principle number two refers to the importance of 'scaffolding learning' (Meyer 2010: 15). As stated by Meyer (2013: 299), scaffolding provides direction for students by achieving different purposes:

- It supports learners in understanding the language and content of the input by offering input scaffolding that reduces the cognitive and linguistic challenges of the material.
- It helps students to carry out the tasks that accompany the material by providing them with structures.
- It guides students in their language production through stating subject-specific vocabulary and useful phrases needed for carrying out the task.

Since teaching content through a foreign language can present learners with a linguistic and cognitive challenge, providing support through scaffolding is crucial. In order to support students learning even further, teachers should provide them with suitable learning strategies. Especially, fostering subject-specific learning skills such as working with diagrams, maps or graphs is essential (Meyer 2013: 300). As confirmed by Meyer (2013: 300), scaffolding is of major importance for CLIL learners as it increases their understanding of the content and consequently their motivation.

3. Rich interaction and pushed output

The third quality principle refers to providing 'rich interaction and pushed output' in CLIL teaching. These premises are based on two hypotheses: Long's interaction hypothesis (Long 1982) and Swain's output hypothesis (Swain 1995). Long's interaction hypothesis outlines that learners acquire language more easily if they actually use it in interaction. Conversely, Swain (1995) argues that learners should be pushed to produce language output which in turn facilitates language development. In order to arrive at a practice of CLIL that includes rich interaction and pushed output, CLIL teachers should design their tasks accordingly. For example, teachers can make use of the gap-principle, which "states that authentic communication will occur when there are certain communication gaps" (Meyer 2013: 301). Students can fill these communication gaps by

negotiating with other students and acquire thereby the target language. There exist different varieties of gap activities that can be used by the CLIL teacher, ranging from information and reasoning gap to opinion gap. Gap activities can also be used together with task-repetition, which will foster students' communication skills even further (Meyer 2013: 301-302).

4. Adding the (inter-)cultural dimension

Another quality principle suggested by Meyer (2010: 19) is defined as 'adding the (inter-)cultural dimension' to CLIL lessons. In toady's globalised world it is of major importance for students to acquire intercultural communicative competence. Thus, teachers should foster students' intercultural understanding by raising their awareness about the different values and beliefs that underlie specific cultures. CLIL offers a suitable basis for this undertaking since teachers can introduce diverse topics from various cultural angles to students. Overall, fostering students' intercultural communicative competence can enable them to think, live and work globally (Meyer 2010: 19-20).

5. Making it H.O.T.

The fifth quality principle deals with the notion of 'making it H.O.T.'. Making it H.O.T. implies that CLIL lessons should involve students' HOTS, which are often absent from the classroom (for a definition of HOTS cf. 4.1.). Therefore, Meyer (2010: 21) proposes a CLIL methodology that fosters students' HOTS. The core elements of this CLIL teaching methodology are exemplified in figure 5 below.
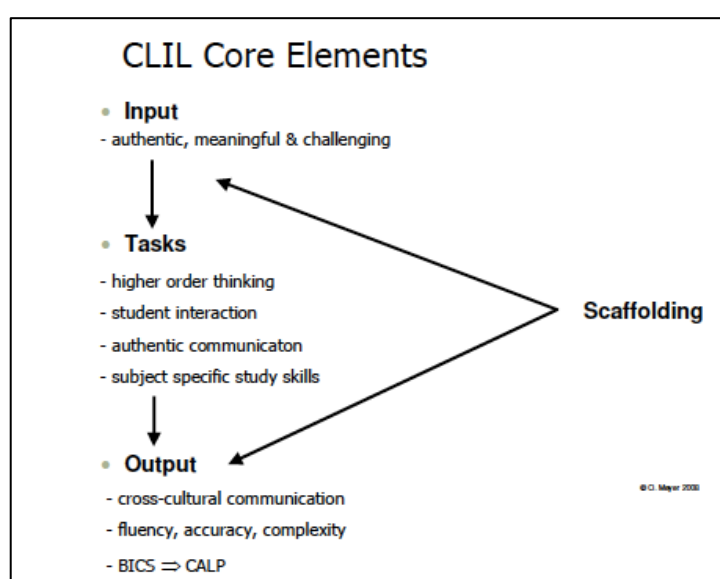

Figure 5: CLIL core elements (Meyer 2013: 305)

CLIL teaching should encompass the four core elements of input, tasks, output and scaffolding. As outlined in quality principle number one, authentic, meaningful and rich input should be included in CLIL lessons. Furthermore, as stated in quality principle number two, scaffolding is needed to enable students to process the input adequately. Referring to quality principle number three, tasks should elicit interaction between students and push students' output. The output should then foster, amongst other things, students' cross-cultural communication. The four elements of input, tasks, output and scaffolding should be addressed in such a manner that different cognitive processes are prompted. Hence, tasks should challenge students' HOTS without overwhelming them (Meyer 2010: 21). As noted in a previous section of this thesis (cf. chapter 4.1.), the revised version of Bloom's taxonomy represents a useful tool for teachers to plan tasks with HOTS in mind.

6. Sustainable learning

Lastly, Meyer (2010: 22) suggests a sixth quality principle that points out the importance of sustainable learning. As to achieve sustainable learning in CLIL, practitioners have to teach "in a way that new knowledge becomes deeply rooted in [...] students' long-term memory" (Meyer 2010: 22). Thus, teachers should strive for turning students' passive knowledge into active knowledge. Meyer (2010: 22-23) even proposes some ideas for how teachers can make their students' learning more sustainable. For instance, they can provide students with a transparent learning process and clear structure or include autonomous learning such as portfolio work in their lessons.

CLIL pyramid

Having discussed Meyer's six quality principles for CLIL, the focus will be now placed on the CLIL pyramid. The CLIL pyramid represents a tool for lesson planning as well as material construction and builds on Coyle's (2007) 4Cs framework. The 4Cs – content, communication, cognition and culture – constitute the four cornerstones of the pyramid and must be considered before planning the lesson. In addition to the 4Cs, the CLIL pyramid addresses the above-mentioned six quality principles. However, a single CLIL lesson can never include all principles and strategies, therefore the CLIL pyramid focuses on planning an entire CLIL unit[3] (Meyer 2010: 23). The CLIL pyramid consists of a four-step-sequence that leads to successful lesson planning and "suggests a systematical, tried

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[3] A unit can be defined as several consecutive lessons that deal with one topic (Meyer 2010: 23).

and tested sequence for planning CLIL units and materials, starting with topic selection and ending with [...] the CLIL workout" (Meyer 2013: 308).
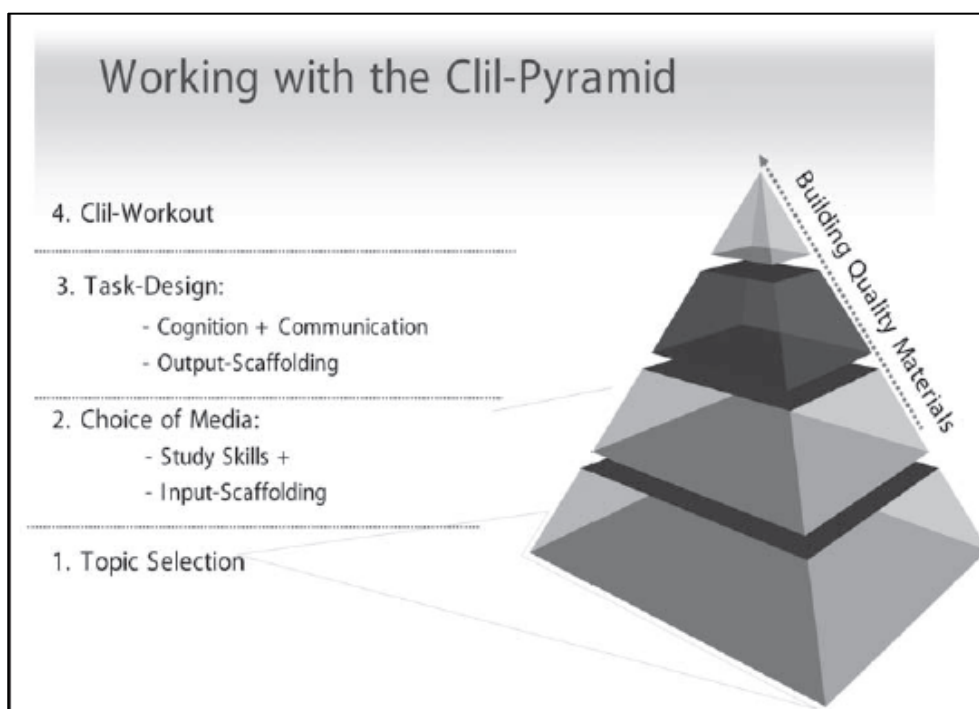

Figure 6: The CLIL Pyramid (Meyer 2010: 24)

As can be seen in figure 6, planning a CLIL unit always starts with selecting the topic, which represents the base of the pyramid. Then, the input of the unit has to be selected and distributed among the individual lessons. The input should be multimodal and address various learning styles and language skills. Moreover, it has to be taken into consideration which kind of scaffolding is needed for the different forms of input. Also the subject-specific study skills that the input requires should be addressed. In a next step, tasks have to be designed that correlate with the selected input. In order to be effective, tasks should trigger students' HOTS and involve them in authentic communication through various interactive activities. The tasks also define the output that students have to produce and consequently the output-scaffolding needed (Meyer 2013: 308-309). After having completed those three stages of the planning process, as a last step, the CLIL workout follows. The CLIL workout basically refers to "a review of key content and language elements" (Meyer 2013: 308).

Since the CLIL pyramid represents a practical planning tool for CLIL teachers, a sample unit has been attached to demonstrate how an application of the CLIL pyramid in practice could look like (see figure 7).
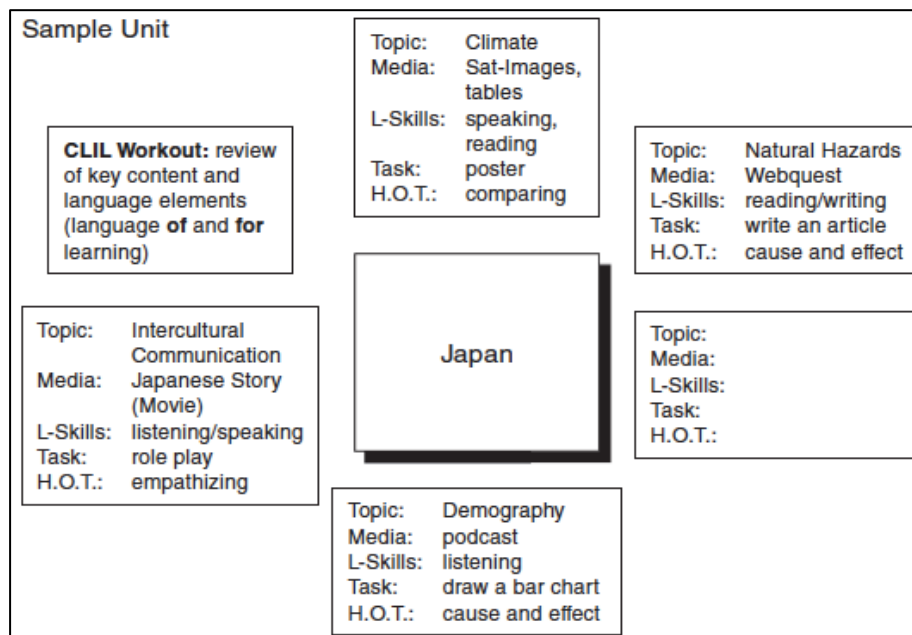
Figure 7: CLIL Pyramid sample template (Meyer 2010: 25)

The sample shows that the overall topic of the unit ('Japan') is at the centre and surrounded by the individual sections of the unit. Each section consists of five essential parts: the topic, media, language skills, task and HOTS. In order to arrive at an effective CLIL unit, the teacher has to consider all five elements for each individual section and review the key content and language elements of the unit (Meyer 2010: 25).

4.3. Ball, Kelly and Clegg's basic features of CLIL

So far this chapter has focused upon two quite well-known and widespread pedagogical models for designing CLIL lessons. In the next section more recent principles for CLIL practice presented by Ball, Kelly and Clegg (2015) will be discussed. Generally, Ball, Kelly and Clegg (2015: 32-47) identified ten basic features of effective CLIL teaching and lesson planning that are presented in their work *Putting CLIL into Practice*. A more detailed account of the ten proposed basic features of CLIL will be given in the following section.

1. Conceptual sequencing

First of all, Ball, Kelly and Clegg (2015: 32) argue for the importance of conceptual sequencing in CLIL. Subject as well as language teachers of CLIL have to understand how the content and the language develops and progresses with each unit. Conceptual sequencing emphasises the fact that a didactic activity can never be regarded in isolation. There is always a connection to the activities that took place beforehand and to those that

will take place afterwards (Ball, Kelly & Clegg 2015: 33). Even though the fact that one didactic activity influences the next one may sound quite obvious at first sight, Ball, Kelly and Clegg (2015: 33) state that this conceptual sequencing is "crucially important in terms of the type of language that will be used at any point in the sequence". Thus, CLIL teachers should be made aware of conceptual sequencing and its connection to the required language (Ball, Kelly & Clegg 2015: 34).

2. Conceptual fronting

Although CLIL is generally understood as an approach that encompasses content and language teaching, in many practices content is prioritised (Skinnari & Bovellan 2016: 151). Similarly, Ball, Kelly and Clegg (2015: 36) argue that "the priority of CLIL is the content". The authors specifically refer to three dimensions content consists of: concepts ('things'), language ('communicating things') and procedure ('doing things'). These three dimensions of content will be explained in more detail under number five of this list. Regarding all three dimensions of CLIL, the conceptual and procedural (skills-based) content represent the major criteria for assessing the comprehension of the content. The language dimension of content is significant for the process but not the primary concern. Thus, CLIL teachers should front the conceptual and procedural content when planning and teaching their lessons (Ball, Kelly & Clegg 2015: 37).

3. Task as priority, language as vehicle

According to Ball, Kelly and Clegg (2015: 37), another basic feature of CLIL is to prioritise the task and regard language as a vehicle for the accomplishment of the task. As language is not seen as a separate entity from content, it should occur 'naturally' dependent on the discourse framework that is required for the conceptual as well as procedural content. Thus, the language needed depends on the concepts and the procedures of the task and not the other way round (Ball, Kelly & Clegg 2015: 37).

4. Making key language salient

Since CLIL materials are primarily written in a foreign language, language support has to be offered to students. This can be achieved through two ways: by explicitly providing the support through scaffolding or through embedding it in texts. Scaffolding refers to the practice of providing 'scaffolds' for students that support them in understanding the language and content of the task (Thürmann 2013: 236). Scaffolding represents an explicit form of language or content support whereas embedding offers the support in a

more implicit manner (Ball, Kelly & Clegg 2015: 196). Through embedding "learners [should] pick up [...] language (and the concepts expressed by it) whilst engaged in the tasks" (Ball, Kelly & Clegg 2015: 196). For a successful practice of CLIL, both techniques should be included (Ball, Kelly & Clegg 2015: 197).

5. CLIL in three dimensions

The idea of CLIL in three dimensions represents one of the 'leitmotifs' of Ball, Kelly and Clegg's work (2015: 38). According to Ball, Kelly and Clegg (2015: 49), the prevalent content-language relationship has to be reconsidered. Although content and language are often seen as separate entities in CLIL, they argue that language is inseparable from content. The word 'content' should be defined more precisely by breaking it up into its three dimensions: the conceptual, procedural and linguistic content. In order to implement effective CLIL teaching, the objectives of a lesson should contain all those three dimensions of content. To illustrate this point, a sample objective of a CLIL science lesson is given that brings together all three dimensions of content. The objective reads as follows:

> To differentiate between the planets in the Solar System, **BY** interpreting, transcribing, and producing descriptions **USING** derives adjectives, comparatives and superlatives, and language to express relative distances. (Ball, Kelly & Clegg 2015: 52)

As can be seen the objective merges the three dimension of content through teaching conceptual content (planets in the Solar System), by means of procedural decisions (cognitive skills such as interpreting, transcribing and producing descriptions), using linguistic content (specific language such as derived adjectives, comparatives, etc.). Even though CLIL teachers should always try to address all three dimensions of CLIL (concepts, procedures & language), different activities require a varying focus on one of the three content dimensions. Hence, Ball, Kelly and Clegg (2015: 52-53) suggest to regard CLIL and its three dimensions as an 'analogue mixing desk', turning up different 'volumes' (concepts, procedures and language) depending on the activity (Ball, Kelly & Clegg 2015: 53).

6. The text-task relationship

When designing CLIL materials, practitioners should also take into consideration the text-task relationship. As reported from studies on L1-based research (cf. Marcus, Cooper & Sweller 1996: 60-61) students often fail because they misunderstood the procedural

content of the task. Since CLIL teachers and learners apply a foreign language as instructional language, comprehending procedural instructions is even more complex for students. Hence, CLIL teachers should strive for writing clear and unambiguous instructions that guide students clearly in what they have to do (Ball, Kelly & Clegg 2015: 38). Some CLIL subjects are quite 'text-heavy' and CLIL teachers often have to design tasks for the work with texts. In the case of designing tasks for texts, it is brought forward that the task should be prioritised, regarding the text only as 'vehicle' for accomplishing the task. Furthermore, the difficulty of a text can always be influenced by the set task, thereby resolving the notion of 'easy' or 'difficult' texts (Ball, Kelly & Clegg 2015: 40).

7. Enhancing peer communication

A study conducted by Dalton-Puffer (2007: 17) demonstrated that student interventions in CLIL classrooms tend to be rather limited. The majority of interactional patterns in CLIL classrooms are whole class teacher-student interactions in which the teacher asks questions and students respond. In order to move away from a prevalent IRF (initiation-response-feedback) pattern in CLIL, Ball, Kelly and Clegg (2015: 41) suggest to include more tasks that increase peer communication in the CLIL classroom.

8. Guiding multimedia input

The potential of the internet as excellent source for CLIL materials as well as CLIL activities has been emphasised by several CLIL scholars (Guerrini 2009; Meyer 2010: 13-14; Palatella & Palatella 2016: 3). Likewise, Ball, Kelly and Clegg (2015: 42) state that "the internet is a fantastic source of information" and highlight its advantages as a research tool. Yet, the authors indicate that clear and meaningful tasks should accompany students' work with the internet. Otherwise, students could be tempted to only copy and paste the information.

9. Supporting student output

Similarly to Meyer's (2010: 17) quality principle of 'rich interaction and pushed output', Ball, Kelly and Clegg (2015: 44) highlight the importance of student output in CLIL, also drawing on Swain's output hypothesis (1995). According to Ball, Kelly and Clegg (2015: 44), output describes the two productive skills: speaking and writing. Concerning speaking, the dominant form of teacher talk should be replaced by more tasks that maximise student talk. When it comes to writing, students should be provided with the

chance to produce different subject-specific genres, text types and discourses (Ball, Kelly & Clegg 2015: 44-45).

10. Supporting thinking skills

The last basic feature of CLIL refers to the often-stated practice of activating thinking skills in CLIL (Coyle, Hood & Marsh 2010: 29-30; Meyer 2010: 20-21). CLIL teachers should engage students in tasks that address HOTS since "CLIL teachers must not assume that thinking skills will develop by default through the L2" (Ball, Kelly & Clegg 2015: 47).

To sum up, the above-mentioned basic features characterise a successful CLIL practice according to Ball, Kelly and Clegg (2015). They refer to those essential principles throughout their work and connect them to different areas such as designing CLIL materials or assessing students in CLIL.

4.4. Dale, Es and Tanner's *CLIL Skills*

Another source that offers CLIL teachers useful advice on the design of CLIL lessons and activities is the book *CLIL Skills* written by Dale, Es and Tanner (2010). Their work provides teachers with theoretical and practical insights into different topics concerning the CLIL classroom. Issues such as activating for CLIL, lesson input, guiding understanding, encouraging speaking and writing, assessing learning, giving feedback or using projects in CLIL are addressed. Since not all chapters of the *CLIL Skills* book are relevant for planning the teaching project of this thesis, only some of the main ideas of Dale, Es and Tanner's work (2010) are presented in the following section.

Activating for CLIL

First of all, Dale, Es and Tanner (2010: 15) state that 'activating' for CLIL is an essential part at the beginning of a lesson. Activating learners for CLIL means that teachers should include an initial stage in the lesson that "involves getting the learners' brains working [...] as well as motivating them to learn" (Dale, Es & Tanner 2010: 15). By activating learners' prior knowledge in terms of ideas and language, students can focus more easily on the new topic and language. Moreover, students' motivation can be increased and the teacher can receive a first impression of the students' prior knowledge of the topic (Dale, Es & Tanner 2010: 18). Students' prior knowledge can be activated in various ways, depending on what is being activated (language, knowledge, experience, etc.). For

instance, Dale, Es and Tanner (2010: 24) suggest creating a word web to activate the language of the topic or a class discussion about the personal experiences of the topic to activate students' prior experience.

Providing lesson input for CLIL

Furthermore, Dale, Es and Tanner (2010: 37) argue that providing enough English input is of major importance in a CLIL lesson. The selected input can take on linguistic or non-linguistic forms and teachers should include varied and multimodal input in order to address different learning styles of students. For example, teachers can provide visual input in the form of real objects, photographs or models, spoken input in the form of a podcast or written input in the form of a text (Dale, Es & Tanner 2010: 41-44). The selected input should always feature an appropriate and comprehensible level for the target group or should be adapted, for instance, by simplifying the language (Dale, Es & Tanner 2010: 61).

Guiding understanding for CLIL

Another chapter deals with the importance of guiding students' understanding and processing of the provided English input (Dale, Es & Tanner 2010: 71). Dale, Es and Tanner (2010: 71, 74) argue that working actively with the input helps students to understand the content and language and to remember more easily the learned information, in particular when the input is provided in a second or foreign language. In order to guide students' understanding of input, scaffolding is suggested. For instance, teachers can design reception, transformation or production scaffolds to offer students direction and purpose for processing the provided input (Dale, Es & Tanner 2010: 93).

Encouraging speaking and writing in CLIL

CLIL learners should be encouraged to produce as much spoken and written output as possible since the production of output is essential for fostering "their ability to use language effectively" (Dale, Es & Tanner 2010: 118). Hence, teachers need to provide students with various opportunities to produce spoken and written output in order to foster their content and language learning. For example, teachers can set up different speaking tasks such as information gap activities or writing tasks dealing with specific text types (Dale, Es & Tanner 2010: 150).

4.5. Discussion of CLIL models

In order to implement CLIL successfully, it is necessary to provide teachers with guidelines, models and tools that assist them in planning and designing their CLIL lessons (Meyer 2010: 13). Otherwise, a dearth of suitable pedagogical frameworks for CLIL could lead to misperceptions and pedagogical uncertainties in CLIL implementations as reported in a study conducted by Pavón Vázquez and Rubio (2010). Thus far only a limited number of practical guidelines and models have been developed by CLIL experts (cf. Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 94). Amongst them are Coyle's 4Cs framework, Meyer's CLIL pyramid, Ball, Kelly and Clegg's basic features as well as Dale, Es and Tanner's guidelines. Having provided an overview of those pedagogical guidelines and conceptualisations of CLIL in the previous section, this part will now review their benefits and limitations.

The 4Cs framework developed by Coyle (2007) is one of the pedagogical CLIL frameworks that is widely accepted and used among CLIL teachers (Gabillon & Ailincai 2015: 315). The popularity of the 4Cs framework seems to be due to several reasons. First of all, it represents one of the leadoff pedagogical frameworks that attempted to provide CLIL teachers with a transparent and holistic conceptualisation of CLIL (Coyle 2007: 556). CLIL teachers are guided in planning their teaching by integrating the four essential aspects of CLIL: content, cognition, communication and culture. Secondly, in addition to offering a transparent framework for planning lessons, it also tries to address the integrative nature of CLIL. As pointed out by Meyer (2010: 12), the 4Cs framework provides teachers with a "sound theoretical and methodological foundation for planning CLIL lesson and constructing materials because of its integrative nature". It supports integration on various levels: the learning level (integrating content and cognition), the language learning level (integrating communication and cultures) and the intercultural experiences level (Coyle 2007: 550). Even though the integration of all 4Cs is at centre of the framework, no explicit practice is mentioned on how this integration should take place. Hence, it has been argued that the 4Cs framework lacks proper guidelines on how integration can be implemented and "how the complex interrelationship between the 4Cs can be conceptualised" (Meyer et al. 2015: 51).

Another drawback of the 4Cs framework is that it is primarily useful for long-term planning (Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 96). Since it represents a holistic model of CLIL, it does not provide any further information on how CLIL teachers

can implement the 4Cs in individual lesson planning. Hence, it has its limitations when CLIL teachers want to apply it to detailed planning such as creating single lesson plans. Yet, as Coyle, Hood and Marsh (2010: 65,74) emphasise, successful CLIL planning is an iterative process and frameworks such as the 4Cs can be adapted and reworked in order to fit different needs.

One adaption of the 4Cs framework has been realised by Meyer (2010) with the development of the CLIL pyramid. The CLIL pyramid offers teachers practical guidance on planning their teaching and has several advantages (Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 94). First of all, planning with the CLIL pyramid enables teachers to "create an interdisciplinary progression of study skills which can be spread across different units, different age groups or even different content subjects" (Meyer 2010: 25). Hence, one major advantage of the CLIL pyramid lies within establishing and maintaining connections between various units or even subjects by focusing on subject-specific study skills and literacies (Meyer 2010: 26).

Furthermore, the CLIL pyramid offers teachers clear guidance on the essential steps that make up a successful CLIL lesson. It represents a practical and concise planning tool that consists of a systematic sequence of four planning stages (Meyer 2010: 24). Due to this straightforward structure and design of the pyramid, teachers can easily apply it to their lesson design.

Another advantage of using the CLIL pyramid is that, in contrast to the 4Cs framework, it provides CLIL teachers with more specific guidelines for their lesson planning. Due to the fact that Meyer (2010) added several aspects that are necessary for effective CLIL lesson planning to his CLIL pyramid (e.g. multi-modal input, scaffolding, rich interaction, etc.), teachers receive more precise instructions on how to design their lessons. Consequently, the CLIL pyramid can be used for planning entire CLIL units (long-term planning) but also for planning individual lessons (short-term planning). As illustrated in the sample unit in figure 7 (cf. chapter 4.2.), planning individual sections of an entire CLIL unit is feasible with the CLIL pyramid.

In line with Meyer's principles (2010), also Ball, Kelly and Clegg (2015) and Dale, Es and Tanner (2010) offer CLIL teachers more practical and detailed guidance by providing specific theoretical and practical principles for the CLIL classroom. For example, Ball, Kelly and Clegg (2015: 52) propose the formulation of three-dimensional objectives with

their unique three-dimensional notion of content or Dale, Es and Tanner (2010: 15) foreground the inclusion of an activating stage at the beginning of CLIL lessons.

When comparing the proposed pedagogical principles for CLIL with each other, it can be seen that there are some overlaps among the different sources (Coyle 2007; Meyer 2010; Dale, Es & Tanner 2010; Ball, Kelly & Clegg 2015). First of all, the activation of students' thinking skills, in particular their HOTS, is mentioned in all four works. Coyle (2007: 550-551) emphasises the fostering of students' HOTS through referring to the aspect of cognition in his framework whereas Meyer (2010: 20, 24) addresses the HOTS in his CLIL pyramid and in his principles. Ball, Kelly and Clegg (2015: 45) highlight the activation of thinking skills through number ten of their basic features and Dale, Es and Tanner (2010: 99) refer to Bloom's taxonomy and the importance of HOTS more indirectly in their chapter on guiding understanding for CLIL. In addition to HOTS, also the aspect of supporting students' written and oral output and providing enough lesson input occurs in several of the discussed works. Meyer (2010: 17), Ball, Kelly and Clegg (2015: 44) and Dale, Es and Tanner (2010: 117) state that students' output in CLIL should be encouraged to support their ability to use the target language effectively. Furthermore, Meyer (2010: 13) and Dale, Es and Tanner (2010: 37) emphasise the provision of rich, appropriate and varied input to foster the acquisition of the foreign language in the CLIL classroom. In order to guide students' understanding of the provided input, scaffolding as a useful tool is mentioned repeatedly in the various pedagogical principles and frameworks. Scaffolding seems to be an essential aspect of successful CLIL lesson planning since Meyer (2010: 15), Dale, Es and Tanner (2010: 93) as well as Ball, Kelly and Clegg (2015: 37) refer to its importance. Finally, it was found that increasing peer communication and interaction in CLIL lessons is recommended by all of the authors (Coyle 2007: 551; Meyer 2010: 17; Dale, Es & Tanner 2010: 126; Ball, Kelly & Clegg 2015: 40). Even though the abovementioned principles present teachers with useful practical guidelines for their teaching, they do not offer CLIL teachers a coherent and concise model or framework for planning entire lessons or units. Hence, I would argue that the pedagogical principles and basic features of CLIL are more suitable as additional guidelines for planning effective lessons.

Taken together, all of the examined models, guidelines and tools have their advantages as well as disadvantages. Yet, Meyer's (2010) CLIL pyramid seems to be the most useful model for planning CLIL lessons since it represents a practical and straightforward

planning tool and combines the holistic 4Cs framework with more precise guidelines and principles for planning effective CLIL lessons. Furthermore, its content overlaps to a great extent with the essential features of CLIL formulated by Ball, Kelly and Clegg (2015) and Dale, Es and Tanner (2010). Therefore, the CLIL pyramid will be used as main model for planning the CLIL lessons for the teaching project of this thesis, whereas the other principles and models serve as an additional input for designing the lessons, whenever necessary.

5. Design of the teaching project

5.1. Research questions and project design

As discussed in the previous chapters, the question of how to put CLIL effectively into practice has been on the agenda of researchers and practitioners from the beginning. Through developing several pedagogical models and principles for CLIL, the first step towards achieving this aim has been taken (Coyle 2007; Meyer 2010; Dale, Es & Tanner 2010; Ball, Kelly & Clegg 2015). Nevertheless, CLIL scholars argue that "CLIL has yet to live up to its full potential [since] a deeper integration of content and language has not yet been fully conceptualised" (Meyer et al. 2015: 44). Despite the importance of conceptualising integration in CLIL, there still remains a paucity of suitable design principles of genuinely integrative CLIL lessons. On these grounds, this thesis attempts to propose genuinely integrative design principles of CLIL history lessons. By employing a combination of desk research and planning two CLIL history lessons, I attempt to outline principles that genuinely integrate content and language in CLIL history lessons. The central research question of this thesis was:

- How can teachers design CLIL history lessons with a genuine integration of language and content?

In order to answer this question, the following set of sub-questions were formulated:

- How are the roles of content and language defined in a genuinely language-content integrative CLIL lesson?

- Which principles and models support CLIL teachers in designing CLIL history lessons with a genuine integration of language and content?

- How can the proposed design principles be implemented in a CLIL history teaching sequence on the 'Roaring 20s' at 12th grade?

- How do the students, the observing class-teacher and I myself evaluate the genuinely integrative teaching sequence on the 'Roaring 20s'?

In order to investigate these questions desk research as well as a teaching project were conducted. By utilising desk research, a theoretical background on the issue of integration in CLIL, historical literacy in the Austrian history curriculum and on pedagogical models of CLIL could be established. The findings of the desk research are presented in the theoretical part of this thesis including chapter 1 through to chapter 4. Based on the

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theoretical insights gained from the desk research, design principles for genuinely integrative CLIL history lessons were formulated and recorded in chapter 5. As to examine those proposed design principles in practice, two CLIL history lessons for a 12th grade in an Upper Austrian grammar school were planned. Furthermore, to evaluate the implemented project from my perspective as the teacher of the lesson, field notes were taken and reflected upon. Additionally, the class teacher's and students' perspectives were elicited through informal interviews and an online questionnaire.

5.2. Design principles of a genuinely integrative CLIL history lesson

The overall aim of this thesis is to provide CLIL history teachers with genuinely integrative design principles for their lesson planning. To achieve this purpose, the results gained from the conducted desk research were fused to arrive at a well-founded basis for proposing design principles. As noted by Dalton-Puffer (2013: 219), it is essential to combine the pedagogy of the subject taught in CLIL as well as the pedagogy of language teaching in order to achieve integration in CLIL. Following this premise, the focus of the literature review was placed on the one hand on an analysis of the Austrian history curriculum representing the subject-education perspective and on the other hand on the importance of subject-specific literacy representing the linguistic perspective of SFL. By conducting the desk research, it was found that the national history curriculum is based on two competence models that foster historical and political literacy. In order to fulfil the subject-specific goals of CLIL history, teachers should address some of those historical or political competences in their lesson planning. Moreover, to arrive at a genuine integration, teachers need to complement the selected historical or political competences with the appropriate language layers of the construct of historical biliteracy. It was found that the language layers of the construct of historical biliteracy, which were formulated by Lorenzo and Dalton-Puffer (2016), represent a useful means to foster students' biliteracy skills in CLIL history. In addition to considering the subject-specific and linguistic perspectives, the desk research revealed that the CLIL pyramid represents an effective planning tool, which will form the pedagogical basis of the design principles. Hence, the proposed design principles are based on the national history curriculum, the construct of historical biliteracy and the CLIL pyramid. All three principles will be explained in more detail in the following section.

I. Refer to the history curriculum to include appropriate topics and competences

To begin with an Austrian CLIL history teacher always has to keep in mind that the CLIL history lesson is based on the national curriculum of history and that teaching the content of this curriculum is the primary task of teachers (Lorenzo & Dalton-Puffer 2016: 58). Consequently, when it comes to planning CLIL history lessons, teachers have to refer to the topics and competences listed in the Austrian history curriculum. As stated in chapter 3.1. the historical and political competence models form an essential part of the history curriculum and have to be considered in lesson planning. The subsequent table 1 gives an illustrative overview of those two competence models.

Table 1: Historical and political competences (Kühberger 2015)

Historical competences	Political competences
Questioning competence	Political judgment competence
Factual competence	Political factual competence
Orientation competence	Political action competence
Methods competence	Political methods competence

As noted by Lorenzo and Dalton-Puffer (2016: 58), the Austrian curriculum is grounded in the historical and political competence models. Therefore, those competences play an essential part in planning history lessons and teachers should address and foster them in their lessons.

II. Apply the CLIL pyramid

The process of planning CLIL history lessons is indeed distinguishable from designing 'standard' English or history lessons. As Salaberri Ramiro and Del Mar Sánchez Pérez (2012: 91) remark,

> [t]he success of CLIL requires teachers to engage in alternative ways of planning their teaching for effective learning. They will need new elements and methodologies for both language and other subjects teaching and learning which are specific to the CLIL classroom.

Thus, CLIL history teachers need to make use of planning tools and frameworks that are specifically designed for CLIL. As introduced in chapter 4, only a limited number of CLIL planning tools and design principles exist so far (Salaberri Ramiro & Del Mar

Sánchez Pérez 2012: 91). One of the most useful and practical planning tools seems to be Meyer's CLIL pyramid (cf. chapter 4.5.). Therefore, the CLIL pyramid is used as a basis for the proposed design principles. To shortly review the most essential aspects of the CLIL pyramid, figure 8 illustrates a simplified version of the planning tool.
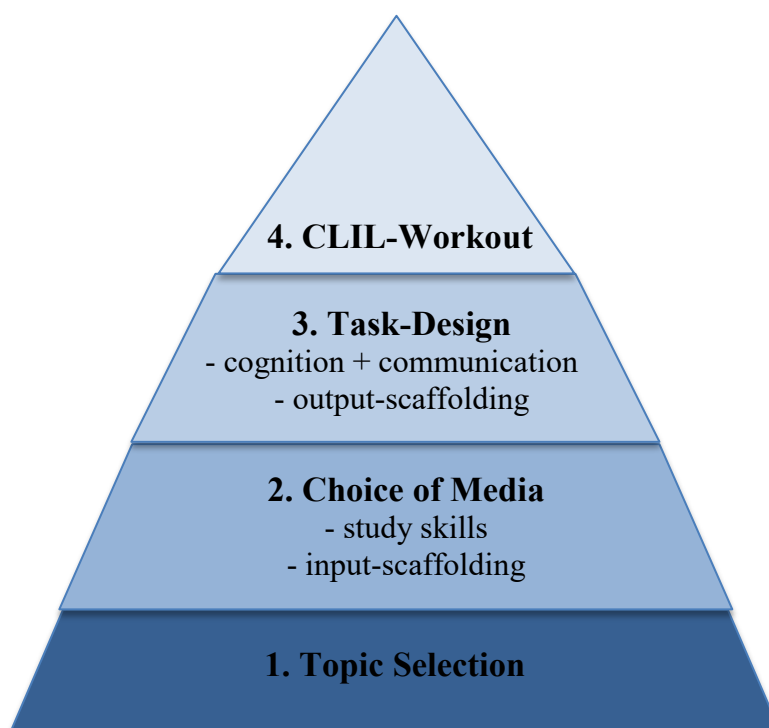

Figure 8: CLIL pyramid adapted from Meyer (2010)

III.   Include the language layers of historical biliteracy

Even though the CLIL pyramid serves as a useful basis for CLIL lesson planning, it lacks an important aspect: incorporating a genuine integration of content and language. Therefore, I recommend that another construct should be considered in addition to the CLIL pyramid. As stated in chapters 2 and 3, the inclusion of subject-specific literacy is essential for adding a genuine integration of content and language to CLIL lessons. Thereby, foregrounding the fact that "the language we use to make meaning of academic concepts is much more than technical vocabulary of key subject-specific phrases" (Meyer et al. 2015: 43). Since the proposed design principles focus on the subject of history in CLIL settings, the construct of historical biliteracy developed by Lorenzo and Dalton-Puffer (2016) seems to be an adequate supplementation to the CLIL pyramid. The construct consists of content and language layers that make up historical literacy (cf. chapter 3.2.). Since including appropriate historical content in CLIL lessons is rarely the problem due to a "reality of CLIL-implementations [...] which is driven by the logic of

the content-subjects" (Dalton-Puffer 2013: 219), the content layers of the construct will not specifically be addressed. However, the various language layers of historical biliteracy are often not taken into account when planning CLIL history lessons. Hence, I propose for CLIL history teachers, who want to include a genuine integration of content and language in their lessons, to consider the language layers of historical biliteracy. Therefore, a combination of the CLIL pyramid and the language layers of historical biliteracy was chosen for designing CLIL history lessons, visualised in the following figures 9 and 10.
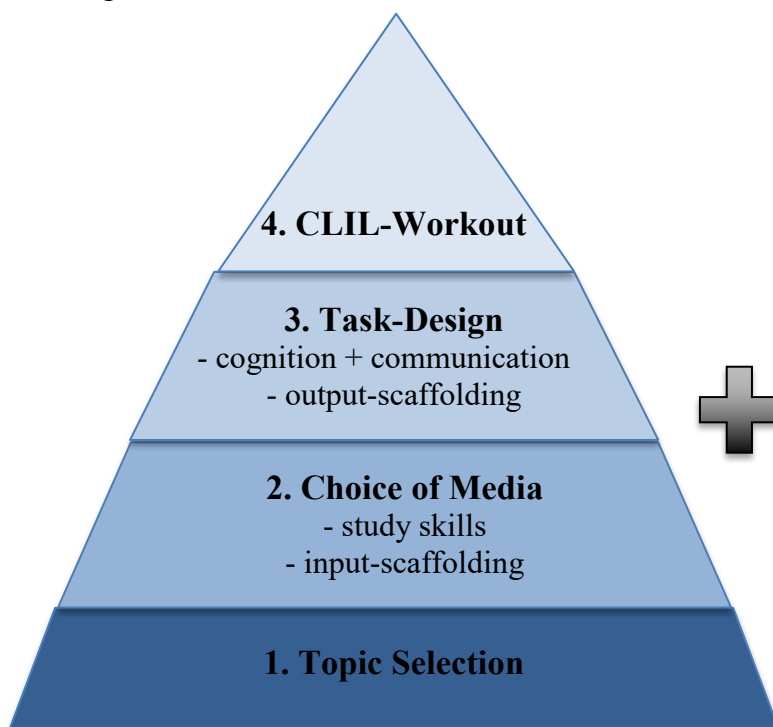

4. CLIL-Workout

3. Task-Design
- cognition + communication
- output-scaffolding

2. Choice of Media
- study skills
- input-scaffolding

1. Topic Selection

Genres

CDFs

Lexico-grammar

Figure 10: Language layers of historical biliteracy adapted from Lorenzo & Dalton-Puffer (2016)

Figure 9: CLIL pyramid adapted from Meyer (2010)

In combining the CLIL pyramid as a planning tool with the language layers of historical biliteracy, the integrated role of language in CLIL is highlighted and CLIL teachers' awareness about the language layers is raised.

To summarise, there are three major design principles that I propose when teachers want to design a genuinely integrative CLIL history lesson:

I.   **Refer to the history curriculum to include appropriate topics and competences**
II.   **Apply the CLIL pyramid**
III. **Include the language layers of historical biliteracy**

Naturally, teachers do not have to stick to the order of the principles as stated above. Rather it is essential to gain a first overview of all three principles and consider their

influence on the planning process. Ideally teachers then refer to all three principles simultaneously while designing their lesson to cover all aspects. The application of the proposed design principles in practice will be demonstrated with the teaching project conducted in a 12th grade classroom.

Before moving on to the teaching project, it should be pointed out that the proposed design principles have their limitations. Due to the restricted length and scope of this thesis, not all aspects could be considered in depth. For instance, as stated before, the different content layers of historical biliteracy are not directly reflected in the principles. This is due to the fact that addressing content in CLIL lessons is rarely the problem, compared to the language aspects of CLIL, which are sometimes completely omitted in CLIL lessons (Skinnari & Bovellan 2016: 165). Moreover, it was not possible to consider all of the quality principles for effective CLIL practice mentioned in chapter 4. Hence, the proposed design principles only function as a first basis for designing CLIL history lessons and the other quality principles can be complementary whenever necessary.

5.3. Research context

The teaching project was conducted in a grammar school in Upper Austria in Enns (BG/BRG Enns). The school encompasses 75 teachers, 685 students and 30 classes. For the 6th and 7th grades it provides general education to students without any specific foci. Upon completion of the 7th grade, students have to decide for one of two branches. One of them is grammar school with a focus on languages and the other one is the 'Realgymnasium'[4]. In addition to these two branches, the school offers several additional activities for students, amongst them various elective subjects such as language courses, project management or computer science. Moreover, and this is specifically relevant for my project, the school provides bilingual education in the form of CLIL. Students from both branches can decide after the 8th grade if they want to have 'Englisch als Arbeitssprache' (EAA)[5] for the subjects history and geography. Similar to other schools in Austria, the choice to learn history or geography in English is voluntary and no admission requirements exist (Abuja 2007: 16).

The group chosen for the teaching project was a 12th grade class in upper secondary. The class includes 17 students - 6 male and 11 female - who are in their final year of school. Learners are at the age of 17-18 and have already experienced at least three years of CLIL

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[4] Austrian secondary education school type with emphasis on natural science.
[5] 'Englisch als Arbeitssprache' (EAA) is the German term for CLIL (Abuja 2007:16).

history education in addition to their regular English lessons. The students of the 12th grade have fifty-minute lessons of CLIL history twice a week.

5.4. Observation

Before teaching the two lessons in the 12th grade, one CLIL history lesson of this class was observed. According to Malderez (2003: 179), "[o]bservation is commonly used in education as a tool to support understanding and development". In line with Malderez (2003: 179), I chose to carry out the observation due to three main reasons. First of all, it was important for me to get to know the students before teaching them and to gain some general insights about the class constellation, students' behaviour and the class atmosphere. Moreover, it also offered students the chance to get to know me as their 'new teacher' for the next lessons. In my opinion an effective and relaxed teaching atmosphere can only develop if we get to know each other beforehand. Secondly, CLIL lessons can never be regarded in isolation and are embedded in a sequence of lessons and activities that took place beforehand and will take place afterwards (Ball, Kelly & Clegg 2015: 33). Therefore, observing the CLIL history lesson that was taught prior to my teaching project provided me with information on the context in which my project was embedded. Finally, the observation offered me the opportunity to specifically examine a regular CLIL history lesson taught by the class teacher. Since the focus of my teaching project is on incorporating a genuine integration of content and language in CLIL history lessons, it was interesting to observe how the class teacher normally integrates both aspects in his lessons. In order to gain more insights into the teacher's general CLIL teaching style, I also observed a lesson in the 9th grade.

To properly document the observed lessons, two observation sheets were designed that fit my research purposes. Observation sheet 1 focuses on the general aspects of the lesson, including aspects such as the sequence of activities, time frames of the activities, interaction formats, language skills, subject-specific skills and materials used in the lesson. Observation sheet 2 represents in contrast to the first observation sheet a more specific observation tool. It deals particularly with the research focus of this thesis, investigating the role of language, the role of content and their integration in the lesson. In the following section both observations will be shortly summarised whereas the detailed observation sheets can be found in the appendix.

5.4.1. Observation in 12th grade

The observation of the CLIL history lesson in the 12th grade took place on the 7th of December 2017 from 8:30 to 9:20. All seventeen students were present and the lesson was held in the computer lab. The lesson dealt with the topics USA during the First World War (1914-1918) and Austria between the Wars (1918-1938). The observed lesson exhibited the following lesson aims:

- students learn about the USA's role in the First World War (1914-1918)
- students learn about Austria between the Wars (1918-1938)
- students listen to an authentic speech given by Schuschnigg
- students practise methods competence based on two political sources (Korneuburg Oath, Linz Programme) – e.g. scanning and comparing the two sources, summarising ideas, analysing the underlying meaning of specific phrases in historical sources, etc.

Several activities were chosen by the teacher to achieve the above-mentioned aims. First of all, two students held a presentation about the USA's role in the First World War at the beginning of the lesson. During the presentation the teacher interfered at some points in order to correct language as well as content mistakes and to clarify difficult vocabulary. After the presentation, the teacher continued with the topic Austria between the Wars, which had already been broached in the previous lesson. In order to refresh the students' memories, the teacher shortly revised the PowerPoint Presentation they had discussed in the last lesson. Afterwards, the teacher played a speech given by Schuschnigg ('Letzte Rundfunkansprache') to students. Finally, the teacher handed out a worksheet to students that dealt with two political sources: the Korneuburg Oath and the Linzer Programme. Both sources were presented in their original language, which is German. The worksheet included three tasks for the students to accomplish. First of all, they should briefly scan the two sources and compare them in tone, content and basic concept. The second task focused on the Korneuburg Oath in more detail by summarising the main ideas of it and by analysing particular passages. The third task covered the Linz Programme and asked students to identify specific passages and analyse them. Due to the restricted time that was left in the lesson, the teacher decided to let students begin working on the worksheet but stopped them after ten minutes. When working on the tasks students tried to use English as often as possible, however, at some instances they had to switch to German due to the fact that the sources were written in German. In the last few minutes the

teacher analysed together with the students the language of the Korneuburg Oath. He specifically asked them to identify words and phrases that sound old-fashioned and fascist and that we would not use anymore nowadays such as 'Volk', 'Kamerad' or 'Führer'. Then he told students that they would continue the worksheet after my teaching project and offered me the last two minutes for introducing my teaching project. This was especially helpful since I could hand out the letter to the parents and use those two minutes to introduce myself to the students.

Besides receiving a general impression of the observed lesson, another main goal was to examine the role of language and content. Generally, the observed lesson placed its emphasis more on content learning goals than on language learning. This is no big surprise since, as stated in the theoretical part of this thesis (cf. chapter 3.1.), CLIL history lessons in Austria follow the national history curriculum and teachers consequently often foreground historical content. Even though the lesson was overall content-driven, it also exhibited some language learning goals. As stated by Lorenzo and Dalton-Puffer (2016: 61) a genuinely integrative CLIL teaching should address the three language layers of genre, lexico-grammar and discourse functions. In the case of this lesson, two language layers were present. First and foremost, subject-specific lexicon was addressed throughout the lesson. The teacher even took the subject-specific lexicon on a meta-level since he discussed at several points the meaning of specific words with students. For example, the meaning of the term 'Secretary of State' was explained during the student presentation by providing the German translation, "secretary of state is in German 'Außenminister'". The second language layer that was included implicitly were different CDFs. For instance, students were asked on the worksheet *to compare* both political sources in tone, content and basic concept and *to summarise* specific ideas of the sources. However, compared to the subject-specific lexicon, discourse functions were not addressed on a meta-level. This is in line with a study conducted by Lackner (2012) on CLIL history lessons, which found that CDFs are rarely present on a meta-level but mainly occur in a contextualised and implicit manner.

Overall, the observed lesson attempted an integration of content and language learning goals, however, the content aims definitely seemed to be the major focus.

5.4.2. Observation in 9th grade

The observation in the 9th grade took place in the computer lab on the 7th of December 2017 from 7:35 to 8:25. Seventeen students were present and the lesson's overall topic was Ancient Greece. Overall, the lesson focused on the following aims:

- students learn to work with two specific online dictionaries
- students acquire the meaning and correct pronunciation of English words and phrases on the topic 'Ancient Greece'
- students are introduced to the historical period of 'Ancient Greece'

The first part of the lesson focused on a dictionary activity, which was subdivided into three parts. First of all, the teacher presented two online dictionaries on the projector and students were asked to download those dictionaries to their phones. While students were downloading the dictionaries, the teacher explained that students would always need them in his CLIL history lessons. Thereby, he also remarked that students are allowed to have their phones as dictionary tools on their desk during his lessons. The second part of the dictionary activity followed, which engaged students in actively using the dictionaries. For this purpose, the teacher provided students with a Word document that included nine subject-specific English words connected with Ancient Greece (e.g. Aristotle, Socrates, Thales, Zeus, Pythagoras, plebiscite, etc.). Students were asked to look up the definition and pronunciation of those nine words with the help of their two online dictionaries. As a final part of the dictionary activity, the definitions and pronunciations of the nine words were compared. For that purpose, the teacher firstly asked individual students to read out the correct definitions of the words. Afterwards, the pronunciation of the words was checked by having one student after another each pronouncing a word off the list. Throughout this last stage of the dictionary activity, the teacher provided students with feedback and corrected wrong pronunciations by repeating the correct form. The last part of the exercise functioned as an accuracy-based practice of those nine words since the teacher included "a conscious focus on language and high degree of control over student output" by correcting the pronunciation of each student (Hedge 2000: 273). Overall, the activity should demonstrate to the students that pronouncing subject-specific vocabulary accurately is an important part of CLIL history lessons and online dictionaries are a useful tool to achieve this aim.

After the dictionary activity, the lesson continued with a brainstorming exercise about Ancient Greece. In order to activate the students' prior knowledge of the topic, the

teacher made use of the tool 'answergarden'. The tool allowed students to submit words they associate with the topic 'Ancient Greece' and automatically created a word cloud[6] of the answers. When the word cloud was finished, the teacher commented upon the submitted words and corrected misspelled vocabulary and explained some concepts in further detail. As a final activity, the teacher showed a video on YouTube which summarised the historical period of Ancient Greece. Since the teacher's aim was to provide students with a first impression of the period and expose them to authentic and fast speech without understanding each individual word, the video was watched without formulating any specific tasks for students.

One of the main aims of the observation was again to have a closer look at the role of language and content in the CLIL history lesson. Generally, the lesson featured language as well as content learning goals. For example, the major content learning goal was to introduce students to the historical period of 'Ancient Greece'. This was mainly achieved through the brainstorming activity and the video about Ancient Greece. In addition to this content learning goal, language learning goals were also present in the observed lesson. To specify the observed language layers, the construct of historical biliteracy proposed by Lorenzo and Dalton-Puffer (2016: 71) was applied again. First of all, the language layer of lexico-grammar played an essential role. During the dictionary activity, the teacher introduced students to online dictionaries and raised the students' awareness about their usefulness for looking up subject-specific vocabulary. He also specifically discussed the meaning and pronunciation of nine subject-specific words with students. Moreover, the teacher brought students' attention to the difference between British and American pronunciation and illustrated it with the example of the word 'plebiscite'. During the brainstorming exercise, the teacher commented specific submitted words and corrected wrongly used or misspelled vocabulary. Hence, the teacher addressed the language layer of lexico-grammar also on a meta-level throughout the lesson by specifically referring to subject-specific words and their pronunciation.

In addition to lexico-grammar, another language layer was included implicitly in the observed lesson. The cognitive discourse function 'define' was integrated in the lesson when students had to define the nine subject-specific words about Ancient Greece with the help of the online dictionaries. However, in contrast to the language layer lexico-

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[6] "A word cloud is a special visualization of text in which the more frequently used words are effectively highlighted by occupying more prominence in the representation" (McNaught & Lam 2010: 630).

grammar, the cognitive discourse functions were not addressed on a meta-level and received less attention. The third language layer 'genre' was not present in the observed lesson.

It can be concluded that the lesson in the 9th grade represented a CLIL history lesson that achieved an integration of content and language. In addition to the content goal of introducing students to the historical period of Ancient Greece, the teacher managed to include aspects of lexico-grammar and the cognitive discourse function 'to define'.

5.5. Rationale for topic and content choice

Prior to teaching the lessons, the class teacher and I agreed on the topic 'Roaring 20s' for my project. This decision was grounded in several reasons. First of all, as mentioned in the observation reports, the class had discussed America's role in the First World War in the lesson before. Thus, the historical period that took place after the First World War in the USA, namely the 1920s, seemed to establish a logical link to the previous content. Moreover, the class teacher stated that it would be easier to gather English materials for teaching the 1920s than for teaching a topic such as the Austrian interwar period. This is in line with the criteria for suitable CLIL topics, which are proposed by Abuja et al. (1995: 6-7). They argue that a topic is especially useful for CLIL if it builds a connection to the Anglo-American world and if there is enough English material available (Abuja et al. 1995: 6-7). Both criteria are fulfilled by the topic 'Roaring 20s'. Hence, it was decided that I would plan and teach two lessons on the 'Roaring 20s' before the Christmas break.

Since not every significant aspect of the 'Roaring 20s' could be included in a two-lesson teaching project, the topic had to be broken down to more specific sub-categories. Before designing the lessons, I read into the topic and realised that there exist various terms for describing the period of the 1920s in the USA such as 'The New Era' (LaFeber, Polenberg & Woloch 2015: 94), 'The Jazz Age' (Ciment 2015: xix) or the most commonly used expression 'The Roaring 20s' (Leppmann 1992). As the latter term is the most popular among historians and journalists, it was used for the teaching project and investigated in more detail. According to a definition of the Cambridge dictionary the 'Roaring 20s' are defined as "the years between 1920 and 1930, when society was returning to normal after the First World War and the general mood was positive" (Cambridge University Press 2018). The last section of this definition already indicates

that the period was characterised by a positive atmosphere. Moreover, upon further research, the adjective 'roaring' is defined in several ways (Merriam-Webster 2018):

- making or characterized by a sound resembling a roar (loud)
- marked by prosperity especially of a temporary nature (booming)
- great in intensity or degree

All three meanings of 'roaring' fit in with the term 'Roaring 20s' since the period is often described as a 'loud' time due to Jazz music or the roaring car engines, as a 'booming' time due to the prosperous economy and as an 'intensive' time due to enormous political, social, economic and cultural changes (Ciment 2015: xix-xx). As seen from the various definitions above, the meaning of the term seems to carry quite a positive connotation.

In addition to bearing a positively connotated name, the image people have of the 'Roaring 20s' is also influenced by modern media since nowadays many historical events or periods are displayed in films. A popular novel of the 1920s written by F. Scott Fitzgerald was recently adapted to the identically named film 'The Great Gatsby' which was released in 2013 (IMDb n.d.). The film displays the 1920s mainly as an excessive, vibrating and prosperous period full of dancing and luxurious parties. Since it is likely that students' point of view is influenced by such films, they often take the historical picture that is conveyed in films, such as 'The Great Gatsby', for granted.

Based on the idea that prior perceptions of historical periods are often influenced by specific labels those periods carry or from their depiction in films, I wanted to take this idea as a starting point for my teaching project. Assuming that the majority of students would have a prior image of the 1920s that is based on the mainly positively connotated term 'Roaring 20s' and their positive impression from modern media such as the film 'The Great Gatsby', I put the focus on dismantling this one-sided image into a more historically accurate picture of this period. As stated by Ciment (2015: xix), "[w]hile the popular image of the Roaring Twenties - one of a booming economy and carefree cultural excess - captures the general spirit of the times, the reality was far more nuanced and diverse".

The teaching project therefore focused on reorganising the students' historical awareness of the 'Roaring 20s' and providing them with a historically accurate picture of that time. This should be achieved by investigating not only the positive but also the negative developments of the time. Since numerous aspects can be regarded from their positive

and negative development during the 1920s in the USA, I decided to put the focus on the following aspects:

- Booming economy and industry
- Popular culture and entertainment
- The new woman and emancipation
- Prohibition and criminal business
- Racism and Nativism
- Poverty and the rural-urban conflict

5.6. Lesson design

Having discussed the research context, rationale for topic choice and the essential design principles of genuinely integrative CLIL history lesson, the next part of this thesis will give a detailed account of the design of the teaching project based on the proposed design principles (cf. chapter 5.2.). Even though the teaching project consists of two separately timed lessons, they represent overall one didactic unit on the topic 'Roaring 20s'. Hence, the first design principle, which includes the selection of appropriate content and competences according to the history curriculum, will be applied to the entire didactic unit in the first section of this chapter. Afterwards the chapter refers to the application of the second and third design principle for each lesson individually to provide a more detailed explanation of the planning process. Finally, the lesson plans are presented.

5.6.1. Didactic unit

I.   Refer to the history curriculum to include appropriate topics and competences

Topic selection

The topic selection of the didactic unit was influenced by the content of the previous lesson and the teacher's preferences as shown in chapter 5.5.. The topic 'Roaring 20s' is not stated explicitly in the Austrian history curriculum for upper secondary, however, it can be inferred from two more general-phrased topic areas. For instance, in the case of 12th grade, the history curriculum proposes in the 7th semester the following content, "Wesentliche Transformationsprozesse im 20. und 21. Jahrhundert" [essential transformation processes of the 20th and 21st century] (BKA 2017). The 'Roaring 20s' can indeed be regarded as a subcategory of this wide-ranging area since it represents a period that brought enormous social, economical, political and cultural changes to the American society in the 20th century. Moreover, the topic 'Roaring 20s' links directly to the

thematic area of 11th grade, which refers to "[p]olitische, wirtschaftliche, kulturelle und soziale Entwicklungen vom 1. Weltkrieg bis zur Gegenwart" [political, economic, cultural and social developments from the First World War up to the present] (BKA 2017). Hence, the selected topic can be connected to the national history curriculum and presents a suitable topic for the didactic unit.

<u>Competences</u>

According to the first design principle, teachers should also bear in mind which historical and political competences, as stated in the Austrian history curriculum, they want to train in their lessons. Hence, the following section gives an overview of the competences selected for the didactic unit.

In the first lesson, mainly historical competences are practised since the 'Roaring 20s' represent a more historical than political topic. First of all, questioning competence plays a central role in the first lesson. One of the central goals of the first lesson is to introduce students to the 'Roaring 20s', while at the same time they should critically reflect on the term 'Roaring 20s' by working on the question 'Did the 1920s roar?'. In order to shed light on this question and determine the students' first opinion, a voting activity and a webquest are carried out. Since students are introduced to a question about the past and actively work on it through the activities, historical thought processes about the 1920s are prompted, which again foster their questioning competence (Schreiber et al. 2007: 24-25). Asking questions about the past often initiates an orientation process, which is a central aspect of the orientation competence (Schreiber et al. 2007: 29-30). Therefore, the first lesson already touches upon students' orientation competence, although an active involvement of this competence takes place in the second lesson. Nevertheless, the first lesson sets the starting point for this process by raising the students' awareness about the question 'Did the 1920s roar?' and by letting them research the topic. In order to investigate the central question 'Did the 1920s roar?', methods competence is needed. Students have to analyse historical sources of different kinds during the webquest to gain a deeper understanding of the positive and negative elements of the period. This process of working with historical sources during the webquest fosters students' methods competence (Schreiber et al. 2007: 27-28). Moreover, factual competence is included in the first lesson since students acquire terminology and working knowledge about the topic of 'Roaring 20s' (Schreiber et al. 2007: 33-34). This is accomplished through

presenting and discussing the definition of the term 'Roaring 20s' as well as gathering working knowledge of the topic through the webquest.

In the second lesson both historical and political competences are addressed since it fuses the historical topic of the 'Roaring 20s' with the political genre of the debate. The questioning competence is again included since the entire teaching project focuses on the question 'Did the 1920s roar?'. Students began to investigate the question in the first lesson and exchange their perspectives on the question through the debate in the second lesson. Moreover, the teacher specifically raises the students' awareness of the intrinsic complexity of the question during a reflection on the debate.

Prompted by the question 'Did the 1920s roar?' students pass through a research process with the help of the webquest and the debate. Thereby students should reorganise their historical awareness by contrasting their original opinion of the 'Roaring 20s' to the one after having completed the process through both voting activities. The process of reorganising students' historical awareness about the 1920s in the USA addresses one of the sub-competences of the orientation competence, namely, the 're-organisation competence' (Schreiber et al. 2007: 29). Hence, one major goal of the entire teaching project is to activate students' organisation competence by raising their awareness of how far prior images of a period can change by researching the topic and looking at it from different perspectives. This is mainly achieved through the debate, which provides students with sufficient factual background and various views on the topic, as well as through the subsequent reflection that raises students' awareness on the whole issue.

Moreover, the second lesson touches upon historical and political factual competence. Students acquire political factual knowledge during the PowerPoint presentation since the concept of the debate is explained. Moreover, learners gain a deeper understanding of the historical period of the 1920s in the course of the debate as different positive and negative developments of that time are presented.

As the debate is the major focus of the second lesson, two other political competences are also trained. First of all, political judgment competence of students is involved when carrying out the pro-contra debate. According to Zentrum polis (2017: 13), "Politische Urteilsbildung gründet auf der Fähigkeit, selbstbewusst, sach- und situationsbezogen Debatten[,] Diskussionen oder Streitgespräche auszutragen" [political judgment competence is based on the competence to carry out task-oriented and situational

debates[,] discussions and disputations confidently]. Hence, the competence to successfully prepare and participate in a debate, is central for developing students' political judgment competence. Secondly, learners foster their political action competence by carrying out the debate. Political action competence fosters students' "Fähigkeit, Fertigkeit und Bereitschaft politische Konflikte auszutragen, eigene Positionen zu formulieren, die Standpunkte anderer zu verstehen und an der Lösung von Problemen mitzuwirken" [competence, ability and willingness to resolve conflicts, to formulate their own positions, to understand the view of others and to contribute to resolving problems] (Zentrum polis 2017: 12). In the form of the debate, students have the chance to actively practise a democratic form of solving conflicts. Furthermore, they get to know that considering the positions of others is crucial before arriving at a final conclusion. Although the topic 'Did the 1920s roar?' does not represent a political issue, which is normally the case in debates, it still offers students the opportunity to get the basic idea behind debating.

Table 2: Historical and political competences (Kühberger 2015): competences included in the didactic unit encircled

Historical competences	Political competences
Questioning competence	Political judgment competence
Factual competence	Political factual competence
Orientation competence	Political action competence
Methods competence	Political methods competence

As can be seen from table 2, the didactic unit fosters overall a range of historical and political competences as stated in the Austrian history curriculum. Not all competences could be addressed and fostered to the same extent, however, teachers should bear in mind that it is not necessary to practise all competences in each and every lesson.

5.6.2. Design of the first lesson

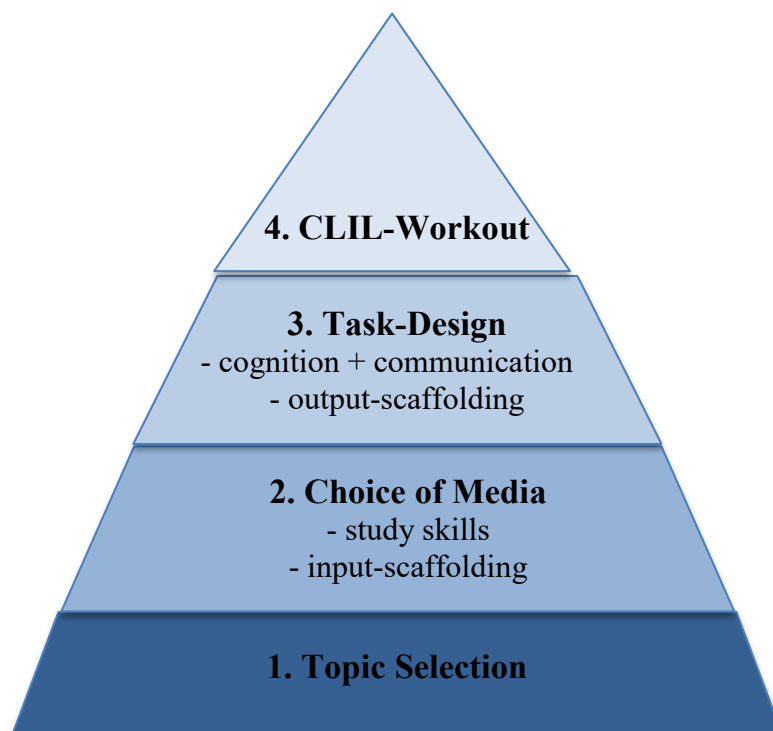 **II. Apply the CLIL pyramid**

Figure 11: CLIL Pyramid adapted from Meyer (2010)

Before having a closer look at the four steps of the CLIL pyramid, it is important to consider the 4Cs on which the CLIL pyramid is based since "the CLIL-Pyramid was designed to visually represent the idea that quality CLIL based on the tenets of the 4Cs-Framework can only be achieved when all of the 4Cs are considered in lesson planning and materials construction" (Meyer 2010: 23). First of all, content is included in the first lesson since students are introduced to the topic of the 'Roaring 20s' and get to know the positive and negative developments of that period. Secondly, the lesson requires interaction in English by involving students in group work during the webquest and hence addresses the aspect of communication. Thirdly, cognition plays a role since the webquest contains various tasks, which foster students' HOTS such as analysis of a political cartoon or comparison of the role of women in the 'Roaring 20s' with another period. Finally, the fourth C 'culture' is included in the first lesson since the selected topic provides students with the opportunity to familiarise themselves with a period that shaped American culture in essential ways.

<u>Choice of media</u>

After selecting the topic (see section 5.6.1.), it is essential to give thought to the media and input that will be used in the CLIL lesson. Meyer (2010: 23) suggests that rich and multimodal input should be provided in order to address various language skills and learning styles. Hence, the first lesson includes various forms of input. For instance, the lesson begins with creating a word-cloud about the 'Roaring 20s' that offers students the opportunity to link the new topic to their prior knowledge. By creating a word-cloud out of their ideas, students produce a meaningful input and output themselves which ensures that their affective filters remain widely open (Meyer 2010: 13-14). Moreover, the major part of the first lesson is reserved to the webquest[7] that "combines motivating and illustrative materials with authentic language input" (Meyer 2010: 14). In addition to providing motivating and authentic input, the webquest also includes multimodal input ranging from texts, pictures, videos and posters to political cartoons. A variation of the input modes ensures that not only are various language skills addressed (e.g. reading, listening, etc.), it also simplifies difficult content presented in English (Meyer 2010: 14; Dale, Es & Tanner 2010: 41).

When choosing the media and input, teachers also have to take account of the input-scaffolding needed (Meyer 2010: 15). Hence, when I designed my lessons, I included input-scaffolding to minimise possible cognitive and linguistic difficulties. Considering that the webquest includes various forms of authentic input, which feature a difficult language level, lexical input scaffolding was incorporated to make the input more comprehensible and accessible for students. For instance, at some instances during the webquest vocabulary is pre-taught or learners are asked to actively research new and difficult vocabulary that is required for the task (Dale, Es & Tanner 2010: 54). Figure 12 illustrates an example of such a linguistic input-scaffold.
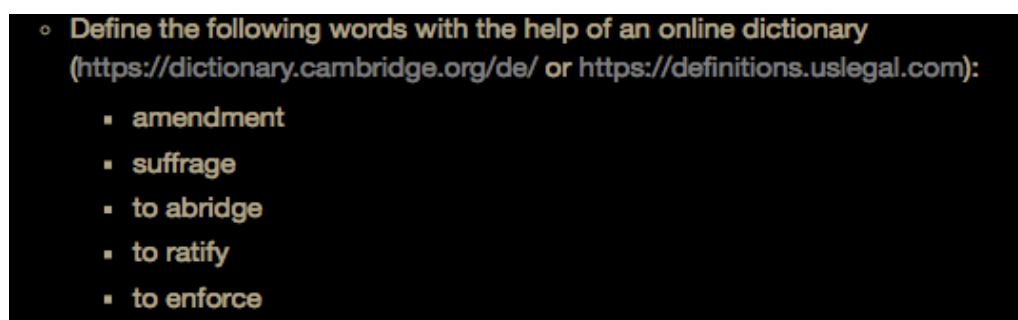

Figure 12: Example of linguistic input scaffolding

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[7] The webquest will be explained in more detail in the task-design section of this chapter.

In addition to providing linguistic support for students, scaffolding of the content input was also considered. The webquest in particular requires clear guidance for students since they have to deal with different historical sources and concepts in rather a short amount of time. In order to enable students to accomplish the complex tasks, the instructions are straight-forward and divided into several smaller parts so that students are guided clearly through the tasks (Meyer 2010: 15; Ball, Kelly & Clegg 2015: 38).

Task-Design

One of the most important steps in designing a lesson is the task design. Determined by the chosen input, tasks need to be created that "trigger both higher order thinking skills and lead to authentic communication" (Meyer 2010: 24). The subsequent template adapted from Meyer (2010: 25) provides an overview of the designed tasks for the first lesson (see figure 13), afterwards each task will be explained in more detail.

Topic: Roaring 20s (introduction)
Medium: Mentimeter (word cloud)
L-Skills: writing/speaking
Task 1: brainstorming
H.O.T: to activate

Topic: Positive and negative developments of the Roaring 20s
Medium: webquest
L-Skills: reading/listening/speaking/writing
Task 4: completing the webquest through group work
H.O.T: to analyse, to compare, to summarise, to describe, to explain, to define, to guess

Roaring 20s (Lesson 1)

Topic: Roaring 20s (definition)
Medium: Mentimeter (presentation)
L-Skills: listening/speaking
Task 2: discussion of the definition of Roaring 20s
H.O.T: to generate/to discuss

Topic: Did the 1920s roar?
Medium: Mentimeter (vote)
L-*Skills*: -
Task 3: voting
H.O.T: to take a stance, to speculate

Figure 13: Tasks of lesson 1, template adapted from Meyer (2010: 25)

<u>Task 1</u>

For the beginning of the lesson a task was chosen that leads students into the topic 'Roaring 20s' and activates their prior knowledge on the topic. According to Dale, Es and Tanner (2010: 15), activating at the beginning of the lesson is an essential part of a qualitative CLIL lesson since it "involves getting the learners' brains working at the start of a topic or theme, as well as motivating them to learn". Therefore, the first task represents a brainstorming activity that asks students to come up with everything they already know about the 'Roaring 20s'. For the brainstorming the medium 'Mentimeter'[8] is used, a special website that allows teachers to create interactive presentations. As shown in figure 14, students are then asked to submit three ideas, words or phrases they associate with the 'Roaring 20s' via their phones or computers.
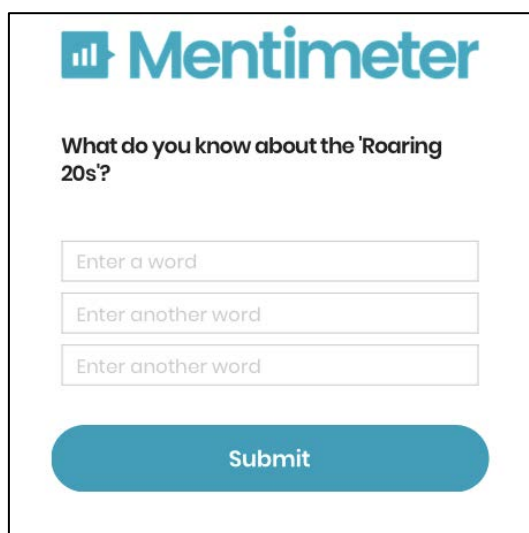
Figure 14: Mentimeter - brainstorming

While the students are brainstorming their ideas, a typical 1920's Jazz song is played in the background. As Dale, Es and Tanner (2010: 25) suggest, it is always advisable to activate students through multiple intelligences in order to address different learning styles of learners in a CLIL lesson, whereby the song activates students' musical intelligence. After having submitted three answers, the presentation automatically creates a word cloud that is made up of the students' responses. The completed word cloud can be found in chapter 6.3.1. As a final part of the brainstorming activity, the individual components of the word cloud are discussed in plenum.

The first task involves students' writing and speaking skills since they have to write down their answers for the brainstorming activity and discuss the results in plenum. Moreover,

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[8] Can be found under the link: https://www.mentimeter.com.

the first task activates the students' vocabulary of the topic through the brainstorming activity. As argued by Meyer (2010: 24), tasks in a CLIL lesson should always include various interactive formats and address students' HOTS. In the case of the first task, individual work and a plenum discussion are selected as interactive formats. Regarding students' HOTS, the brainstorming activity involves students in activating and generating ideas about the topic (Anderson & Krathwohl 2001: 31).

Task 2

The second task deals with the definition of the period and the term 'Roaring 20s' in more detail. Therefore, the teacher firstly presents a definition of the 'Roaring 20s', as shown in figure 15, and then asks students why they think that the period is actually named 'Roaring 20s' and what exactly 'roaring' could mean.

Figure 15: Mentimeter - Definition of 'Roaring 20s'

Students can then utter their speculations in the form of a plenum discussion. The teacher finally reads out to students a dictionary entry of the adjective 'roaring' that lists three different meanings of the word. Afterwards, the teacher explains that deduced from the meaning of the adjective 'roaring', the term 'Roaring 20s' refers to a loud, positive and prosperous time, which carries quite a positive connotation.

In the course of the second task students practise their listening skills during the teacher's presentation of the definition and the dictionary entry as well as their speaking skills during the discussion. Furthermore, students engage their HOTS through discussing and generating possible meanings of the term 'Roaring 20s' (Anderson & Krathwohl 2001:

68; Coyle, Hood & Marsh 2010: 31).

Task 3

The third task is a voting activity. After having brainstormed on the period, heard a definition of 'Roaring 20s' and discussed the different meanings of 'roaring', it is students' turn to vote on the question 'Did the 1920s roar?'. Figure 16 illustrates the voting slide, which allows students to vote via their phones or computer either yes or no.

Figure 16: Mentimeter - Voting

Since the voting activity is rather short, no substantial practice of any language skills takes place during this activity. Yet, the voting activity involves students' HOTS since they have to take a stance on the question 'Did the 1920s roar?' (Anderson & Krathwohl 2001: 68; Coyle, Hood & Marsh 2010: 31).

Task 4

The fourth task represents the most time-consuming exercise of the first lesson. It is a webquest that asks students to investigate the question 'Did the 1920s roar?'. Originally, the format of the webquest was developed by Bernie Dodge in 1995 "as a means of integrating the most effective teaching methods into an efficient, technology-based process" (Thombs, Gillis & Canestrari 2009: 19). It represents an inquiry-oriented activity that students complete with resources from the internet. A webquest always consists of specific core components such as an introduction, a task, the process and an evaluation (Thombs, Gillis & Canestrari 2009: 27). In this case students have already been introduced to the topic through the previous three tasks of the first lesson. In addition to an introduction, the webquest should present students with a stimulating and

motivating task and with online resources that provide information for solving the task (Thombs, Gillis & Canestrari 2009: 20). The main task and the process indicate what students should do during the webquest and how they should go about it (Thombs, Gillis & Canestrari 2009: 28-29). In this case the main task of the webquest is to investigate the question 'Did the 1920s roar?' by researching the negative and positive developments of that time. For this purpose students are divided into six groups, whereby three groups focus on the positive aspects and three groups on the negative ones. Students should create a completed handout with their findings by the end of the lesson. The entire task and process instruction of the webquest are presented in figure 17.

Figure 17: Webquest task

Each group receives a different topic to research. Three topics deal with positive aspects of the 1920s (Group 1: Booming economy and industry, Group 2: Popular culture and entertainment, Group 3: The new woman and emancipation) and the other three focus on negative developments of that time (Group 4: Prohibition and criminal business, Group 5: Racism and Nativism, Group 6: Poverty/Rural-Urban conflict). Since presenting all tasks of each group would go beyond the scope of this chapter and since the task types of the various groups are generally quite similar to each other, the tasks of only one group will be illustrated. The entire webquest with all tasks and resources can be looked up in the appendix.

To exemplify the tasks of the webquest, I selected group 4, which deals with the negative developments of prohibition and criminal business during the 1920s. Figure 18 below presents the first task of this group.

Group 4: Prohibition and criminal business

First task:

- Describe and analyse the poster below and take notes:
  - Who do you think produced the poster? Who is the target audience of the poster?
  - For which purpose was it created?
  - What does 'wet' and 'dry' refer to?
  - Which message does the poster want to bring across and how is that achieved?

Source: https://www.pinterest.at/pin/506092076850360382/

Figure 18: Prohibition and criminal business – Task 1

The first task basically serves as an introduction to the topic and asks students to describe and analyse a political poster of the prohibition era. In order to guide the students' analysis of the poster, several questions in the form of bullet points are provided. This task allows students to work with an authentic historical source and combines linguistic with visual input. As noted by Dale, Es and Tanner (2010: 96) visual input can support students in understanding the more challenging linguistic input.

Figure 19: Prohibition and criminal business – Task 2

The second task allows students to gather more information on their topic as illustrated in figure 19. Therefore, students are first asked to define specific vocabulary with the help of an online dictionary. This step ensures that difficult subject-specific terms, which are essential for comprehending the subsequent video, are clarified beforehand. Otherwise, students could have problems with processing the input of the video (Dale, Es & Tanner 2010: 79). After having scaffolded the key vocabulary, students are then asked to watch the video about prohibition and criminal business. Again, several questions are listed that guide students through the video and help them to note down the most essential points (Ball, Kelly & Clegg 2015: 43-44).

Figure 20: Prohibition and criminal business – Task 3

Finally, students have to complete a handout frame with all the answers collected from the previous two tasks (see figure 20). The handout frame can be found in the appendix. The third task is the same for every group and ensures that the results of the webquest are properly documented at the end of the lesson. Moreover, the handout frame includes a glossary, which supports students in recording the key vocabulary gathered throughout the webquest (Dale, Es & Tanner 2010: 83).

Again, as proposed by various CLIL scholars (Meyer 2010: 24; Coyle, Hood & Marsh 2010: 29-30; Ball, Kelly & Clegg 2015: 41,47), while designing the tasks for the webquest, attention was paid to foster authentic communication and students' HOTS. Since students are required to accomplish their tasks in groups, they need to negotiate possible answers and results. Moreover, the tasks address students' LOTS such as to summarise important ideas of a written source as well as HOTS such as analysing a historical source or political cartoon (Anderson & Krathwohl 2001: 68; Coyle, Hood & Marsh 2010: 31).

Finally, consideration was given to appropriate output-scaffolding during the task design (Meyer 2010: 24). According to Meyer (2010: 24), "[t]he nature of the desired output (poster, interview, presentation, map, etc.) determines how much and what kind of output-scaffolding is necessary". As the main output of the first lesson is written output in the form of a completed handout from the webquest, the output-scaffolding had to be fitted to this purpose. Thus, an output frame is provided for students in the form of the handout frames. It supports students in noting down the main content of their research as well as in recording the newly learned key vocabulary.

CLIL-Workout

As a last step of the CLIL pyramid, a review of the central content and language elements should take place (Meyer 2010: 23-24). Even though the CLIL-Workout does not have to take place necessarily at the end of every lesson, I chose to present the main content and language aims of both lessons separately in order to provide a detailed description of the exact lesson aims. Hence, the content and language aims of the first lesson are stated below.

Content aims:
- Students are introduced to the 'Roaring 20s' and can define the period
- Students acquire knowledge about the positive and negative economic, social and political developments of the 1920s in the USA
- Students practise working with different historical and political sources (texts, videos, political cartoons, pictures, etc.) and can describe, analyse and interpret them

Language aims:
- Students acquire subject-specific terms of the topic 'Roaring 20s'

- Students practise their speaking skills by discussing the word cloud, the definition of 'Roaring 20s' and negotiating their answers for the webquest
- Students practise reading for specific information and global understanding in texts
- Students practise listening for specific information and global understanding in videos
- Students practise their writing skills by summarising the information gained from the webquest

III.   Include the language layers of historical biliteracy

In addition to considering Meyer's CLIL pyramid when designing the lesson and materials, attention should be paid to include the language layers of historical biliteracy. As can be seen in figure 21, two language layers were included in the first lesson.
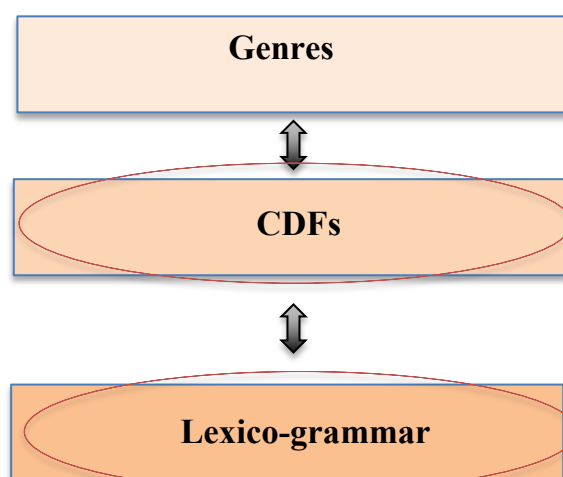
Figure 21: Language layers of historical biliteracy included in first lesson encircled (adapted from Lorenzo & Dalton-Puffer 2016)

First of all, the language layer of lexico-grammar is addressed since several tasks and activities also focus on teaching subject-specific lexicon. For example, task 1 activates phrases and key vocabulary specific to the topic through the brainstorming activity. Moreover, the second task engages students in considering one particular subject-specific term: 'The Roaring 20s'. The term is even discussed on a meta-level since students need to think about the various meanings and connotations of the adjective 'roaring'. Finally, the webquest includes various instances that focus on subject-specific vocabulary. For instance, students have to complete a glossary provided in their handout frame with the key vocabulary from their research. Moreover, several tasks during the webquest require

that students define subject-specific lexicon such as the words 'amendment', 'Flappers' or 'Nativism'.

Apart from including the language layer of lexicon, which is the only language layer that is addressed quite commonly in CLIL lessons (Lorenzo & Dalton-Puffer 2016: 60), the layer of CDFs is also integrated in the first lesson. Following Dalton-Puffer's list of CDFs (2013: 235), which overlaps to a great extent with Bloom's revised taxonomy and the command verbs of the history curriculum, several CDFs such as *to describe*, *to take a stance*, *to compare*, *to define*, *to explain*, *to summarise*, *to guess* or *to identify* are included in the first lesson. In particular, the webquest triggers various subject-specific CDFs. For example, students practise describing various historical sources (poster, cartoon, pictures, etc.), defining specific key vocabulary of historical concepts as well as summarising the results from their research. Due to the rather limited time reserved to the webquest, the CDFs are only practised implicitly and not discussed on a meta-level. Nevertheless, it would be advisable to also discuss specific CDFs and their implementation on a meta-level, if more time is available.

5.6.3. Design of the second lesson

Having discussed the design of the first lesson, a detailed account of the second lesson will be given in the following section.

II.   Apply the CLIL pyramid

Like the first lesson, the second one is also based on the 4Cs. In addition to focusing on the negative and positive developments of the 'Roaring 20s', the characteristics of debates make up the content of the lesson. Moreover, the aspect of communication is addressed since students engage in interactive group work during the preparation stage of the debate, participate in a debate and reflect in a plenum discussion on the debate. Thirdly, students practise several of their HOTS by creating their own speeches and by evaluating the debate. Finally, culture plays a role since students get to know the 'Roaring 20s', which represent an important part of the American culture, even better.

<u>**Choice of media**</u>
Selecting the appropriate linguistic and non-linguistic input for the second lesson was also a major issue (Dale, Es & Tanner 2010: 37). Firstly, the lesson provides students with spoken and visual input in the form of a PowerPoint presentation about the main characteristics of a debate. The PowerPoint presentation represents a meaningful input for

students since it offers them the essential background knowledge for the following activities. Furthermore, the input is made meaningful for students by drawing connections between the topic and their life (Meyer 2010: 13). For instance, students are asked if they had ever seen a debate in real life or on TV. Moreover, the presentation combines spoken input with visual input since notes, pictures and even a short video accompany the teacher's talk. After the presentation, the main activity of preparing and carrying out a debate follows. The debate provides students with challenging and authentic input. Even though a debate carried out by students cannot be described as an absolutely authentic input, it comes close to approaching authenticity in the classroom (Ball, Kelly and Clegg 2015: 105). A debate represents an authentic interaction format of the 'real' world since historians, politicians or debating societies commonly make use of debates. In addition to selecting input that is authentic and meaningful for students, several CLIL scholars (Dale, Es & Tanner 2010: 41; Meyer 2010: 14) also suggest including multimodal and varied input in the lesson. This criterion is achieved in the second lesson since it joins spoken, visual and written input in the form of notes, texts, pictures, videos, handouts and observation sheets.

In most cases the selected input needs to be adapted or scaffolded to meet students' cognitive and linguistic level. In order to provide students with comprehensible and appropriate input, input-scaffolding was applied (Meyer 2010: 15; Dale, Es & Tanner 2010: 49). The content of the PowerPoint presentation was simplified by noting down bullet points including the most important information on the slides. Moreover, the cognitive input was visualised through pictures and graphs. In addition to the presentation, the handout on the characteristics of a debate also featured a simplified language and bullet points to reduce the cognitive as well as linguistic load.

Task design

As both lessons together form an entire unit on the 'Roaring 20s', the tasks chosen for the second lesson had to link in with those of the first lesson. Figure 22 presents an overview of all tasks for the second lesson, followed by a detailed explanation of each task.
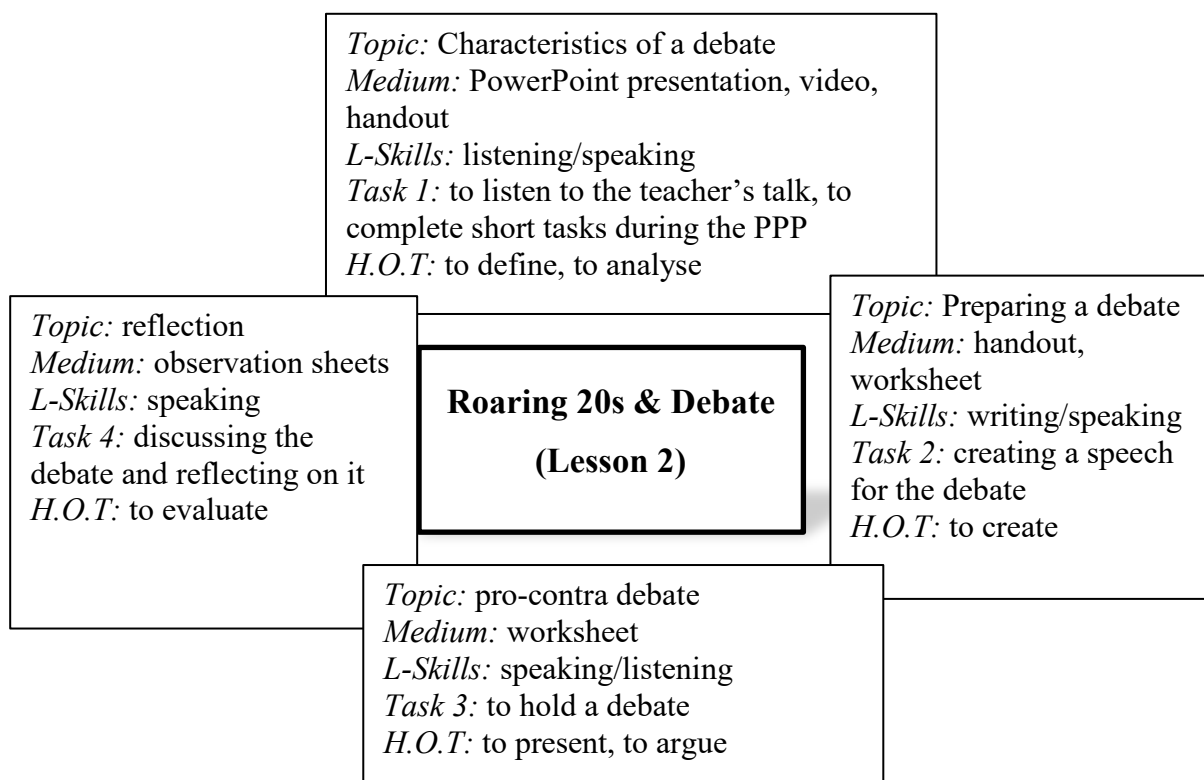
Topic: Characteristics of a debate
Medium: PowerPoint presentation, video, handout
L-Skills: listening/speaking
Task 1: to listen to the teacher's talk, to complete short tasks during the PPP
H.O.T: to define, to analyse

Topic: reflection
Medium: observation sheets
L-Skills: speaking
Task 4: discussing the debate and reflecting on it
H.O.T: to evaluate

Roaring 20s & Debate (Lesson 2)

Topic: Preparing a debate
Medium: handout, worksheet
L-Skills: writing/speaking
Task 2: creating a speech for the debate
H.O.T: to create

Topic: pro-contra debate
Medium: worksheet
L-Skills: speaking/listening
Task 3: to hold a debate
H.O.T: to present, to argue

Figure 22: Tasks of lesson 2, template adapted from Meyer (2010: 25)

Task 1

The first exercise represents a teacher-centred talk with a PowerPoint presentation that introduces students to debates and their most important characteristics. Hence, students' main task is to actively follow the teacher's presentation. In order to engage students' attention during the presentation, several short tasks are included that require participation. For example, at the beginning of the presentation students are asked if they know what a debate is and if they have ever seen a debate. Another task that engages students during the presentation is a short video analysis. Students must analyse a sequence of a debate held at Oxford University with a focus on its persuasive features. Thereby, students have the chance to apply the newly learned information on an example. Generally, students mainly practise their listening and speaking skills during the

presentation. At some instances, students HOTS are trained, as for instance, when they have to analyse the debater's speech with a focus on its persuasive features (Anderson & Krathwohl 2001: 68; Coyle, Hood & Marsh 2010: 31).

Task 2

After having heard about the main characteristics of a debate, it is now students' turn to prepare a debate themselves. With the support of their completed handouts from the webquest, students have to create a speech for a pro-contra debate on the question 'Did the 1920s roar?'. Depending on the researched topic, students either argue for (Group 1-3) or against (Group 4-6) the question. In order to provide students with guidelines on preparing their speech, a worksheet is handed out. The worksheet supports students in structuring their speech into an appropriate main thesis, supporting arguments and evidence. Furthermore, linguistic support is provided through the handout 'Useful language for debating'. The worksheet and the handout both constitute production scaffolds, which support learners in producing appropriate spoken output for the subsequent debate. As noted by Dale, Es and Tanner (2010: 133), production scaffolds "require[] higher-level thinking" and "help learners structure their thoughts and language". Thus, the worksheet prescribes the structure of the speech and requires students to activate their HOTS since they have to create a speech themselves.

Task 3

As a next activity, the actual pro-contra debate follows. Before holding a debate, it is essential that the students had the chance to engage themselves thoroughly with the topic and had time to prepare for it (Melichar, Plattner & Rauchegger-Fischer 2012: 45). This is achieved through the webquest in the first lesson and the preparation phase in form of task 1 and task 2 of the second lesson. Generally, the pro-contra debate can be defined as a formal discussion that is regulated by specific rules the speakers have to stick to (Melichar, Plattner & Rauchegger-Fischer 2012: 44-45). It always involves two opposing positions – a proposition and an opposition. In the case of this debate, the proposition is represented by the three groups that affirm the question 'Did the 1920s roar?', whereas, the opposition consists of the three groups that negate the question. Moreover, a debate is structured into several phases that follow a certain time frame. For this debate it was decided to shorten and simplify the structure of a pro-contra debate due to the tight time frame of the lesson. Therefore, the procedure includes a one-minute opening statement made by the teacher that introduces the topic and the debaters. This is followed by the

speakers presenting the main arguments of the proposition and opposition side with a time frame of two minutes per speaker. Finally, the debate ends with a second vote on the question 'Did the 1920s roar?' (Melichar, Plattner & Rauchegger-Fischer 2012: 46-47). Since not all students can participate actively in the debate (each group has to choose one debater), the other students receive an observation sheet. These observation sheets encourage students to evaluate the debate as well as the debaters.

The pro-contra debate represents an activity that encourages students to produce spoken output, which supports them in becoming advanced users of the language. Furthermore, the debate provides the opportunity to share the newly acquired knowledge gained from the webquest with the entire class (Dale, Es & Tanner 2010: 121; Ball, Kelly & Clegg 2015: 135-136). Holding a debate also involves students' HOTS since they practise how to argue based on objective information, how to determine their position and how to present information (Anderson & Krathwohl 2001: 68; Coyle, Hood & Marsh 2010: 31).

Task 4

It is always important to include a reflection and evaluation phase after a debate (Melichar, Plattner & Rauchegger-Fischer 2012: 47). Hence, the final task of the second lesson is a teacher-led reflection on the debate and its outcomes. First of all, the teacher and students compare the voting results of the first lesson with the ones of the second lesson. They specifically focus on how far the results have changed and why students have changed their opinion (Melichar, Plattner & Rauchegger-Fischer 2012: 47). Thereafter, it is discussed whether the overarching question 'Did the 1920s roar?' can even be answered with a simple 'yes' or 'no' or requires a more multi-layered answer. Furthermore, the teacher addresses the process that students underwent during the entire project. The teacher also raises students' awareness of how far this process resembles the practices historians normally perform. Finally, the insights from the observation sheets are briefly discussed.

Students definitely engage their HOTS during this final task since they both evaluate the debate and also reflect on their historical expertise and awareness (Anderson & Krathwohl 2001: 68; Coyle, Hood & Marsh 2010: 31). Moreover, students practise their speaking and listening skills while participating in the plenum discussion.

<u>**CLIL Workout**</u>

Finally, the major content and language elements of the lesson are reviewed in the CLIL Workout (Meyer 2010: 25). To provide a detailed description of the second lesson's aims, the aims are listed below.

Content aims:

- Students get to know the characteristics of the political genre 'debate'

- Students learn how to prepare and carry out a debate

- Students acquire knowledge about the positive and negative economic, social and political developments of the 1920s in the USA

- Students build their historical awareness and reflect on the process of acquiring historical knowledge

Language aims:

- Students acquire phrases for sequencing arguments, stating an opinion, reacting to other statements and disagreeing

- Students practise writing a speech for a debate

- Students practise public speaking and communication skills

III. Include the language layers of historical biliteracy

As can be seen in figure 23, all three language layers of historical biliteracy are included in the second lesson in order to arrive at a genuinely integrative CLIL lesson.
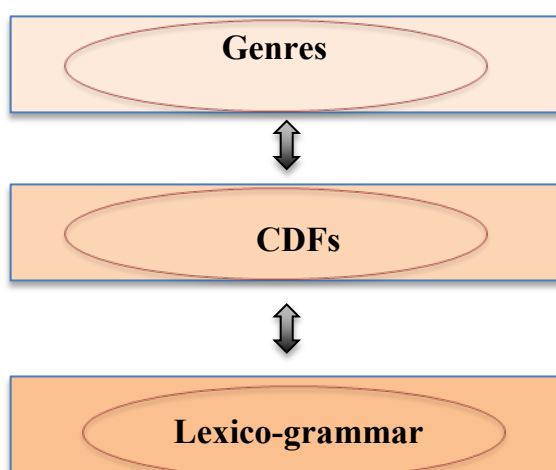

Figure 23: Language layers of historical biliteracy included in second lesson encircled (adapted from Lorenzo & Dalton-Puffer 2016)

First and foremost, the focus of the second lesson was placed onto the language layer of the genre since the first lesson only featured the other two language layers. Almost no materials suitable for incorporating genres in CLIL history lessons could be found when planning the lesson. Therefore, all materials had to be designed from scratch and are based on the knowledge gained about historical genres from conducting the desk research. As already stated in chapter 3.2.2., the leading pioneer in categorising historical genres is Coffin (2006) with her work on historical discourse. Various scholars make use of her categorisation of historical genres (cf. Llinares Morton & Whittaker 2012; Maset 2015: 144). Hence, when it came to choosing an appropriate genre for my teaching project, I referred to Coffin's categorisation of genres. Coffin (2006) basically distinguishes between three major categories: recording genres, explaining genres and arguing genres. The difficulty and complexity of those genres increases respectively. Hence, CLIL history teachers should begin with focusing on recording genres and then gradually move on to arguing genres at late adolescence (Coffin 2006: 67). Since the teaching project is taught in the 12th grade, I chose to put the focus on arguing genres, which represent the most challenging for students. According to Coffin (2006: 77), arguing genres can again be subdivided into the three genres of exposition (arguing for a particular interpretation), discussion (considering different interpretations before reaching a position) and challenge (arguing against a particular interpretation). Due to the selected content and the main purpose of the teaching project to provide students with different perspectives on the 1920s, I chose to include the historical genre 'discussion'. The discussion is "an analytical genre in that it puts forward and analyses a range of arguments and evidence" (Coffin 2006: 80). Often discussions take the form of a written essay or an oral classroom discussion in history lessons. Since the amount of time available for my teaching project was rather limited, I did not want to focus on the prolonged process of writing a discussion. Furthermore, carrying out an oral classroom discussion is a frequent school activity, and hence, should not be the focus either. Therefore, I decided to include the genre of an oral formal discussion, which is also termed debate (Melichar, Plattner & Rauchegger-Fischer 2012: 44). The debate represents a historical and political genre that seemed to be appropriate for discussing the topic of the 'Roaring 20s' since it provides the opportunity to shed light on different viewpoints.

As stated by Lorenzo and Dalton-Puffer (2016: 66), in order to arrive at a genuine integration of language and content, the language layers should also be discussed on a meta-level. This is achieved through the first task, which explicitly presents the main characteristics of debates to students, and through the second task during which students have to actively discuss how to structure and formulate their speech for the debate.

Although the second lesson mainly focuses on the debate, the other two language layers are also involved. For instance, students conduct various CDFS during the tasks and activities of the second lesson. According to Dalton-Puffer's (2013: 235) categorisation of CDFs, students practise the CDF *to argue* in the second lesson. While preparing the debate students have to formulate their own arguments based on their research findings and they also have to argue successfully either for or against the question 'Did the 1920s roar?' in the course of the debate. The CDF *to argue* is even discussed on a meta-level since the teacher explains how someone can argue successfully during the presentation at the beginning. Moreover, the final reflection on the debate requires students *to evaluate* the debaters and the debate with the support of the completed observation sheet. Besides the CDFs, lexico-grammar also played a role in designing the second lesson since students receive an entire handout, which provides useful vocabulary and phrases for debating.

5.6.4. Lesson plans

5.6.4.1. Lesson 1

time	procedures	inter-action format	materials	historical competence /political competence	skills/language systems/ language layer of historical biliteracy	notes
5'	Brainstorming 'Roaring 20s'	T-Ss	Tool Mentimeter, Phones, Computers, 1920s song	To activate students' prior knowledge	Skills; writing, speaking Language layer of historical biliteracy: activate students' lexicon of 'Roaring 20s'	T asks Ss to write down 3 words they associate with the 'Roaring 20s' on Mentimeter (plays 1920s music in the background) – T and Ss shortly discuss the result (word cloud on Mentimeter)
2'	Definition of 'Roaring 20s'	T-Ss	Tool Mentimeter, Phones, Computers	Factual competence	Skills: listening, speaking Language layer of historical biliteracy: Subject-specific term 'Roaring 20s' is clarified (lexicon)	T gives a short definition of what the term 'Roaring 20s' and the adjective 'roaring' mean - clarifies the connotation of the term
1'	Vote on the question: 'Did the Roaring 20s roar?'	Ss	Tool Mentimeter, Phones, Computers	Questioning competence ,Orientation competence	-	Ss are asked "Did the 1920s roar?" – Ss vote YES or NO
2'	Explanation of webquest & arrangement of groups	T	Webquest	-	-	T explains the procedure of the webquest and divides Ss into 6 groups (2-3 students per group)

time	procedures	inter-action format	materials	historical competence/ political competence	skills/language systems/language layer of historical biliteracy	notes
40'	Webquest 'Did the 1920s roar?'	Group work	Webquest (https://lessonroaring20s.blogspot.co.at), Handout frames, Computers	Questioning competence, Methods competence, Factual competence	<u>Skills</u>: reading, listening, writing, speaking <u>Language layers of historical biliteracy</u>: acquiring new subject-specific lexicon of the 'Roaring 20s', practising subject-specific CDFs	Ss work on the tasks of the webquest and complete the handout frame with their findings - Ss put the completed handout on Databgabe

5.6.4.2. Lesson 2

time	procedures	inter-action format	materials	historical competence/ political competence	skills/language systems/language layer of historical biliteracy	notes
10'	Introduction to debates and their most important characteristics	T-Ss	PPP, Handout 'Debate'	Factual competence	<u>Skills:</u> listening, speaking <u>Language layers of historical biliteracy:</u> genre - introducing debates and their characteristics	T introduces debates and their most important characteristics with a PPP (involves students through questions and short activities)- Ss receive a handout with the information from the PPP
15'	Preparation for the debate	Group work	Handout 'Debate', Worksheet 'Preparing for the debate', Handout 'Useful language for debating', Completed handouts	Political action competence	<u>Skills:</u> writing, speaking <u>Language layers of historical biliteracy:</u> genre (preparing a debate), lexico-grammar (lexical	Ss go together in their research groups (webquest), pick one group member as speaker for the debate and work on their speech (thesis+arguments+evidence) for the debate

			from webquest		phrases for debates)	
15'	Pro- and Contra debate 1' Opening statement 12' Proposer and opponents state their arguments 2' Vote	Plenum	Worksheet 'Preparing for the debate', Observation sheets, Tool Mentimeter	Orientation competence Questioning competence Political judgment competence Political action competence	<u>Skills:</u> speaking <u>Language layers of historical biliteracy:</u> Genre (carrying out a debate), CDF (to argue, to present), Lexico-grammar (useful language for debating)	T hands out observation sheets- T begins the debate and makes the opening statement – speakers present their arguments - at the end: students vote again on the question "Did the 1920s roar?"
5'	Reflection & evaluation of debate	Plenum	Observation sheets	Orientation competence Questioning competence	<u>Skills:</u> speaking <u>Language layer of historical biliteracy:</u> Genre (evaluating a debate), CDFs (to evaluate, to reflect)	T reflects together with Ss: - In how far did the voting results change and why did people change their opinion? - Does the question 'Did the Roaring 20s roar?' require a more complex answer than just a simple yes or no? - Process of acquiring historical expertise - Insights from observation sheets → mention that students will receive all completed webquest handouts from class teacher next time – *Ergebnisssicherung*
5'	Short concluding remarks & questionnaire	Individual work	Questionnaire (https://www.soscisurvey.de/historylesson/)	-	-	T makes concluding remarks – Ss complete the online questionnaire on the project

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5.7. Materials design

The previous chapter has already touched upon the development of materials for both lessons since the lesson design and the material design are closely interwoven. I designed all materials applied in the project myself since there still exists a scarcity of suitable CLIL materials (cf. Coyle, Hood & Marsh 2010; Mehisto, Marsh & Frigols 2008; Meyer 2010). Hence, CLIL teachers are often forced "to create custom-built materials" (Ball, Kelly & Clegg 2015: 174). For this reason, I had to design all materials from scratch, which is a time-intensive undertaking, however, it also ensures that the materials are perfectly suited to my lesson aims (Ball, Kelly & Clegg 2015: 173-174). All materials can be found in the appendix.

6. Implementation and evaluation

6.1. Implementing the project

The designed teaching project was implemented in the B(R)G Enns in December 2017. It was taught in a 12th grade with 17 students and the class-teacher observed all lessons. Table 3 presents the exact dates of the teaching project.

Table 3: Dates of teaching project

Class	Date
12th grade (8.Klasse AHS)	14.12.2017 → 8:30-9:20
12th grade (8. Klasse AHS)	19.12.2017 → 11:25-12:15

6.2. Evaluating the project

In addition to implementing the project, the lessons were also evaluated to gain essential insights about how the observing teacher, the students and I myself perceived the project and its outcomes. Therefore, I chose to evaluate my teaching project by means of the research tool 'triangulation'. 'Triangulation' refers to a research tool that is especially suitable for evaluating educational research projects. It basically examines the conducted teaching project from three perspectives (Altrichter & Posch 1998: 164-167):

- The perspective of the teacher
- The perspective of a (neutral) third-party
- The perspective of students

The insights of each perspective can be collected through different formats such as interviews, observations or written reports. For my teaching project, I chose to obtain the

data through taking field notes after each lesson (perspective of teacher), through interviewing the observing class-teacher after each lesson (perspective of neutral third-party) and through giving students a questionnaire at the end of the project (perspective of students). By applying this triangulation tool to my teaching project, essential insights about the effectiveness as well as the advantages and disadvantages of the teaching project could be gathered (Altrichter & Posch 1998: 164-167).

6.3. Field notes

The following is a description of my perspective on the teaching project, which rests upon the field notes taken after each lesson. In addition to taking notes immediately after the individual lessons, audio recordings of both lessons were made.

6.3.1. First lesson (14/12/2017)

The first lesson took place in the school's computer lab and sixteen students were present. Due to the fact that I had observed the class' previous CLIL history lesson and introduced the project and myself then, I could immediately begin without another detailed introduction. Nevertheless, the lesson did not start exactly on time since students needed some time to get from their classroom to the computer lab. With a five-minute delay, I began with the first task, which was the brainstorming activity about the 'Roaring 20s'. Even though students had never before worked with the tool Mentimeter, they all quickly got used to it and no major problems with technology appeared. During the brainstorming students contributed a lot of different ideas and participated actively, which is illustrated in the completed word cloud in figure 24.
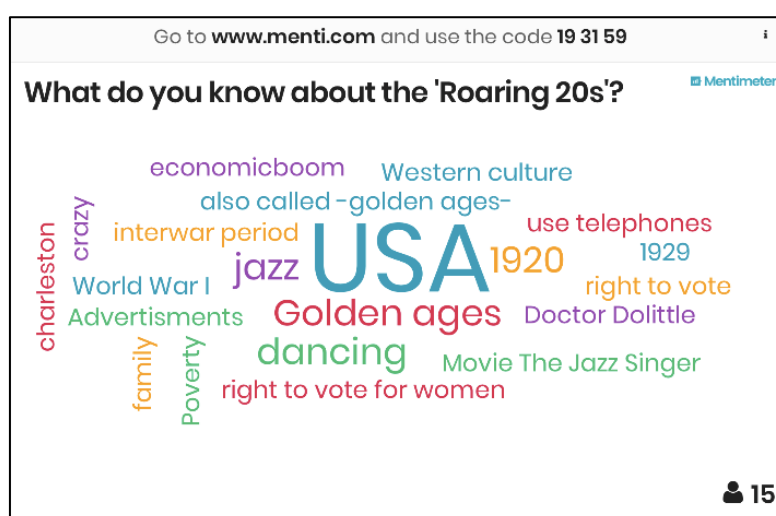
Figure 24: Word cloud completed by students

Since the lesson plan followed a rather dense programme, not all submitted words could be reviewed in the discussion afterwards. Yet, this did not represent a major problem, as the major goal of the first activity was to only activate students' prior knowledge of the topic. Thus, I concentrated just on some responses and discussed them together with students. In particular, words that did not match entirely with the concept of the 'Roaring 20s' in the USA were corrected such as the term 'Golden twenties', which refers to the 1920s in Germany. Thereafter, I read out a definition of 'Roaring 20s' and students were asked to come up with possible answers for the question why the 1920s are called 'roaring'. Compared to the first activity, in which students participated actively, this question seemed to be rather difficult for them since only two students tried to come up with a hypothetical answer. The following conversation between teacher and student exemplifies the response of one student:

> S: I think because it is like a loud period.
> T: So what do you mean with loud? Because of the music or...
> S: Because of ... yeah ... the financial speakings. (The student
>   refers to the yelling of stock brokers at the stock market)
> T: Ok.
> S: And like everyone went out and partied.

The answer illustrates that the student's schematic knowledge of the 'Roaring 20s' is characterised by being a loud period in which everyone went out and partied (cf. Hedge 2000: 411). Based on the student's answer, I explained that 'roaring' has, besides referring to a loud period, also other meanings and presented a dictionary entry of 'to roar'. Afterwards, we carried out the first vote on the question if the 1920s had really roared. I specifically highlighted that their answer should only be based on their first intuition, regardless of whether it is based on factual knowledge or not. The results of the first vote are shown in figure 25.
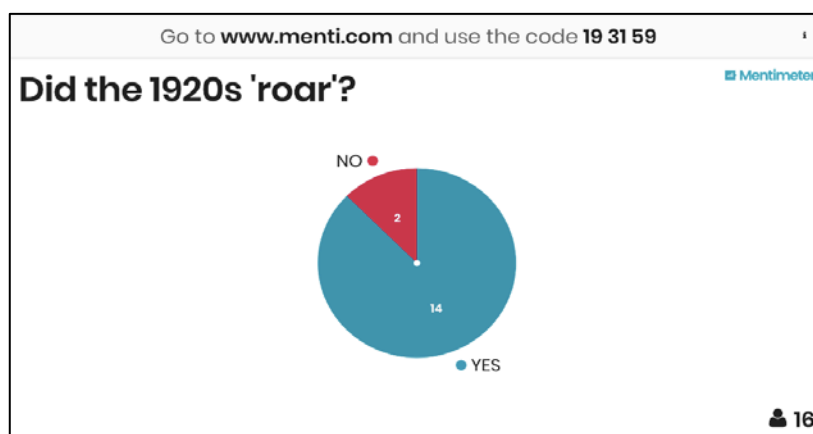

Figure 25: Results of first vote

The vote was completed rather quickly and I told students that we would come back to the results in the next lesson. As a last activity the webquest was explained, groups were formed and the webquest was carried out. Since students had never worked on a webquest before, the explanation took longer than anticipated. Nevertheless, it was crucial to clarify all questions beforehand, otherwise, the tasks would probably not have been executed properly. Students worked eagerly on their exercises and a productive working atmosphere emerged during this activity. The majority of groups followed my advice to split up the workload between the group members in order to be finished by the end of the lesson. The cognitive and linguistic level of the tasks and materials seemed to be appropriate since only a few questions regarding the content were asked (e.g. 'What does the 3% quota in the political cartoon mean?'). Even though I had some concerns about the time management at the beginning, all groups managed to hand in a completed handout with their research findings by the end of the lesson.

Overall, the first lesson seemed to be a success according to my impression. Students participated actively in most activities, worked independently during the webquest and managed to finish all tasks by the end of the lesson. Hence, the level of activities and materials seemed to be appropriate. Furthermore, students were motivated throughout the lesson, which could be due to an interest in the topic as well as to the unusual situation of participating in a project with a new teacher. Students talked mainly in English during the entire lesson, only once a student wanted to have further explanation of a webquest task and asked the question in German. One aspect that could have been improved was that I had to rush through the activities at the beginning since the webquest required the major part of the lesson. It would have been interesting to spend more time on the brainstorming activity at the beginning and discuss the students' ideas in more detail. Due to the restriction of my teaching project to only two lessons, this was not possible. Although students had to accomplish a variety of tasks in only fifty minutes, I got the impression that students acquired content and language knowledge judging by the perfect results of the webquest activity.

6.3.2. Second lesson (19/12/2017)
In the second lesson all seventeen students were present and it took place in the computer lab again. Similarly to the first lesson, also the second lesson did not begin on time since students had a four-hour long German exam beforehand. Hence, the lesson started with a five-minute delay and all students were quite unsettled, inattentive and tired due to the

previous exam. Nevertheless, in the course of the first activity – the presentation about the main characteristics of a debate – I achieved to regain their attention, even though students were not as motivated as in the first lesson. When I asked them a question during the talk about debates, only one or two students raised their hands. All students paid attention and followed my talk but only a few were able to actively participate due to the exhausting exam in the lessons before. Nonetheless, I tried to give my best to make the lesson as interesting as possible.

After the presentation, students received a handout including all the information from the presentation and then an explanation of the preparation stage for the debate followed. No questions arose and students started to work on their speeches for the debate immediately. Originally, fifteen minutes were planned for preparing the speeches, however, it took students longer than I had anticipated. This was due to several reasons. First of all, students needed a few minutes to receive an overview of all materials provided. Secondly, students struggled with formulating their own thesis, arguments and supporting evidence for their speech. Even though I had explained those aspects in the presentation and exemplified them with some model sentences, students had problems with creating a main thesis and distinguishing between arguments and evidence. In retrospect, it would have been a good idea to explain all three parts in more detail and to formulate more examples together. Thirdly, preparing a speech for a debate represents a rather difficult and complex task for students, particularly if they have never done that before. Hence, the time limit of fifteen minutes was too ambitious since students had to select a debater that represents the group, read through all the materials and design a speech by themselves.

Although I had realised that students would have needed more time for preparing, I had to cut the activity short in order to still get to the actual debate and the reflection phase. Initially, I had planned to hand out an observation sheet for the part of the students representing the audience, however, due to the stressful time management, I completely forgot about it. Hence, the debate began with arranging the speakers of the proposition and opposition side into two groups that faced each other. Since we were running out of time, no proper setup of the debate scene was achieved. All speakers presented their short speeches and some of them even managed to include the phrases provided on the 'Useful language for debating' handout. An example is given below, which indicates the used phrases in italics:

S: *Thank you so for your points*, but *I have to disagree. To my point* the 1920s did not roar because of poverty and also the rural-urban conflict.

After the debate, the second vote on the question 'Did the 1920s roar?' took place. Students were told that they did not have to represent the topic and position of their group any longer and should now base their decision on everything they had learned about the 1920s in the last two lessons. The actual voting did not require much time; the result can be seen in figure 26.
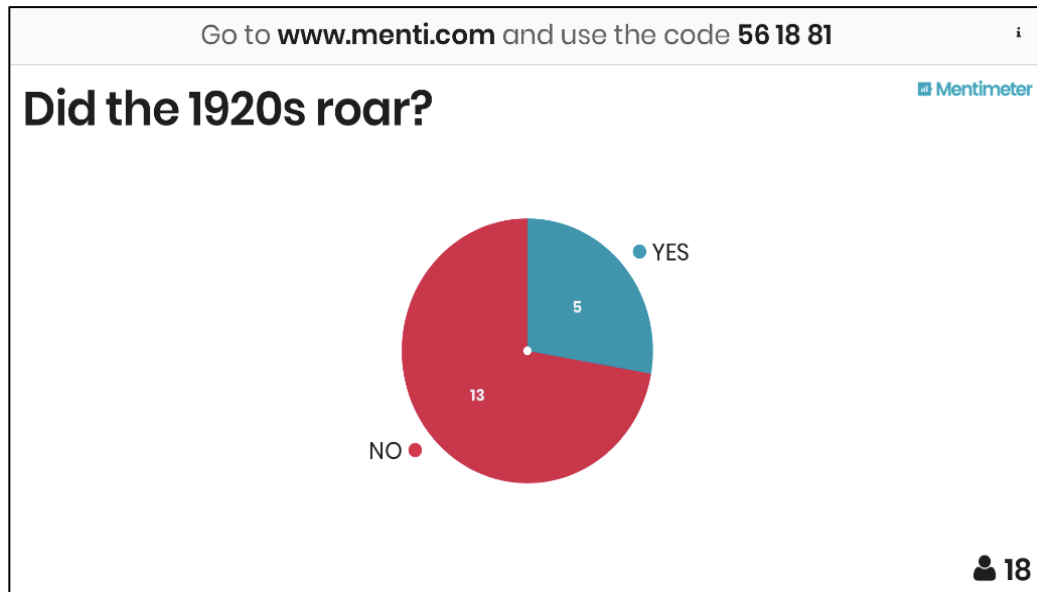

Figure 26: Results of second vote

Eighteen people participated since all students were present and the observing class teacher wanted to vote as well. The vote was immediately followed by a reflective discussion about the debate and the voting outcomes. As a first step, we compared the first vote with the second vote. All students seemed rather surprised that so many people had changed their opinion from seeing the 1920s as a truly positive time to the opposite. Hence, I asked students why they had changed their mind. Most of them answered that they had changed their opinion due to the fact that they now knew more about what exactly had happened in the 1920s in the USA. I emphasised that the answer for the question 'Did the 1920s roar?` is actually not as straightforward as the question may imply. It cannot be answered with a simple 'yes' or 'no' and needs to be regarded from various perspectives. I clarified that comparing the two voting activities actually had the main purpose of exemplifying students' process of building historical awareness. Students began with a subjective prior opinion on the historical period, developed their opinion and knowledge further based on proper factual research and on participating in a

debate about the issue and finally arrived at a new perspective on the period. After the reflection, students completed the online questionnaire without any problems.

Generally, the class and working atmosphere in the second lesson was not as productive as the one in the first lesson. As stated before, one main reason for that could have been the exhaustion from the German exam. Nevertheless, I could feel that students tried to give their best and to complete the tasks as well as possible. During the entire lesson all students mainly used English, also in the group work phase. Students only used German when major problems with completing the tasks occurred (e.g. during the preparation for the debate one group struggled to understand the concept of a thesis and arguments and switched to German to clarify the meaning of both). In retrospect, one aspect that could have been improved is to plan more time for the preparation and holding of the debate next time to ensure that both tasks are realised thoroughly. All in all, the lesson was effective since students accomplished all tasks and definitely got to know the important features of a debate, tried out a debate themselves, deepened their knowledge about the 'Roaring 20s' and developed their historical awareness further.

6.4. Class teacher's feedback

In order to gain a second perspective on the teaching project, the class teacher, who had observed my lessons, was informally interviewed after each lesson. I prepared the following guiding questions for the interview:

1) What did you like most about the lesson? Why?
2) What did you like least about the lesson? Why?
3) Were the materials and tasks too easy/adequate/too difficult for the students' level?
4) What do you think did students learn in regard to historical/political content in the lesson?
5) What do you think did students learn in regard to language (English) in the lesson?
6) How was the class atmosphere during the lesson? (participation, motivation, behaviour of students, etc.)
7) How useful was the webquest/the debate in regards to learning content and language?

Since the answers of both interviews overlap to a great extent, I decided to summarise the information gained from both together.

Regarding the first question, the teacher stated that the first lesson was successful overall since everything worked out as planned from the beginning until the end of the lesson. He emphasised that he particularly liked the variety of methods used in the lesson as well as the work with different historical sources during the webquest. He also highlighted that the entire lesson represented a modern form of teaching since I applied various interaction formats, different materials, media, tools and involved modern technology such as computers, phones and the internet. Similarly to the first lesson, also the second lesson left an overall positive impression on the teacher. Again he especially mentioned the variety of methods deployed and the range of different materials used. Moreover, the teacher foregrounded the usefulness of the debate since it represented an appropriate method for giving meaning to the findings of the webquest and for sharing them with the entire class.

According to the teacher, the only aspect that could have been improved in the first lesson was that the brainstorming activity was completed rather quickly. The teacher mentioned that it would have been advisable to discuss the submitted answers in more detail. Regarding the second lesson, the teacher argued that more time would have been necessary to prepare and carry out the debate properly. In his opinion preparing and holding a debate would require at least two entire lessons in one go and would be a suitable activity for a 'WPG Geschichte'[9]. Hence, he recommended investing more time in a proper set-up of the debate and recording the debates with the camera so that students could analyse their speeches afterwards.

In response to question number three, the teacher stated that the materials and tasks were at the right cognitive and linguistics level for students in both lessons. This was evident in the fact that students managed to accomplish all tasks without facing major problems. However, he explicitly highlighted that the majority of the materials deployed in the lessons were depending on technology. Making use of modern media can, on the one hand, lead to various positive effects, on the other hand, the activities are always dependent on the proper functioning of the technical devices at hand. Hence, he

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[9] WPG = *Wahlpflichtgegenstand*, can be translated as elective compulsory subject.

recommended that teachers should also include media-free activities in their lessons and have a backup plan in petto.

The fourth question focused on what students had learned in regard to content during the teaching project. The class teacher answered that the first lesson definitely focused more on content than on language since the focus was placed on acquiring knowledge about the term 'Roaring 20s' and about the negative and positive developments of that period. Whereas an equal focus on content and language was prevalent in the form of the debate in the second lesson. Overall, in his opinion students acquired knowledge about the most important aspects of the 1920s and furthermore enhanced their historical awareness in the course of the teaching project.

In addition to content, the fifth question dealt with the learning outcome in regard to language. The class teacher stated that there were several activities that focused on language aspects. For instance, students had to look up subject-specific vocabulary during the webquest. He particularly liked that the vocabulary was pre-taught in most cases, which supported students in understanding the texts or sources. Furthermore, the language aspect was foregrounded when students had to formulate theses and arguments for the debate and acquired phrases for debating.

Regarding the sixth question, the teacher described the classroom climate as relaxed and motivational. He said that students were highly disciplined, motivated and participated actively throughout the project. This could have been due to the fact that students knew that the project was important for my thesis and did not want to disappoint me.

Lastly, I wanted to know from the class teacher how he had perceived the usefulness of the main activities in terms of content and language learning. He stated that the webquest combined tasks that focused on researching the topic (content) and tasks that focused on vocabulary (language), thereby arriving at an integration of both. Moreover, he praised that the webquest was designed in such a way that it is self-explanatory to teachers and students. According to the teacher, it was evident that an intensive and thorough preparation of the webquest took place since the tasks were formulated precisely and suitable materials were selected. Similarly to the webquest, also the debate involved language and content learning in the teacher's opinion. Students presented and exchanged their research results (content) and practised debating (language). Nevertheless, the

teacher would have spent more time on the debate so that students could engage in the activity more intensively, which could result in a more sustainable learning outcome.

To conclude, the interviews with the class teacher illustrated that, similar to my impression, his general attitude towards the teaching project was positive. Even though some aspects, such as the time management, could have been improved, his overall perception was that students had successfully acquired content and language through the teaching project.

6.5. Questionnaire

Besides gathering the perspective of the teacher and a third-party, 'triangulation' also requires to investigate students' opinion about the teaching project. Hence, I chose to conduct an online questionnaire at the end of the project. The language used for the questionnaire was German in order to avoid misunderstandings or omissions due to a language barrier.

6.5.1. Sample

The questionnaire was conducted in the 12th grade of the B(R)G Enns, in which the teaching project was carried out. In addition to the seventeen students, also the observing class-teacher participated in the questionnaire.

Table 4: Information on the survey

Sample size	18 (17 students & 1 class teacher)
Gender	7♂ 11♀
Administration date	19.12.2017

6.5.2. Questionnaire design

When it came to designing my questionnaire, I followed the principles proposed for questionnaire design by Dörnyei (2007: 101-115) and Cohen, Manion and Morrison (2011: 256-288; 377-408). I chose to use an internet-based survey designed with an online web-based survey template[10]. Instead of using a paper questionnaire, the internet-based questionnaire offers several advantages that were suitable for my purposes. The two main advantages were that the internet-based survey reduces the time needed to administer, gather and process the data and saves costs in terms of paper and printing (Cohen, Manion & Morrison 2011: 279-280). Since it is always advisable to have a back-up plan, if the technology should not work, I additionally designed a paper questionnaire including the same items. A downloaded version of the internet-based questionnaire can be found in the appendix.

Generally, a questionnaire incorporates, as according to Dörnyei (2007: 109-110), the following parts:

- Title & general introduction
- Specific instructions
- Questionnaire items

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[10] The questionnaire was designed with https://www.soscisurvey.de.

- Final 'thank you'

I included all of the above-mentioned parts in my questionnaire and made use of closed-ended and open-ended items in order to elicit various aspects that reflect students' view on the teaching project. Different types of closed-ended items were used such as Likert scales, semantic differential scales and multiple-choice questions with a single answer mode. Moreover, two open-ended questions were included in order to elicit more elaborated answers about the positive and negative aspects of the teaching project (Dörnyei 2007: 105-107).

6.5.3. Purpose of the questionnaire and processing details

The major purpose of the questionnaire was to obtain an impression of students' general view on the teaching project. Hence, the designed items addressed different areas of the teaching project such as the topic of the lesson, the materials and their usefulness, the acquisition of language and content, the activities and the general positive and negative aspects. The gathered data was then processed and analysed with the well-known statistical evaluation program SPSS. Since the main purpose of the survey is to only report about students' impression without making inferences or predictions, the data was analysed by applying descriptive statistics to it (Cohen, Manion & Morrison 2011: 606). The obtained statistics should yield an insight into the general perception students had on the teaching project and the results will be presented in section 6.5.5..

6.5.4. Item pool

All items used in the questionnaire are shown in the following table 5. The table includes the item number and provides the original German formulation of the item as well as an English translation of every item.

Table 5: Items included in survey

Item	German statement/question	English translation
1	Ich bin: männlich/weiblich.	I am: male/female.
2	*In den zwei Unterrichtsstunden:* a) habe ich mich für das Thema ‚Roaring 20s' interessiert. b) habe ich die Unterrichtsmaterialien meist leicht verstanden. c) habe ich mich manchmal überfordert gefühlt. d) habe ich Neues in Geschichte gelernt. e) habe ich Neues in Englisch gelernt.	*During the two lessons:* a) I was interested in the topic 'Roaring 20s'. b) the materials were easy to understand. c) I sometimes felt overwhelmed. d) I learned something new in history. e) I learned something new in

		English.

3	*Wo würdest du die zwei durchgeführten Aktivitäten anhand der folgenden Pole verorten?*
	a) Webquest
	   i. langweilig – interessant
	   ii. schwierig – leicht
	   iii. nicht nützlich – nützlich
	b) Debatte
	   i. langweilig – interessant
	   ii. schwierig – leicht
	   iii. nicht nützlich – nützlich
		Where would you locate the two conducted activities along the different poles?
		a) Webquest
		   i. boring – interesting
		   ii. difficult – easy
		   iii. not useful – useful
		b) Debate
		   i. boring – interesting
		   ii. difficult – easy
		   iii. not useful – useful

4	*Durch die Durchführung des Webquests:* a) habe ich neue Vokabel auf Englisch gelernt. b) habe ich geübt wie man neue Informationen auf Englisch verarbeitet (z.B.: Texte zusammenfassen, Bilder oder Cartoons analysieren,...). c) habe ich Neues in Geschichte gelernt. *Durch die Vorbereitung, Durchführung und Besprechung der Debatte:* a) habe ich neue englische Phrasen zum Durchführen einer Debatte gelernt. b) habe ich gelernt was eine Debatte ist und welche Merkmale eine Debatte besitzt. c) habe ich gelernt wie man eine Debatte durchführt (z.B.: Argumente bilden,...). d) habe ich Neues in Geschichte gelernt.	*Through carrying out the webquest:* a) I learned new vocabulary in English. b) I practised how to process new information in English (e.g. to summarise texts, to analyse pictures or cartoons,...). c) I learned something new in history. *Through preparing, holding and discussing the debate:* a) I learned new English phrases for carrying out a debate. b) I learned what a debate is and which characteristics it possesses. c) I learned how to carry out a debate (e.g. to formulate arguments,...). d) I learned something new in history.
5	*Wie nützlich waren die folgenden Materialien für dich?* a) Handoutvorlage für die Ergebnisse des Webquests b) Handout über die fünf Merkmale einer Debatte c) Handout ‚Preparing for the debate' d) Handout ‚Useful language for debating' e) Beobachtungsbogen für die Debatte	*How useful were the following materials for you?* a) handout frame for the results of the webquest b) handout about the five main characteristics of a debate c) handout 'Preparing for the debate' d) handout 'Useful language for debating' e) observation sheet for the debate
6	Was hat dir an den zwei	What did you like most about the two

	Unterrichtsstunden besonders gut gefallen? Warum?	lessons? Why?
7	Was hat dir an den zwei Unterrichtsstunden nicht so gut gefallen? Warum?	What did you dislike about the two lessons? Why?
8	Welche Bewertung würdest du den zwei Unterrichtsstunden zu den ‚Roaring 20s' im Allgemeinen geben?	Which evaluation would you give the two lessons about the 'Roaring 20s' in general?

6.5.5. Results of the survey

6.5.5.1. General impression

Item number 2 of the survey investigated students' general impression of the lesson by asking questions about their interest in the topic, the difficulty of the tasks and materials as well as about their acquisition of content and language. Concerning students' interest in the topic 'Roaring 20s' during the teaching project, the data featured a (strong) agreement range of approximately two thirds (38.9% and 27.8% respectively). The other third of the participants mainly had a neutral opinion towards the statement (22.2%) or (strongly) disagreed (5.6% and 5.6% respectively). Overall, the results, as shown in figure 27, imply that the majority of students were definitely interested in the topic of the two lessons.
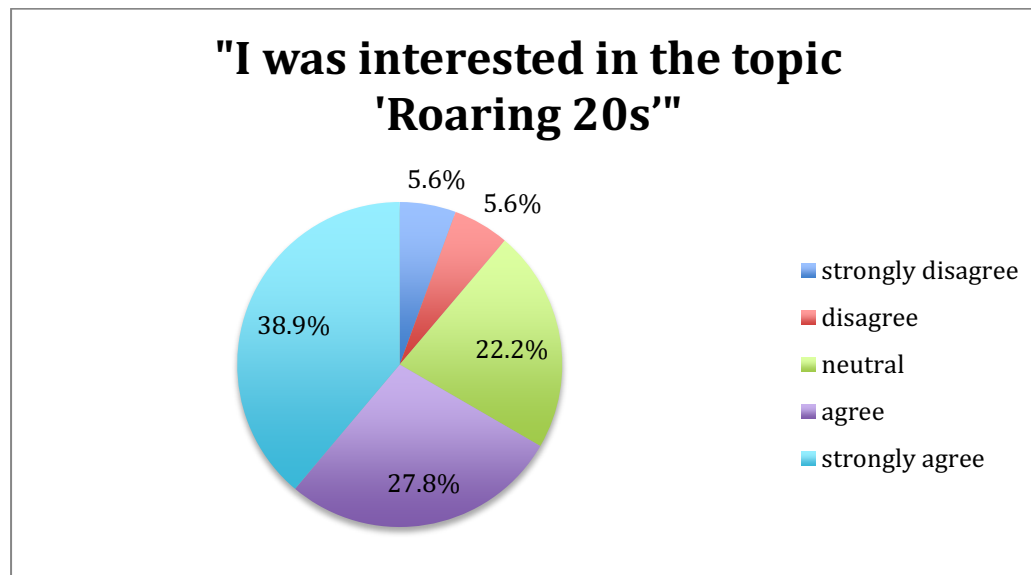

Figure 27: Students' interest in the topic (n=18)

Furthermore, respondents were asked to indicate whether the level of the materials and of the entire lesson in general was appropriate. As can be seen in figure 28, the majority of those who responded to this item felt that the materials were easy to understand (72.2% strongly agreed and 22.2% agreed). Regarding the degree of feeling overwhelmed during the teaching project, similar results can be reported. As shown in figure 29, only 5.6%

strongly agreed that they felt overwhelmed whereas the majority of participants clearly negated this statement (50% and 44.4%). The overall response to those two statements was very positive, suggesting that the level of the lesson and materials were appropriate for the target audience.
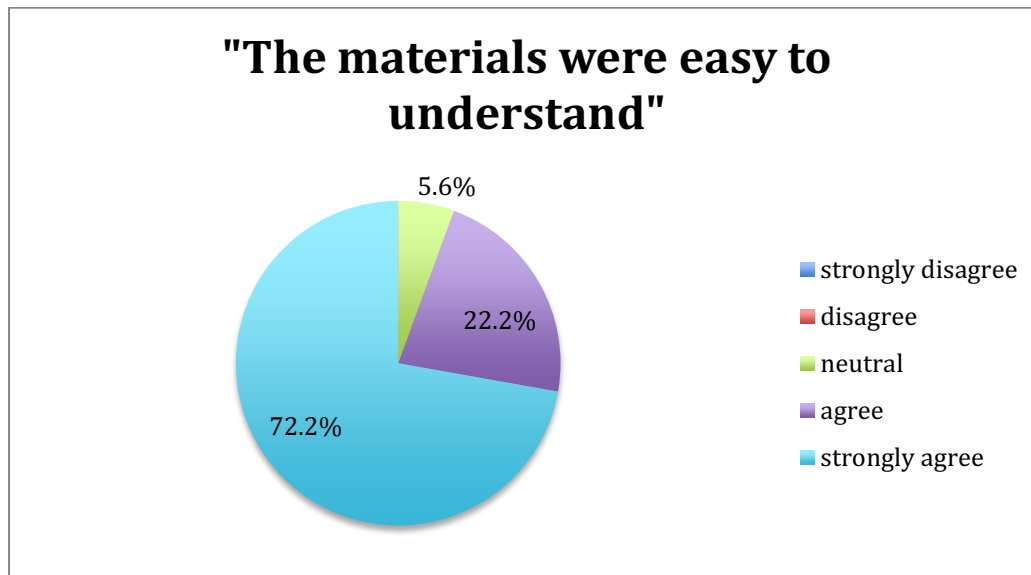

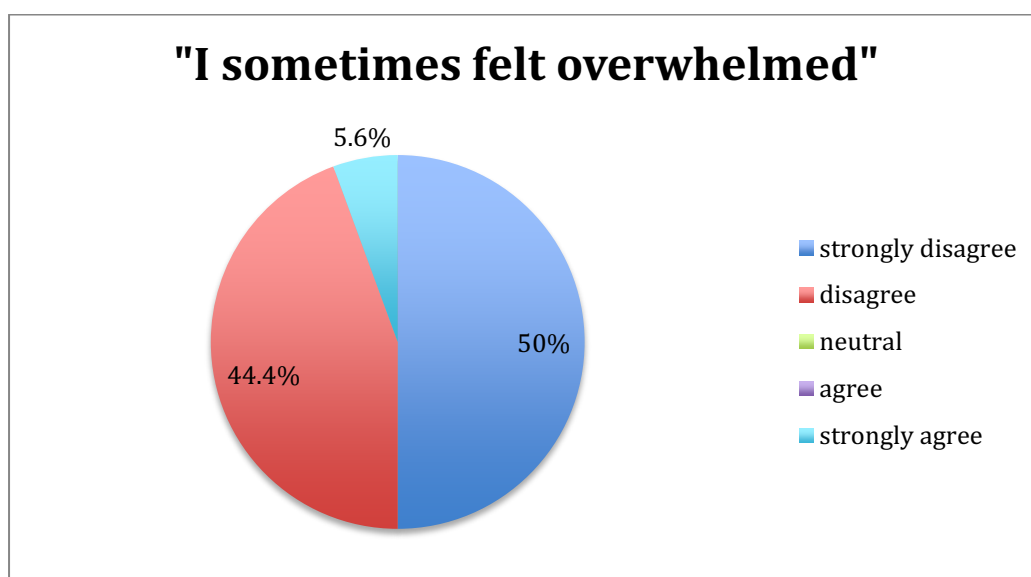**Figure 28: Level of materials (n=18)**

Figure 29: Degree of feeling overwhelmed (n=18)

Lastly, participants were asked if they had learned something new in history and in English since the overall goal of the designed teaching project was to genuinely integrate both – content and language – in the lessons. According to the results, which are set out in figure 30, almost 95% commented that they had learned something new in history through the teaching project. In contrast to the results concerning the acquisition of historical content, the data obtained about the acquisition of English is not as straight-

forward. As illustrated in figure 31, the results for this statement were more widespread. Half of the participants did not think that they had learned something new in English during the project (27.8% and 22.2%) whereas the other half was divided into neutral answers (22.2%) and participants who felt that they had learned something new in English (22.2% and 5.6%). These results suggest that the acquisition of content during the teaching project was more evident for the participants than the one of language.
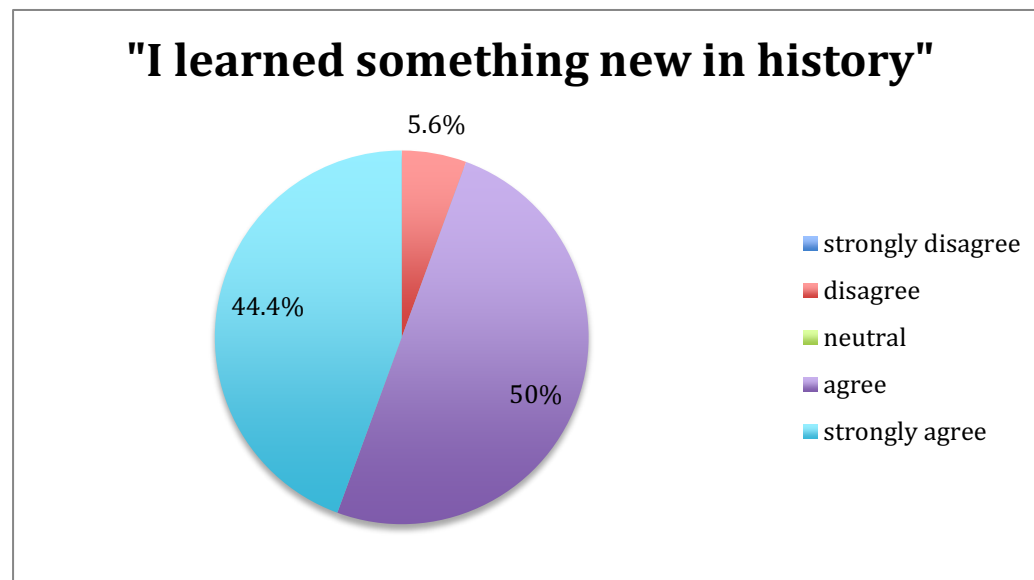

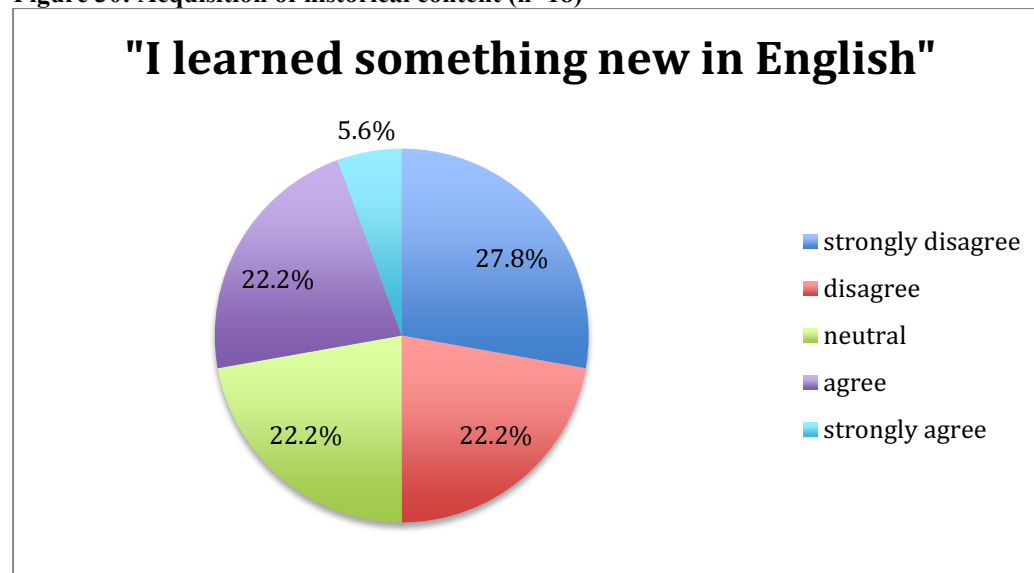**Figure 30: Acquisition of historical content (n=18)**

Figure 31: Acquisition of English (n=18)

6.5.5.2. Webquest

Items 3 and 4 measured participants' attitude towards the webquest and the debate. First of all, the results of the webquest will be presented. On a scale from 1 (boring) to 5 (interesting), the webquest received an average of 3.61, which indicates a tendency

towards the pole 'interesting'. Concerning the level of the webquest, the mean score is 4 (1=difficult, 5=easy), which suggests that the activity was rather easy for students. In terms of the usefulness of the activity, the average is 3.5 on a scale from 1 (not useful) to 5 (useful). Taken together, these results indicate that the cognitive and linguistic demands of the webquest were rather low and that students considered the activity as rather interesting as well as rather useful.

Moreover, the survey examined participants' perspective on their language and content acquisition during the webquest. Regarding the language acquisition two aspects were investigated: on the one hand the acquisition of new vocabulary and on the other hand the acquisition of CDFs such as to summarise information or to analyse pictures. It can be seen in figure 32 and 33 that participants' answers express a variety of perspectives. Approximately one third stated that they had acquired new vocabulary (5.6% and 27.8%), less than a third had a neutral stance towards the statement (27.8%) and little more than a third (strongly) disagreed (33.3% and 5.6%) with it. In response to the practise of processing information in English, one half opted for the statement to be false whereas the other half is subdivided into roughly 40% that consider it to be true and around 10% with a neutral stance. In contrast to the results gathered about the language learning during the webquest, the ones for acquiring historical content through the webquest are more explicit. From the pie chart in figure 34 it is evident that the majority of participants (88.9%) definitely learned something new in history during the webquest.
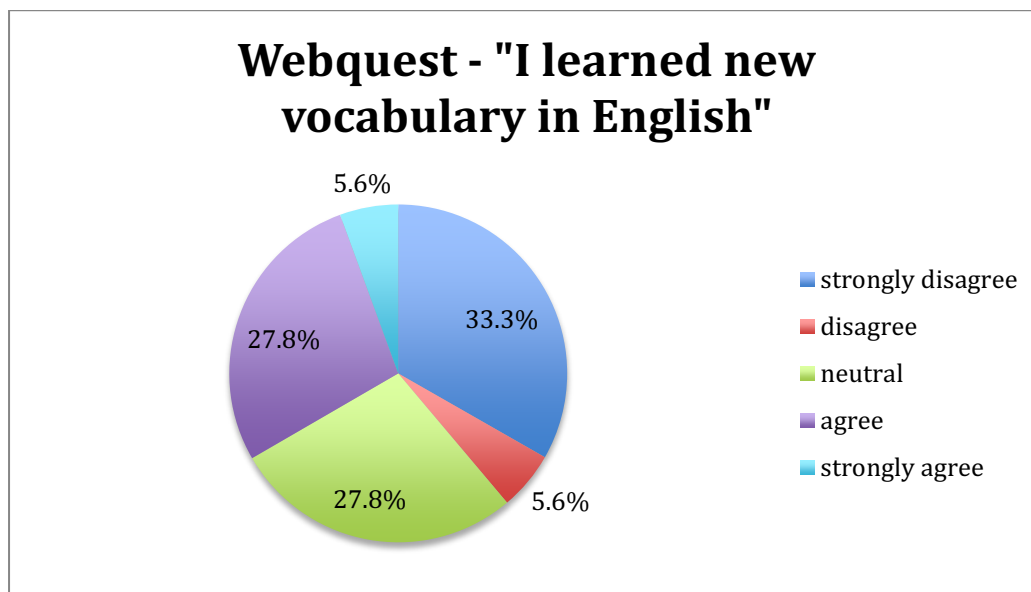

Figure 32: Webquest - acquisition of vocabulary (n=18)
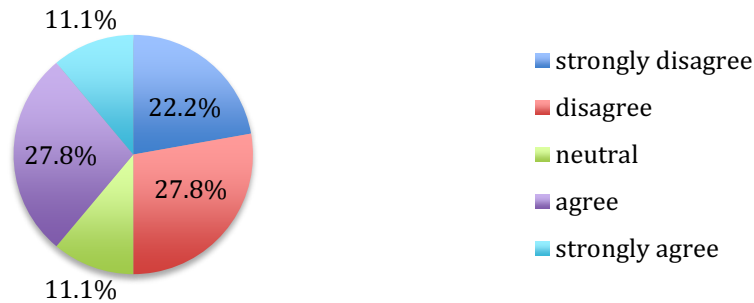
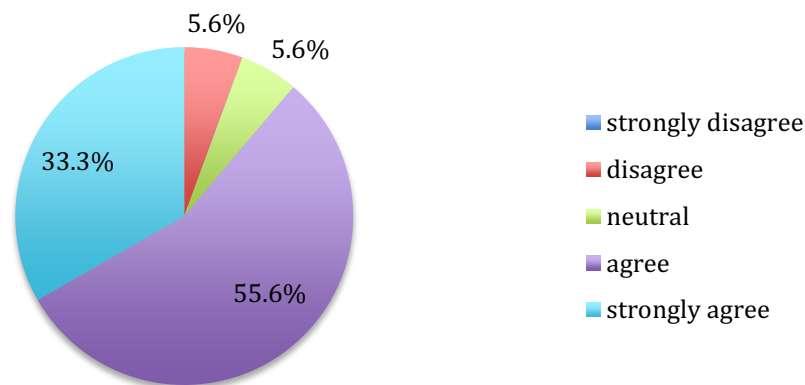**Figure 33: Webquest- processing new information (n=18)**

Figure 34: Webquest - acquisition of historical content (n=18)

6.5.5.3. Debate

Participants were also asked to evaluate the preparation, holding and reflection of the debate. In terms of locating those activities between the poles boring (1) and interesting (5), the average score is 3.28, which indicates a slight tendency towards the pole interesting. The level of the activities seemed to be appropriate since the mean is 3.5 (difficult=1, easy=5) and respondents rated them as rather useful with a mean score of 3.5 (1=not useful, 5=useful).

Furthermore, the language learning and content learning in relation to the preparation, holding and reflection of the debate was examined. Item 4a)-c) focused on the acquired language layers and addressed the acquisition of English vocabulary, of the genre

'debate' and of the CDFs needed for carrying out a debate. Not surprisingly, almost three quarters of the participants (strongly) agreed that they got to know the genre debate and its characteristics, which is summarised in figure 36. In response to the acquisition of English phrases for debating only slightly above one quarter agreed with the statement (see figure 35). The rest had a neutral position (22.2%) or (strongly) disagreed (11.1% and 38.9% respectively). The last language aspect of carrying out a debate and learning how to formulate arguments received rather mixed responses, as evident in figure 37, with the majority (strongly) agreeing (27.8% and 16.7% respectively) or having a neutral stance towards the statement (38.9%). Finally, item 4d) focused on the acquisition of historical content during the debating activities. As can be seen in figure 38, two thirds of those surveyed reported that they had learned something new in history during the debating activities. Together these results indicate that participants had various perspectives towards the language and content acquisition, making it difficult to formulate any generalisations. However, the results demonstrate that participants primarily acquired knowledge about the genre 'debate' and historical knowledge during the debating activities.
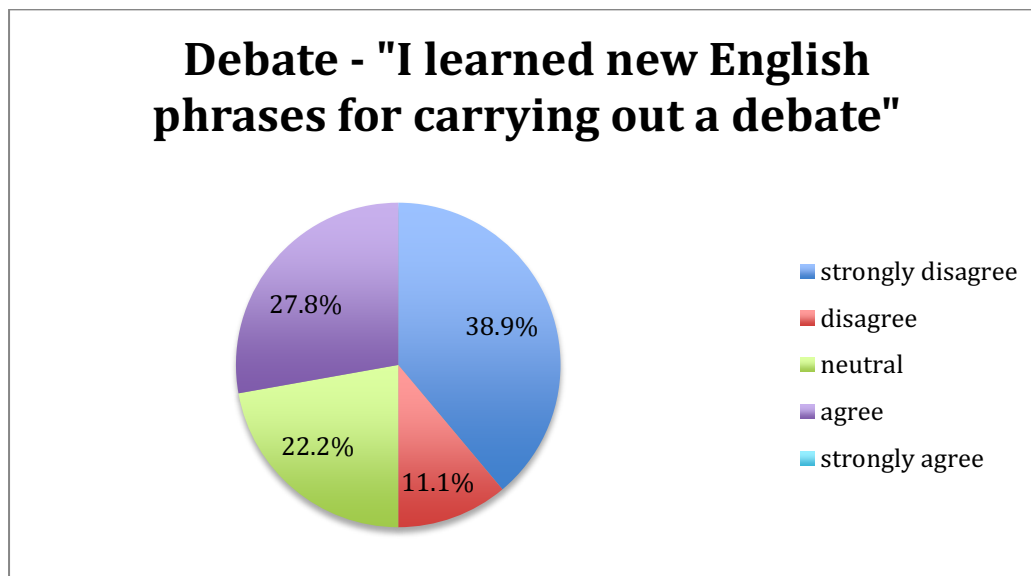

Figure 35: Debate - English phrases (n=18)

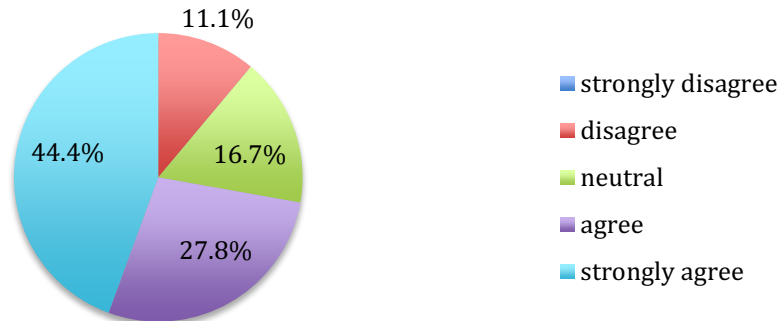# Debate - "I learned what a debate is and which characteristics it possesses"

11.1%

44.4%

16.7%

27.8%

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

Figure 36: Debate – characteristics (n=18)

Debate - "I learned how to carry out a debate (e.g. to formulate arguments,...)"

16.7%

27.8%

16.7%

38.9%

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

Figure 37: Carrying out a debate (n=18)

Debate - "I learned something new in history"

11.1%

5.6%

22.2%

16.7%

44.4%

- strongly disagree
- disagree
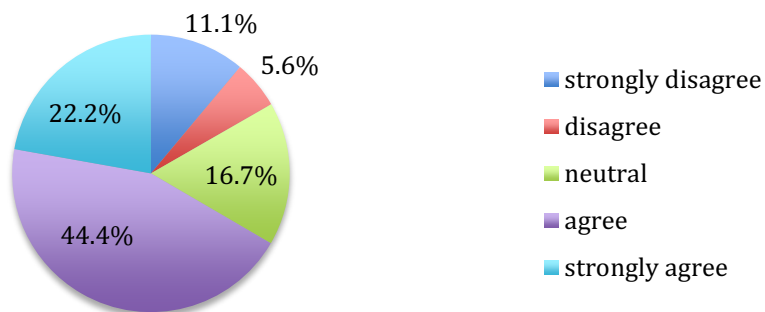- neutral
- agree
- strongly agree

Figure 38: Debate - acquisition of historical content (n=18)

6.5.5.4. Usefulness of materials

Item number 5 asked the respondents to examine the usefulness of the various handouts and worksheets that were especially designed for the teaching project. In order to indicate the overall usefulness of all materials the index of the entire item set was calculated and used as reference point. The index shows that the majority of participants (35.3%) chose the middle position of the scale (in-between useful and not useful), followed by 29.4% that rated the materials as useful. Thus, the materials can be described overall as rather useful. The material that was rated best in terms of its usefulness was the handout frame provided for the results of the webquest with an average score of 4 (1=not useful at all, 5= very useful). This could be due to the fact that students worked with this handout the most since it was essential for the webquest as well as the preparation for the debate.

6.5.5.5. Overall evaluation

The last set of questions aimed at an overall evaluation of the teaching project. It included two open-ended questions about students' likes and dislikes about the project (item 6 and 7) and a general evaluation of the entire project based on a grading system (item 8).

First of all, respondents were asked to state various aspects that they liked about the two lessons. The most pronounced positive aspect referred to the diverse teaching methods used during the project. The participants stated that the new and various methods as well as tasks made the lesson interesting, vivid and rich in variety. Moreover, one student specifically commented on the inclusion of online media in the webquest, which made it possible to work independently and pleasantly. The possibility to research a topic, to work actively and independently during some activities was also highlighted. Another positive aspect that was mentioned several times was that students had perceived the two lessons as interesting and entertaining. Moreover, one participant stated that the lessons had a good structure and design. One point that was mentioned only once was the debate, which was described by one student as an interesting activity that represented something different in comparison to ordinary lessons. Furthermore, only one student mentioned that he/she had learned new English during the project by stating "neues Englisch" [new English]. However, no details were given about what the student exactly meant with this phrase. Finally, some comments in the positive section also referred to me as the teacher of the project.

In addition to the positive aspects, the second open-ended question investigated the negative aspects of the teaching project. There were some negative comments about the

debate. Students criticised that not everyone could participate since there was only one speaker per group and that the debate and arguments seemed to some extent artificial. Furthermore, one student responded to the question that the task was not too interesting, however, no indication of which tasks the student referred to was given. Another aspect that individual students disliked was that the lessons were stressful and one student did not like the webquest.

Overall, as can be seen in figure 39, the participants evaluated the teaching project quite positively. Four students rated the two lessons as very good, eleven students as good and three students as satisfying. In summary, these results show that also from the students' perspective was the teaching project a success.
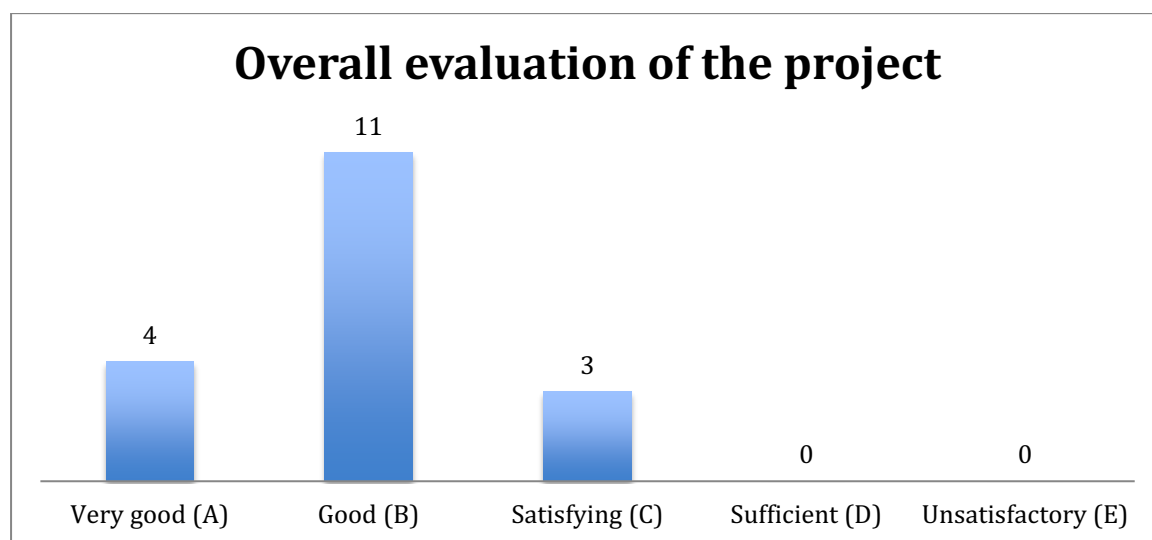

Overall evaluation of the project

Figure 39: Overall evaluation (n=18)

7. Discussion and conclusion

The primary aim of this thesis was to provide teachers with design principles of genuinely integrative CLIL history lessons. In order to achieve this purpose, desk research was conducted to establish a sound theoretical background of the recommended principles followed by implementing them through the design and conducting of a teaching project in an Austrian grammar school. For the purpose of gaining insights into the participants' perspectives on the effectiveness of the taught CLIL history lessons, feedback was obtained by means of the triangulation research tool (teacher field notes, observer interview, student survey). The subsequent section will summarise the main insights gained from the desk research and the teaching project.

First of all, the desk research showed that addressing the subject-specific pedagogy is a teacher's primary task and is of major importance in order to arrive at a genuine integration in CLIL lesson planning (Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 91; Dalton-Puffer 2013: 219; Lorenzo & Dalton-Puffer 2016: 58). Hence, the first design principle foregrounds the importance of referring to the national history curriculum and the competences mentioned therein when planning a CLIL history lesson.

Furthemore, by conducting the desk research it was found that designing CLIL lessons is claimed to be clearly distinguishable from planning regular language or content lessons and therefore teachers require planning tools and frameworks specially conceptualised for CLIL (Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 91). Through a discussion of the potentials and drawbacks of existing CLIL frameworks and planning tools, Meyer's CLIL pyramid (2010) was identified as the most suitable planning tool for lesson and materials design. Thus, the second design principle addresses the application of the CLIL pyramid for designing lessons. The CLIL pyramid provides teachers with the basic steps and quality criteria essential for qualitative CLIL lesson planning.

Finally, the conducted desk research showed that a truly integrative CLIL practice should be grounded in subject as well as language-specific pedagogies (Salaberri Ramiro & Del Mar Sánchez Pérez 2012: 91; Dalton-Puffer 2013: 219). Thus, the linguistic perspective on integration in CLIL was examined by drawing on SFL and its approach to language and meaning construction. Thereby, the potential of fostering students' subject-specific literacy skills in CLIL as a zone of convergence between content and language learning was foregrounded. Teachers should consider the various ways individual subjects use language to make meaning and place the focus on subject-specific discourses as a central component of content and language learning. By raising students' awareness about the particular subject-specific literacy, and practising with them how to speak and write about their knowledge in the subject effectively, content and language learning is genuinely integrated (Coffin 2017: 93-94; Meyer et al. 2015: 43-46). Even though the potential of subject-specific literacy for achieving content and language integration in CLIL has been brought forward by research recently (Llinares, Morton & Whittaker 2012; Meyer et al. 2015; Llinares & Morton 2017), incorporating it in classrooms has rarely been on the agenda of CLIL teachers so far (Meyer et al. 2015: 45). Therefore, this thesis attempted to make a small contribution to this neglected practise and to propose design principles of CLIL lessons that take into account the significance of developing students' subject-

specific literacy. Since the subject chosen for the project was history, the design principles were aimed at fostering students' historical literacy. In order to address the language side and to raise teacher's awareness about fostering students' historical literacy skills in the CLIL lessons, the language layers of historical biliteracy developed by Lorenzo and Dalton-Puffer (2016) were included and highlighted through the third design principle.

To summarise, the following three design principles for CLIL history teachers were formulated:

I. **Refer to the history curriculum to include appropriate topics and competences**

II. **Apply the CLIL pyramid**

III. **Include the language layers of historical biliteracy**

The three proposed design principles can serve as a basis for designing CLIL history lessons with a genuinely content-language integrative character and were implemented in the practical part of this research through the teaching project in an Upper Austrian grammar school.

Through the design of the teaching project the application of the three design principles for planning two CLIL history lessons for a 12th grade about the topic 'Roaring 20s' was demonstrated. Throughout the planning process, no major challenges occurred, nevertheless, some drawbacks of applying the principles for lesson planning could be detected. First of all, it is a time-consuming undertaking to design CLIL history lesson on the basis of the proposed principles since all three principles need to be taken into consideration for the lesson's design. Moreover, due to the fact that there exists a scarcity of suitable CLIL materials in general (Coyle, Hood & Marsh 2010; Mehisto, Marsh & Frigols 2008; Meyer 2010) and especially a lack of truly integrative ones (Meyer et al. 2015: 45), it needed a lot of time to draw up suitable tasks and materials. Therefore, designing a genuinely integrative CLIL history lesson requires a lot of effort from the teacher's side and it is likely that teachers will not always have time to plan each and every lesson in such detail. Even though designing lessons with the suggested principles may be extremely time-consuming, it also offers the advantage of creating truly integrative tasks and materials that perfectly suit the teacher's demands and students' needs.

By implementing the two-lesson teaching project, it could be investigated based on the students', the observing teacher's and my own impressions, if the designed lessons were suitable for practice and if they really achieved an integration of content and language learning. Firstly, the designed lessons seemed to be suitable for practice since the observing teacher and I myself evaluated both lessons as successful. As evident from my field notes, the level of materials and tasks was mostly appropriate and students did not face any major challenges when completing them. Likewise, also the observing teacher rated both lessons including the tasks and materials as suitable for classroom practice. One aspect that could be improved for future practice is to plan more time for the activities in the lessons, especially for carrying out the debate, by extending the project to three lessons instead of two. Regarding the students' perspective, it was shown that the majority of students had a huge interest in the topic and did not feel overwhelmed from the materials and tasks. This positive evaluation of the project is also mirrored in a general evaluation of the teaching project with fifteen out of eighteen participants rating the project as very good or good. Thus, it can be argued that the two CLIL history lessons, which were based on the proposed design principles, are suitable for practice.

Secondly, it was not possible to exactly define in how far an integration of content and language was present in the teaching project since this would require further research on how to effectively measure integration in CLIL lessons. Nonetheless, general assertions on the language-content integrative character of the lessons could be made based on the participants' subjective impressions. The observing teacher and I myself both felt that an integration of language and content took place in the two lessons. This was due to the fact that both lessons were grounded in the truly integrative design principles and reinforced by the circumstance that all self-designed activities mostly worked as planned resulting in effective oral and written output content- and language-wise. Additionally, also students' perception of the prevalence of content and language learning in the course of the project was investigated. The questionnaire identified that students clearly felt that they had learned new historical content with an agreement range of 95%, whereas, the data obtained on language learning featured rather mixed responses. Half of the participants agreed (22.2%) or had a neutral opinion towards the statement (27.8%) while the other half disagreed (50%). These results suggest that the acquisition of content during the teaching project was more evident for the participants than the one of language. Yet, it has to be considered that students usually regard CLIL history lessons as content lessons

(cf. Dalton-Puffer 2013: 219), and therefore they probably do not consider language learning to be as important as content learning in CLIL lessons. When comparing both lessons, the class teacher as well as the students perceived that the second lesson exhibited an integration of language and content learning to a greater degree. The debate in particular foregrounded the aspect of integration with two-thirds of those surveyed reporting that they had learned something new in history and approximately three-quarters (strongly) agreeing that they got to know the genre debate and its characteristics. Thus, the aim of integrating content and language through presenting and practising the historical genre of a debate was definitely achieved in the second lesson. Overall, the results showed that the observing teacher, the students and I definitely perceived an integration of content and language learning, even though the teaching of content was slightly more apparent.

Although the desk research and teaching project have provided valuable insights into the integration of content and language in CLIL history lessons, there are also several limitations that need to be considered. First of all, by formulating the design principles not all the relevant insights gained from the desk research could be taken into account due to the restricted length of this paper. Hence, the three design principles should be only regarded as a first attempt to support history teachers in designing integrative lessons and further research investigating genuinely integrative design principles is required. Furthermore, while this study has provided a model for how to examine design principles for CLIL history lessons, more research on the issue of integration in other CLIL subjects offered in the Austrian curriculum, such as geography or biology, is highly recommended.

Another limitation of the study was the limited time frame available for conducting the teaching project. Due to the fact that the class teacher had to follow the syllabus, the time at deposal for my university project was rather restricted. Hence, the teacher could only provide two lessons for my project and, as evident from my field notes and the interview with the class teacher (cf. chapter 6), another lesson would have been needed to accomplish all planned tasks and activities thoroughly.

Finally, the overall scope of teaching project was rather limited as regards to the designed lessons and participants. In order to test the proposed principles properly the design of more lessons is needed and teaching those lessons in various classes might establish a greater degree of accuracy on the results of the project. However, this would have been

beyond the scope of this thesis. Hence, the results of the project do not allow for any generalisations and just represent a 'snapshot' of how students perceived the language and content integration of the two lessons. Hence, further research needs to be done to validate the proposed design principles and their effectiveness in practice.

To conclude, this thesis offers valuable insights into how CLIL history teachers can design and implement genuinely integrative lessons. Notwithstanding the relatively limited scope of this project, it was shown that the suggested design principles could be applied in practice and that their application resulted in two successful and effective CLIL history lessons. Hence, the three design principles constitute a starting point for creating lessons that enable teachers to integrate language and content "as two sides of one coin" (Llinares 2015: 69), as stated at the beginning of this thesis.

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A. Abstract

Content and Language Integrated Learning (CLIL) has gained increasing popularity across Europe in the last two decades since it merges content and language teaching into one innovative teaching approach. Even though the 'integration' of content and language learning seems to be at the centre of CLIL, a paucity of appropriate planning tools and design principles often impedes a truly integrative practice. Therefore, this thesis aims to provide teachers with genuinely content-language integrative design principles of CLIL history lessons. The proposed principles were grounded on a sound theoretical basis gained from conducting desk research and were then implemented through a teaching project in a 12th grade in an Upper Austrian grammar school. After the project, teacher field notes, informal observer interviews and a student questionnaire were completed to investigate all participants' perspective on the effectiveness of the lessons taught. The results of the desk research revealed that a combination of referring to the Austrian history curriculum, applying the CLIL pyramid and including the language layers of historical biliteracy can guide history teachers in planning genuinely integrative CLIL lessons. Through the designed teaching project about the 'Roaring 20s' it was shown that the principles are suitable for practice and can enable teachers to merge content and language teaching in their lessons. Thus, the proposed design principles constitute a starting point for guiding CLIL history teachers' lesson design, however, further research is needed to examine the effectiveness of the principles more thoroughly.

B. Zusammenfassung

Über die letzten zwei Jahrzehnte hinweg wurde das Konzept ‚Content and Language Integrated Learning' (CLIL) immer populärer in Europa, da es Fach- und Sprachlernen in einem vereint. Obwohl die Integration von fachlichen und sprachlichen Lernzielen dem Konzept zu Grunde liegt, existieren nur wenige Planungsinstrumente und Gestaltungsprinzipien, welche Lehrpersonen in einer integrativen Unterrichtsplanung leiten könnten. Aus diesem Grund versucht die vorliegende Diplomarbeit Gestaltungsprinzipien für den CLIL-Geschichtsunterricht vorzulegen, welche fachliche und sprachliche Lernziele vereinen. Basierend auf den gewonnenen Erkenntnissen einer Fachliteraturrecherche wurden drei Gestaltungsprinzipien für den CLIL-Geschichtsunterricht formuliert. Mittels eines Unterrichtsprojektes in einer 8.Klasse AHS wurden die Prinzipien in der Praxis umgesetzt. Im Anschluss an die zwei abgehaltenen Unterrichtsstunden wurden Feldnotizen, informelle Interviews und ein Fragebogen erstellt, um die Eindrücke aller TeilnehmerInnen festzuhalten. Die Ergebnisse der Fachliteraturrecherche zeigten, dass eine Kombination aus dem österreichischen Geschichtscurriculum, dem Planungsinstrument ‚The CLIL pyramid' und der Einbindung von historischer Diskurskompetenz, Lehrpersonen in deren integrativen Unterrichtsplanung leiten kann. Anhand der Gestaltung und Durchführung des Unterrichtsprojektes über die ‚Roaring 20s' wurde aufgezeigt, dass die Prinzipien für die Praxis tauglich sind und zu einer Integration von fachlichem und sprachlichem Lernen im bilingualen Geschichtsunterricht beitragen können. Folglich können die aufgestellten Gestaltungsprinzipien als ein erster Anhaltspunkt für die Planung von integrativem CLIL-Geschichtsunterricht gesehen werden, jedoch bedarf es weiterer Forschung, um die Effektivität der Prinzipien genauer zu untersuchen.

C. Observation sheets

Observation sheet 1: General information

Class: _____

Number of learners: _____

Length of lesson: _____

Topic of lesson: _____

Aims of lesson: _____

Time frame	Activity/Procedure	Interaction format	Material	Language/ Subject-specific skills	Notes

Observation sheet 2: Integration of language and content

1) Role of content in the lesson

Learning goals in relation to content:	Activities that focus on content learning:

2) Role of language in the lesson

Learning goals in relation to language:	Activities that focus language learning:

3) Integration through addressing historical biliteracy in the lesson

Does the teacher include any language layers of historical biliteracy in the lesson?

Language layers	Tick if included	How? In which activity?
Genre		
Cognitive Discourse Functions		
Lexico-grammar		

Does the teacher address any language layers on a meta-level?

Overall perception of the content-language relationship (indicate with X):

|---|-- |

Content is priority   balance of both   Language is priority

Additional notes

D. Materials lesson 1

Mentimeter presentation
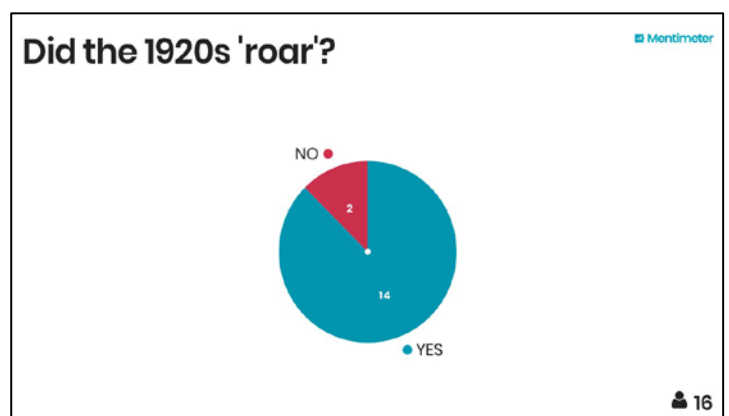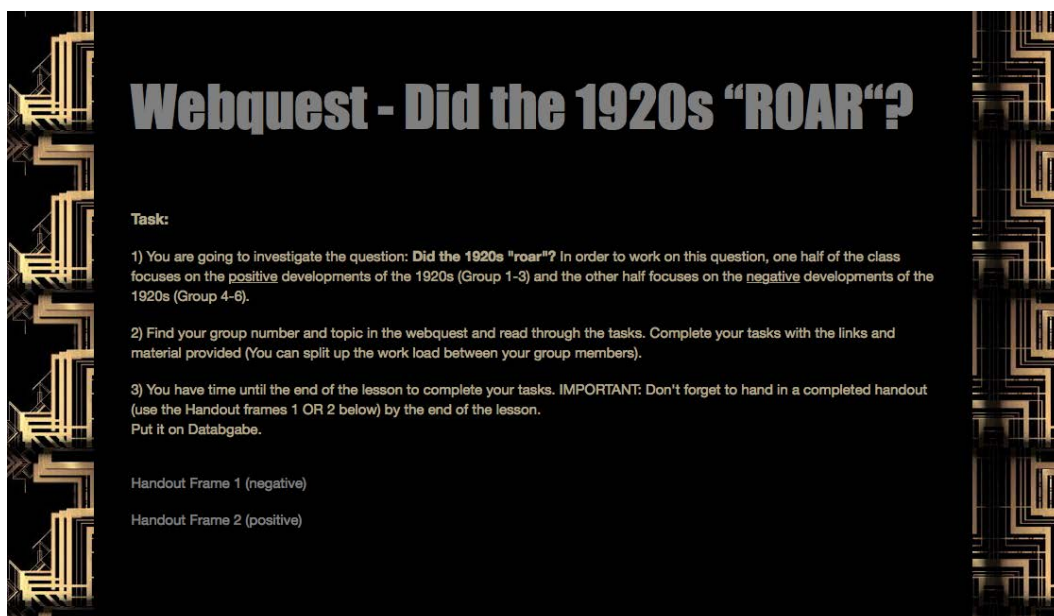
Webquest

Accessible online under the link: https://lessonroaring20s.blogspot.co.at

YES - The 1920s roared.

Group 1: Booming economy and industry

First task:

- Open the link and read through the text: http://www.bbc.co.uk/bitesize/higher/history/usa/boombust/revision/1/
  - Define the terms *consumerism*, *mass production*, *hire purchase* and *laissez-faire* with the help of an online dictionary (https://dictionary.cambridge.org).
  - Explain the reasons that lead to America's booming economy in the 1920s (try to include specific examples, facts or numbers).
  - Which positive effects do you think did this booming economy have on America's society in the 1920s?

Second task:

- Open the link and watch the video: http://www.history.com/topics/henry-ford
  - Describe Henry Ford's achievements and their influence on the American industry and transportation system.
  - Explain what is meant with *assembly line production*.

Third task:

- Complete the "Handout Frame 2 (positive)" with your findings and hand it in (for more information look here: https://lessonroaring20s.blogspot.co.at/2017/11/webquest-did-1920s-really-roar.html).

Group 2: Popular culture and entertainment

First task:

- Guess which positive cultural developments took place in the 1920s by looking at the pictures below. Take notes of your guesses.

Source: http://www.american-historama.org/1913-1928-ww1-prohibition-era/radio-1920s.htm

https://theredlist.com/wiki-2-17-513-863-818-826-view-drama-emotion-1-profile-1921-bthe-kid-b.html

https://www.emaze.com/@AQWTIQLF/Movies-and-Cinematography-1920s

https://www.thinglink.com/scene/381422148666785794

https://www.thoughtco.com/flappers-in-the-roaring-twenties-1779240

- Then open the link and read through the text: http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/usa19101929/3culturesocietychanges3.shtml
  - Summarise the positive cultural developments of the 1920s that took place in the area of Jazz music, radio and dancing (try to include specific examples, facts or numbers).

Second task:

- Read through the following texts and summarise the positive cultural developments of the 1920s that took place in the area of cinema/movies and sports (try to include specific examples, facts or numbers):

The increasing popularity of cinema

The cinema was the most exciting development of the time. It influenced people in a number of ways; both in terms of fashion and the way in which people behaved. Every small town had a cinema and many Americans would go several times a week as it was very cheap.
During the early 1920s, every movie was silent. Cinemas used to employ musicians to play the piano or electric organ during the films.
The major movie companies in Hollywood during this period were Paramount, Warner Brothers and MGM. By marketing their movies extensively – cowboy movies, detective stories, comedies and romantic movies – they succeeded in generating a huge interest in the movie stars.
The cinemas were luxurious and pleasant places in which Americans could socialise, and they could get to them easily in their cars.
In 1927 an average of 60 million Americans went to the cinema on a weekly basis. This increased to 110 million by 1929. The increase was partly due to the development of audio films in 1927, with Al Jolson starring in The Jazz Singer (1927) marking the beginning of the era of the 'talkies'. The increase was also down to Hollywood's success in producing 500 films per year.

(Source: http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/usa19101929/3culturesocietychanges2.shtml)

The increasing popularity of sports

During the years after the First World War, people had more free time and money for leisure activities as a result of new machinery and the economic boom.
In this period, organised sports developed, especially baseball, boxing, tennis and golf. Stadiums such as the Yankee Stadium (1923) were erected, and Madison Square Garden was rebuilt in 1925 in order to hold sporting events, eg boxing, ice hockey and basketball.
Events could be broadcast live across the USA on the radio. The programmes provided live commentary and descriptions of various sporting events as they happened. The effect of this was to generate huge enthusiasm about sport and increase the popularity of the radio too.
Sports became a profitable business, attracting more and more people. Coca-Cola was the first company to sponsor the Olympic Games in 1928. The appeal of the icons of the time, heroes such as Babe Ruth and Jack Dempsey, attracted an increasing amount of people to go and watch organised sports.

(Source: http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/usa19101929/3culturesocietychanges5.shtml)

Third task:

- Complete the "Handout Frame 2 (positive)" with your findings and hand it in (for more information look here: https://lessonroaring20s.blogspot.co.at/2017/11/webquest-did-1920s-really-roar.html).

Group 3: The new woman and emancipation

First task:

- Open the link and read through the 19th Amendment, which was passed by Congress on June 5, 1919 and was ratified on August 18, 1920:

  https://www.loc.gov/rr/program/bib/ourdocs/Images/41stat362.pdf

  - Define the following words with the help of an online dictionary (https://dictionary.cambridge.org/de/ or https://definitions.uslegal.com):
    - amendment
    - suffrage
    - to abridge
    - to ratify
    - to enforce
  - Note down on your handout the exact date when the 19th Amendment was passed and when it was ratified.
  - Describe the main message of the 19th Amendment.
  - Think of possible effects that the ratification of the 19th Amendment had on women's role and status in the 1920s.

Second task:

- The following picture and text passage illustrate the 'ideal' woman of the Victorian period (left side, referred to as 'Gibson Girl') and of the Roaring 20s (right side, referred to as 'modern miss').
  - Analyse the picture and text and identify the changes that took place in fashion and beauty.

—Cartoon in Milwaukee Sentinel.

If a lassie meets a lassie
Need a body stare
If one of them is long on skirts
And one short on hair?

The cartoon contrasts women's dress of a score of years ago with that of today. The Gibson girl is astonished at the abbreviated costume of the modern miss. The latter, in turn, finds it difficult not to laugh at the other. "What a menace to health those long skirts were," she reflects.

Vocabulary for the text passage:
- a lassie = a girl or young woman
- a score of years ago = twenty years ago
- a menace = a threat

- Read through the text on Flappers and work on the following tasks:
  - Define the term 'Flappers'.
  - Describe the lifestyle of Flappers in the 1920s.
  - When you compare the ideal woman of the Victorian period with the Flapper girl of the 1920s, in which ways do you think did the role and status of women change?

The Flappers were the unconventional women who embraced the new ideas, freedom and modernism of the Roaring Twenties, also referred to as the Jazz Age. Following the horrors of WW1, the youth of the era wanted to enjoy themselves and have some fun. For many it was a time of prosperity and Flappers enjoyed the new fashions and clothing of the era. They wore make-up, enjoyed Jazz music and danced the crazy, flamboyant dance moves of the Charleston and the Black Bottom which involved flapping their arms around - hence the name "Flappers".

The Famous Flappers of the Roaring Twenties era were constantly in the newspapers. Photographs showed the latest trends and fashions of the Flappers and movie stars such as Joan Crawford and Clara Bow were admired by young American women who went to the movies on a weekly basis. The Flappers of the 1920s asserted their right to drink, smoke, dance and date. Free-spirited Flappers flouted Victorian-era conventions, bobbed their hair, listened to jazz and scandalizing the older generation.

Source: http://www.american-historama.org/1913-1928-ww1-prohibition-era/famous-flappers-facts.htm

Third task:

- Complete the "Handout Frame 2 (positive)" with your findings and hand it in (for more information look here: https://lessonroaring20s.blogspot.co.at/2017/11/webquest-did-1920s-really-roar.html).

NO - The 1920s didn't roar.

Group 4: Prohibition and criminal business

First task:

- Describe and analyse the poster below and take notes:
    - Who do you think produced the poster? Who is the target audience of the poster?
    - For which purpose was it created?
    - What does 'wet' and 'dry' refer to?
    - Which message does the poster want to bring across and how is that achieved?

Source: https://www.pinterest.at/pin/506092076850360382/

Second task:

- Define the following words before watching the video with an online dictionary (https://dictionary.cambridge.org):
    - to bootleg
    - a bribe
    - to repeal
- Open the link and watch the video: http://www.history.com/topics/prohibition
- Work with the information from the video on the following tasks:
    - Explain what the 18th Amendment was and which 'era' it started.
    - Describe the 'drys' and their beliefs.
    - State the reasons that are mentioned for banning the alcohol.
    - Describe the negative effects prohibition had on the economy and society (try to include specific examples, facts or numbers).
    - Describe how the 'prohibition era' ended.

Third task:

- Complete the "Handout Frame 1 (negative)" with your findings and hand it in (for more information look here: https://lessonroaring20s.blogspot.co.at/2017/11/webquest-did-1920s-really-roar.html)

Group 5: Racism and Nativism

First task:

- Describe and analyse the picture and the political cartoon below in order to find out more about the social and ideological conflicts of the 1920s. Take notes on your handout.
- The picture:
  - Which group of people is depicted in the first picture?
  - Do you know anything about their beliefs and activities from previous history lessons?
- The political cartoon:
  - What can you see in the cartoon? Who are the people? Which countries are involved?
  - What issue is this political cartoon about?
  - How does the cartoonist represent the issue?

Source: https://infograph.venngage.com/p/81946/kkk-infographic

THE ONLY WAY TO HANDLE IT.

Source: https://i.pinimg.com/originals/3d/72/be/3d72be61d3f9e694dcfa1fbcfb05fd6e.png

Second task:

- Open the link and watch the video: https://www.youtube.com/watch?v=O9_a5iRGDuY
- With the help of the information from the video complete the following tasks (try to include specific examples, facts or numbers in your answers):
  - Describe the situation of African Americans and immigrants in the 1920s.
  - Explain what 'Nativism' means in the 1920s.
  - Describe the Ku Klux Klan and its ideological beliefs and activities during the 1920s.
  - List the restrictive immigration laws that were passed in the 1920s and describe their purpose.

Third task:

- Complete the "Handout Frame 1 (negative)" with your findings and hand it in (for more information look here: https://lessonroaring20s.blogspot.co.at/2017/11/webquest-did-1920s-really-roar.html)

First task:

- Describe and analyse the political cartoon below with focus on the following points and take notes:
  - Define the terms "predicament" and "prosperity" with the online dictionary (https://dictionary.cambridge.org)
  - What can you see in the cartoon? Which two sides are shown in the cartoon and how are they represented?
  - Which conflict of the 1920s does the cartoon represent?
  - How does the cartoonist represent the issue?

"The Farmer's Predicament"
Chicago Daily Tribune, April 15, 1927

Cartoonist: Carey Orr

Source: http://americainclass.org/sources/becomingmodern/prosperity/text1/politicalcartoons.pdf

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Second task:

- Read through the text "The Growing Traditionalist-Modernist Divide" and work on the following tasks:
  - Define the terms 'traditionalists' and 'modernists'.
  - Describe the rural-urban conflict of the 1920s. How was life different in rural areas from that in urban areas and why? (try to include specific examples, facts or numbers)
  - Can you think of any other possible divides between traditionalists and modernists that existed in the Roaring 20s?

The Growing Traditionalist-Modernist Divide

After seeing the bright lights of cities, [as the war ended] many returning soldiers decided to leave behind the small towns they came from. The 1920 census revealed a startling statistic: for the first time ever, the United States was more than 50 percent urban. This population shift set the stage for the growing divide between traditionalists and modernists. [...] Traditionalists were people who had deep respect for long-held cultural and religious values, whereas, modernists embraced new ideas, styles and social trends.

Urban Attractions: Economic Opportunity and Personal Freedom

During the 1920s, some 19 million people would move from farms to cities, largely in search of economic opportunities. Urban areas, with their factories and office buildings, were hubs of economic growth. As the economy boomed, the demand for workers increased. Wages rose as well. Between 1920 and 1929, the average per capita income rose 37 percent. At the same time, the consumer price index [consumer price index: a measure of the cost of basic necessities, such as food and housing], remained steady. As a result, urban wage earners saw their standard of living improve. In the 1920s, a booming economy and high wages lured workers to urban areas such as New York City. Cities offered steady jobs and freedom to explore new ways of thinking and living. City dwellers could meet people from different cultures, go to movies, visit museums, and attend concerts. They could buy and read an endless variety of magazines and newspapers. They could drink, gamble, or go on casual dates without being judged as immoral.

Rural Problems: Falling Crop Prices and Failing Farms

The personal freedom people experienced in cities stood in strong contrast to small-town life. In rural areas, most people lived in quiet communities, where they watched out for one another. New ideas and ways of behaving were often viewed with suspicion. In addition to losing their younger generation to cities, rural communities faced other problems during the 1920s. Farmers had prospered during the war, producing food crops for the Allies and the home front. Enterprising farmers had taken out loans to buy new machines or extra land in hopes of increasing their output and profits. After the war, however, European demand for U.S. farm products dropped sharply, as did crop prices. With their incomes shrinking, large numbers of farmers could not repay their loans. Hundreds of thousands of farmers lost their farms in the early 1920s alone. For the rest of the decade, farmers' share of the national income dropped steadily. By 1929, per capita income for farmers was less than half the national average.

Third task:

- Complete the "Handout Frame 1 (negative)" with your findings and hand it in (for more information look here: https://lessonroaring20s.blogspot.co.at/2017/11/webquest-did-1920s-really-roar.html)

Did the 1920s "ROAR"? - NO
Negative developments of the 1920s in the USA

Topic:
Write down your answers in bullet points:

Glossary of important terms:

Word	Definition

Did the 1920s "ROAR"? - YES
Positive developments of the 1920s in the USA

Topic:
Write down your answers in bullet points:

Glossary of important terms:

Word	Definition

E. Materials lesson 2

PowerPoint presentation (Debate)

DEBATE

Source: https://themerkle.com/the-scaling-debate-could-use-some-civility/

Debate

*"A debate is a discussion about a subject on which people have **different** views."*

*"A debate is a **formal** discussion, for example in a parliament or institution, in which people express **different** opinions about a particular subject and then **vote** on it."*

Source: https://www.collinsdictionary.com/de/worterbuch/englisch/debate

Important characteristics of a debate

1. Informative ✓
2. Persuasive

2. Persuasive

Language

Voice

Body language

Source: https://www.iconfinder.com/icons/350879/bubble_chat_male_man_message_person_speech_icon
https://dailylife.nakissian.com/technik/the-body-language-of-power-3055/
http://www.powerofone.com/test/voice-recorder

2. Persuasive

https://www.youtube.com/watch?v=d2DZ8bbxd8U

→ Body language?
→ Voice?
→ Language?

Important characteristics of a debate

1. Informative ✓
2. Persuasive ✓
3. Well-reasoned

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3. Well-reasoned

Thesis statement

Supporting argument → Evidence

Supporting argument → Evidence

3. Well-reasoned

The 1920s roared because it was a time of useful new inventions.

The first modern day traffic light was invented to direct traffic.

The penicillin was invented and changed the way infectious disease was fought.

The traffic light was invented by William Potts in 1920.

Penicillin was invented by Sir Edward Fleming in 1928.

Important characteristics of a debate

1. Informative ✓
2. Persuasive ✓
3. Well-reasoned ✓
4. Dynamic

4. Dynamic

→ debaters interact with each other (you can and should react to the statements made by the other speakers)

For example:
I see your point, but I think…
Sorry, I just have to disagree with your point.

Source: http://mcvitamins.com/health%20opponents/default.htm

Important characteristics of a debate

1. Informative ✓
2. Persuasive ✓
3. Well-reasoned ✓
4. Dynamic ✓
5. Orderly

5. Orderly

- Opening statement
- First proposer presents arguments (Group 1)
- First opposer presents arguments (Group 4)
- Second proposer presents further arguments (Group 2)
- Second opposer presents further arguments (Group 5)
- Third proposer presents arguments (Group 3)
- Third opposer presents arguments (Group 6)
- (Optional: short summary of both sides)
- Vote

proposer = you agree with the statement/question
opposer = you disagree with the statement/question

Now it's your turn!
Prepare for the debate
Did the 1920s "ROAR"?

Source: http://www.imediaconnections.com/article/182634/the-great-content-debate-creativity-vs-measurability/

Fragebogen

https://www.soscisurvey.de/historylesson/

Debate

"A debate is a discussion about a subject on which people have different views."

"A debate is a formal discussion, for example in a parliament or institution, in which people express different opinions about a particular subject and then vote on it."

Characteristics of a debate

1. Informative

- A good debate presents complete information and factual setting
- Debaters should not rely merely on their own opinions but on general principles and facts

2. Persuasive

- Debaters should use persuasive body language, voice and language to convince people of their position
  - **Body language** → use different gestures and facial expressions
  - **Voice** → speak loud and clear, vary your pitch
  - **Language** → use rhetorical questions & repetitions & include the audience by addressing them directly

3. Well-reasoned

- Debaters should prepare a speech that is well-reasoned, this includes:
  - developing a well-reasoned **thesis** (main idea and position) for their speech
  - stating **arguments** that support the thesis
  - backing up the arguments with **evidence** (specific examples, facts, data, numbers,...)

Thesis
↓
Supporting argument
↓
Evidence

4. Dynamic

- A debate is dynamic because debaters react to each other's statements (comment the statement, reply to the statement,...)

5. Orderly

- Debates always follow a specific structure → in our debate we will use the following one:
  - ❖ Opening statement
  - ❖ First <u>proposer</u> presents arguments (Group 1)
  - ❖ First <u>opposer</u> presents arguments (Group 4)
  - ❖ Second <u>proposer</u> presents further arguments (Group 2)
  - ❖ Second <u>opposer</u> presents further arguments (Group 5)
  - ❖ Third <u>proposer</u> presents further arguments (Group 3)
  - ❖ Third <u>opposer</u> presents further arguments (Group 6)
  - ❖ (Optional: short summary of both sides)
  - ❖ Vote
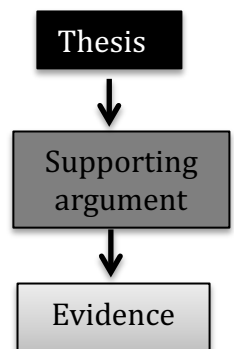
proposer = you agree with the statement/question

opposer = you disagree with the statement/question

Preparing for the debate:
Did the 1920s 'ROAR'?

MY THESIS (the main idea and position):
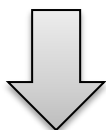
Here are my arguments for my thesis:

Evidence to back up my arguments:

1. _____
_____
_____
_____

2. _____
_____
_____
_____

3. _____
_____
_____
_____

Notes for my speech:

_____
_____
_____
_____

Useful language for debating

Sequencing the arguments:
- First of all,...
- To begin with,...
- Firstly,.... Secondly,.... Lastly,....
- The first good reason to... is that... ; next ; what's more ; moreover; in addition....
- The first/second/third point I would like to raise is....

Stating an opinion:
- In our opinion...
- We (don't) think that...
- The way we see it...
- Our position is the following...

"I'm listening to the other side, but....":
- I see your point, but I think...
- Yes, I understand, but my opinion is that...
- That's all very interesting, but the problem is that...
- I'm afraid I can't quite agree with your point.

Disagreeing:
- Sorry, I just have to disagree with your point.
- Let me just respond to that, please.
- I'd like to take issue with what you just said.
- I'd like to focus on two points that the other side has failed to address.
- There are two issues our opponents have failed to dispute, namely...

Debate - Observation sheet

Was the debate informative? Why/why not?

Were the debaters persuasive (body language, language and voice)? Why/why not?

Were the speeches well-reasoned (thesis, arguments and evidence)? Why/why not?

Did the debaters react to each other's statements? (if yes, state examples)

Did the debate follow the given structure? If not, why?

Mentimeter presentation (vote)
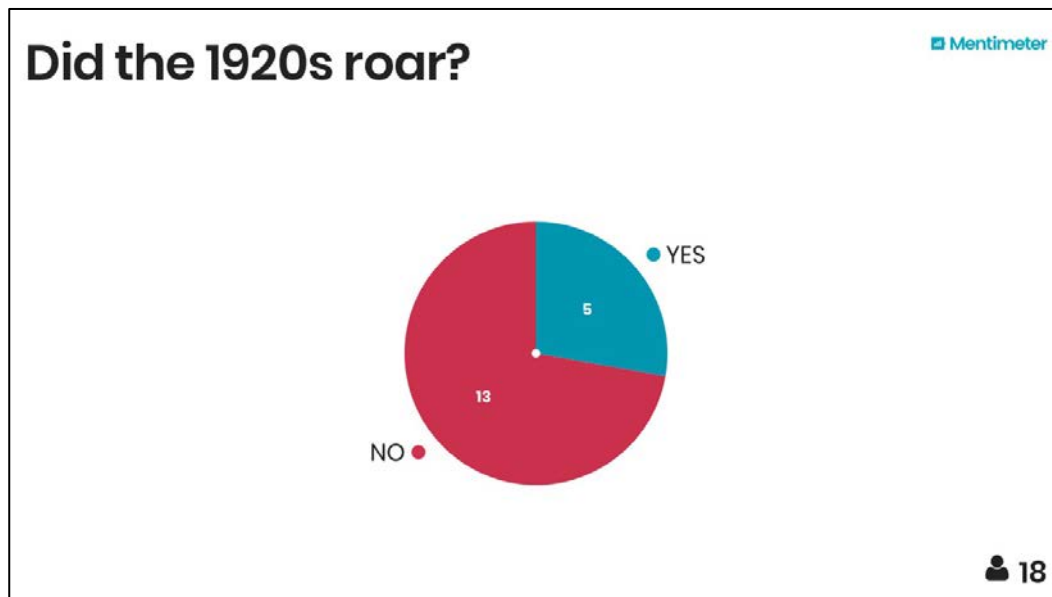
F. Questionnaire

Danke, dass du an dem Fragebogen teilnimmst! Egal was du ankreuzt oder angibst, jede deiner Antworten ist richtig :-).

1. Ich bin...

◯ männlich
◯ weiblich

1. Wie sehr würdest du den folgenden Aussagen zustimmen? (0 = stimme gar nicht zu, 4 = stimme vollkommen zu)

In den zwei Unterrichtsstunden...	0	1	2	3	4
...habe ich mich für das Thema ‚Roaring 20s' interessiert.	◯	◯	◯	◯	◯
...habe ich die Unterrichtsmaterialien meist leicht verstanden.	◯	◯	◯	◯	◯
...habe ich mich manchmal überfordert gefühlt.	◯	◯	◯	◯	◯
...habe ich Neues in Geschichte gelernt.	◯	◯	◯	◯	◯
...habe ich Neues in Englisch gelernt.	◯	◯	◯	◯	◯

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1. Wo würdest du die zwei durchgeführten Aktivitäten anhand der folgenden Pole verorten?

Webquest

langweilig	○	○	○	○	○	interessant
schwierig	○	○	○	○	○	leicht
nicht nützlich	○	○	○	○	○	nützlich

Debatte

langweilig	○	○	○	○	○	interessant
schwierig	○	○	○	○	○	leicht
nicht nützlich	○	○	○	○	○	nützlich

1. Wie sehr würdest du den folgenden Aussagen zustimmen? (0 = stimme gar nicht zu, 4 = stimme vollkommen zu)

Durch die Durchführung des Webquests...

	0	1	2	3	4
...habe ich neue Vokabel auf Englisch gelernt.	○	○	○	○	○
...habe ich geübt wie man neue Informationen auf Englisch verarbeitet (z.B.: Texte zusammenfassen, Bilder oder Cartoons analysieren,...).	○	○	○	○	○
...habe ich Neues in Geschichte gelernt.	○	○	○	○	○

Durch die Vorbereitung, Durchführung und Besprechung der Debatte...

	0	1	2	3	4
...habe ich neue englische Phrasen zum Durchführen einer Debatte gelernt.	○	○	○	○	○
...habe ich gelernt was eine Debatte ist und welche Merkmale eine Debatte besitzt.	○	○	○	○	○
...habe ich gelernt wie man eine Debatte durchführt (z.B.: Argumente bilden,...).	○	○	○	○	○
...habe ich Neues in Geschichte gelernt.	○	○	○	○	○

1. Wie nützlich waren die folgenden Materialien für dich? (0 = gar nicht nützlich, 4 = sehr nützlich)

	0	1	2	3	4	Habe ich nicht bekommen
Handoutvorlage für die Ergebnisse des Webquests	○	○	○	○	○	○
Handout über die fünf Merkmale einer Debatte	○	○	○	○	○	○
Handout ‚Preparing for the debate'	○	○	○	○	○	○
Handout ‚Useful language for debating'	○	○	○	○	○	○
Beobachtungsbogen für die Debatte	○	○	○	○	○	○

1. Was hat dir an den zwei Unterrichtsstunden besonders gut gefallen? Warum?

2. Was hat dir an den zwei Unterrichtsstunden nicht so gut gefallen? Warum?

1. Welche Bewertung würdest du den zwei Unterrichtsstunden zu den ‚Roaring 20s' im Allgemeinen geben? (Schulnoten-System)

○ Sehr Gut

○ Gut

○ Befriedigend

○ Genügend

○ Nicht Genügend

Letzte Seite

Vielen Dank für deine Mitarbeit und frohe Weihnachten! :-)

Johanna Auer, Universität Wien – 2017

G. SPSS results

Häufigkeitstabelle

Geschlecht

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	männlich	7	38,9	38,9	38,9
	weiblich	11	61,1	61,1	100,0
	Gesamt	18	100,0	100,0	

Allgemeine Bewertung: ...habe ich mich für das Thema ?Roaring 20s? interessiert.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	1	5,6	5,6	5,6
	1	1	5,6	5,6	11,1
	2	4	22,2	22,2	33,3
	3	5	27,8	27,8	61,1
	4	7	38,9	38,9	100,0
	Gesamt	18	100,0	100,0	

Allgemeine Bewertung: ...habe ich die Unterrichtsmaterialien meist leicht verstanden.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	2	1	5,6	5,6	5,6
	3	4	22,2	22,2	27,8
	4	13	72,2	72,2	100,0
	Gesamt	18	100,0	100,0	

Allgemeine Bewertung: ...habe ich mich manchmal überfordert gefühlt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	9	50,0	50,0	50,0
	1	8	44,4	44,4	94,4
	4	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

Allgemeine Bewertung: ...habe ich Neues in Geschichte gelernt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1	1	5,6	5,6	5,6
	3	9	50,0	50,0	55,6
	4	8	44,4	44,4	100,0
	Gesamt	18	100,0	100,0	

Allgemeine Bewertung: ...habe ich Neues in Englisch gelernt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	5	27,8	27,8	27,8
	1	4	22,2	22,2	50,0
	2	4	22,2	22,2	72,2
	3	4	22,2	22,2	94,4
	4	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

Verortung Webquest : langweilig/interessant

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	2	2	11,1	11,1	11,1
	3	7	38,9	38,9	50,0
	4	5	27,8	27,8	77,8
	interessant	4	22,2	22,2	100,0
	Gesamt	18	100,0	100,0	

Verortung Webquest : schwierig/leicht

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	schwierig	1	5,6	5,6	5,6
	3	4	22,2	22,2	27,8
	4	6	33,3	33,3	61,1
	leicht	7	38,9	38,9	100,0
	Gesamt	18	100,0	100,0	

Verortung Webquest : nicht nützlich/nützlich

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	nicht nützlich	1	5,6	5,6	5,6
	2	1	5,6	5,6	11,1
	3	5	27,8	27,8	38,9
	4	10	55,6	55,6	94,4
	nützlich	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

Verortung Debatte: langweilig/interessant

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	langweilig	1	5,6	5,6	5,6
	2	2	11,1	11,1	16,7
	3	7	38,9	38,9	55,6
	4	7	38,9	38,9	94,4
	interessant	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

Verortung Debatte: schwierig/leicht

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	schwierig	1	5,6	5,6	5,6
	2	1	5,6	5,6	11,1
	3	8	44,4	44,4	55,6
	4	4	22,2	22,2	77,8
	leicht	4	22,2	22,2	100,0
	Gesamt	18	100,0	100,0	

Verortung Debatte: nicht nützlich/nützlich

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	nicht nützlich	1	5,6	5,6	5,6
	2	2	11,1	11,1	16,7
	3	5	27,8	27,8	44,4
	4	7	38,9	38,9	83,3
	nützlich	3	16,7	16,7	100,0
	Gesamt	18	100,0	100,0	

Bewertung Webquest: ...habe ich neue Vokabel auf Englisch gelernt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	6	33,3	33,3	33,3
	1	1	5,6	5,6	38,9
	2	5	27,8	27,8	66,7
	3	5	27,8	27,8	94,4
	4	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

Bewertung Webquest: ...habe ich geübt wie man neue Informationen auf Englisch verarbeitet (z.B.: Texte zusammenfassen...

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	4	22,2	22,2	22,2
	1	5	27,8	27,8	50,0
	2	2	11,1	11,1	61,1
	3	5	27,8	27,8	88,9
	4	2	11,1	11,1	100,0
	Gesamt	18	100,0	100,0	

Bewertung Webquest: ...habe ich Neues in Geschichte gelernt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1	1	5,6	5,6	5,6
	2	1	5,6	5,6	11,1
	3	10	55,6	55,6	66,7
	4	6	33,3	33,3	100,0
	Gesamt	18	100,0	100,0	

Bewertung Debatte: ...habe ich neue englische Phrasen zum Durchführen einer Debatte gelernt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	7	38,9	38,9	38,9
	1	2	11,1	11,1	50,0
	2	4	22,2	22,2	72,2
	3	5	27,8	27,8	100,0
	Gesamt	18	100,0	100,0	

Bewertung Debatte: ...habe ich gelernt was eine Debatte ist und welche Merkmale eine Debatte besitzt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1	2	11,1	11,1	11,1
	2	3	16,7	16,7	27,8
	3	5	27,8	27,8	55,6
	4	8	44,4	44,4	100,0
	Gesamt	18	100,0	100,0	

Bewertung Debatte: ...habe ich gelernt wie man eine Debatte durchführt (z. B.: Argumente bilden,...).

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1	3	16,7	16,7	16,7
	2	7	38,9	38,9	55,6
	3	3	16,7	16,7	72,2
	4	5	27,8	27,8	100,0
	Gesamt	18	100,0	100,0	

Bewertung Debatte: ...habe ich Neues in Geschichte gelernt.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	2	11,1	11,1	11,1
	1	1	5,6	5,6	16,7
	2	3	16,7	16,7	33,3
	3	8	44,4	44,4	77,8
	4	4	22,2	22,2	100,0
	Gesamt	18	100,0	100,0	

Materialien Nützlichkeit: Handoutvorlage für die Ergebnisse des Webquests

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1	1	5,6	5,9	5,9
	2	5	27,8	29,4	35,3
	3	4	22,2	23,5	58,8
	4	7	38,9	41,2	100,0
	Gesamt	17	94,4	100,0	
Fehlend	Habe ich nicht bekommen	1	5,6		
Gesamt		18	100,0		

Materialien Nützlichkeit: Handout über die fünf Merkmale einer Debatte

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	2	11,1	11,1	11,1
	1	4	22,2	22,2	33,3
	2	4	22,2	22,2	55,6
	3	4	22,2	22,2	77,8
	4	4	22,2	22,2	100,0
	Gesamt	18	100,0	100,0	

Materialien Nützlichkeit: Handout ?Preparing for the debate?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	2	11,1	11,8	11,8
	1	5	27,8	29,4	41,2
	2	2	11,1	11,8	52,9
	3	7	38,9	41,2	94,1
	4	1	5,6	5,9	100,0
	Gesamt	17	94,4	100,0	
Fehlend	Habe ich nicht bekommen	1	5,6		

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Materialien Nützlichkeit: Handout ?Useful language for debating?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	3	16,7	17,6	17,6
	1	2	11,1	11,8	29,4
	2	4	22,2	23,5	52,9
	3	6	33,3	35,3	88,2
	4	2	11,1	11,8	100,0
	Gesamt	17	94,4	100,0	
Fehlend	Habe ich nicht bekommen	1	5,6		
Gesamt		18	100,0		

Materialien Nützlichkeit: Beobachtungsbogen für die Debatte

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	0	2	11,1	40,0	40,0
	2	1	5,6	20,0	60,0
	3	2	11,1	40,0	100,0
	Gesamt	5	27,8	100,0	
Fehlend	Habe ich nicht bekommen	13	72,2		
Gesamt		18	100,0		

Gut Gefallen: [01]

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig		6	33,3	33,3	33,3
	I like Johanna	1	5,6	5,6	38,9
	Die beiden Stunden waren interessant und kurzweilig.	1	5,6	5,6	44,4
	Die Stunden waren generell sehr strukturiert und gut gestaltet	1	5,6	5,6	50,0
	Einbringung von Online-Medien in den Unterricht. Es hat ein angenehmes, eigenständiges Arbeiten ermöglicht	1	5,6	5,6	55,6
	es einmal etwas anderes als sonst und die Debatte führen war ganz interessant	1	5,6	5,6	61,1
	Es war nicht langweilig zu arbeiten.	1	5,6	5,6	66,7
	Gutes Englisch- neues Englisch abwechslungsreicher Unterricht 	1	5,6	5,6	72,2
	johanna speaks really good english	1	5,6	5,6	77,8
	Lebendiger Unterricht, neue Methoden kennengelernt, was immer spannend ist, interessant, wie unterschiedlich Unterricht sein kann, 	1	5,6	5,6	83,3
	man durfte aktiv arbeiten und es gab unterschiedliche Aufgaben	1	5,6	5,6	88,9
	Thema	1	5,6	5,6	94,4
	to research our topic	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

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Nicht So Gut Gefallen: [01]

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig		11	61,1	61,1	61,1
	Aufgabenstellung war nicht allzu interessant	1	5,6	5,6	66,7
	Das nicht erhalten der Arbeitsblätter der anderen Teams - in 2 Tagen weiß ich es nicht mehr und kann es nicht nachsehen	1	5,6	5,6	72,2
	Debate, nicht alle involviert	1	5,6	5,6	77,8
	Die Debatte war zu wenig Angeregt, die Argumente wirkten "künstlich".	1	5,6	5,6	83,3
	Die Debatte, da von jeder Gruppe nur einer reden kann und so der Rest der Klasse nicht direkt am Unterricht teilnehmen kann.	1	5,6	5,6	88,9
	Stressig	1	5,6	5,6	94,4
	Webquest	1	5,6	5,6	100,0
	Gesamt	18	100,0	100,0	

Abschlussbewertung Schulnoten

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	Sehr Gut	4	22,2	22,2	22,2
	Gut	11	61,1	61,1	83,3
	Befriedigend	3	16,7	16,7	100,0
	Gesamt	18	100,0	100,0	

Index_Materialien

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	stimme eher nicht zu	2	11,1	11,8	11,8
	teils teils	6	33,3	35,3	47,1
	stimme eher zu	5	27,8	29,4	76,5
	stimme voll und ganz zu	4	22,2	23,5	100,0
	Gesamt	17	94,4	100,0	
Fehlend	System	1	5,6		
Gesamt		18	100,0		