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The Acquisition of Historical Subject-specific Knowledge in CLIL History Secondary Education Classrooms in Catalonia

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TABLE OF CONTENTS

ABSTRACT:

This Dissertation tries to investigate what the current situation is with regard to the acquisition of historical competences in CLIL secondary education. As for the link between language and history education, interest has grown in recent years. So far, most CLIL research has focused on linguistic aspects while the acquisition of content knowledge has not received much attention. Therefore, this study analyses the acquisition of historical competences, taken from the Catalan Competency Model, alongside with cognitive, metacognitive and socio-affective learners' awareness. In order to carry out a proper research project exploratory and ethnography research paradigms have been established. Hence, the data gathering process has taken into account both quantitative and qualitative data. Findings further support the idea that students do acquire historical content and competences thanks to their implication and devotion to their learning of both history and language. Moreover, results indicate that CLIL has a positive effect on cognitive, metacognitive and socio-affective development. Therefore, CLIL very probably stimulates learners in such a way that more than one aspect of the learning process is influenced. Such characteristics are profitable in order to bridge the gap between the comprehension of language-specific and content-specific learning in the present-day educational challenge of CLIL.

RESUM:

Aquesta tesi vol posar de manifest quina és la situació actual pel que fa l'adquisició de competències històriques en l'educació secundària en un context d'AICLE. Pel que fa a la relació entre l'ensenyament de la llengua i la història, l'interès ha augmentat en els darrers anys. Fins ara, la majoria de les investigacions sobre AICLE s'han centrat en els aspectes lingüístics, mentre que l'adquisició de contingut no ha rebut molta atenció. És per aquesta raó que aquest estudi analitza l'adquisició de competències històriques, extretes del model de competències català, juntament amb les el desenvolupament de competències cognitives, metacognitives i socioafectives. Per tal de dur a terme un projecte de recerca adequat, s'han establert paradigmes de recerca tant exploratoris com etnogràfics. Així doncs, el procés de recopilació de dades ha tingut en compte tant dades quantitatives com qualitatives. Els resultats donen suport a la idea que els estudiants adquireixen contingut i competències històriques gràcies a la seva implicació i esforç en l'aprenentatge tant de la història com del llenguatge. A més, els resultats indiquen que la implementació de programes d'AICLE té un efecte positiu en el desenvolupament cognitiu, metacognitiu i sòcio-afectiu dels alumnes. Per tant, implementar programes d'AICLE probablement estimula els estudiants de manera que pot influir en més d'un aspecte del procés d'aprenentatge. Aquestes característiques són avantatjoses per tal de crear ponts de comprensió entre l'aprenentatge de la llengua estrangera i del contingut específic en el repte educatiu actual.

RESUMEN:

Esta tesis quiere poner de manifiesto cuál es la situación actual en cuanto la adquisición de competencias históricas en la educación secundaria en un contexto de AICLE. En cuanto a la relación entre la enseñanza de la lengua y la historia, el interés ha aumentado en los últimos años. Hasta ahora, la mayoría de las investigaciones sobre AICLE se han centrado en los aspectos lingüísticos, mientras que la adquisición de contenido no ha recibido mucha atención. Es por esta razón que este estudio analiza la adquisición de competencias históricas, extraídas del modelo de competencias catalán, junto con las el desarrollo de competencias cognitivas, meta cognitivas y socio-afectivas. Para llevar a cabo un proyecto de investigación adecuado, se han establecido paradigmas de investigación tanto exploratorios como etnográficos. Así pues, el proceso de recopilación de datos ha tenido en cuenta tanto datos cuantitativos como cualitativos. Los resultados apoyan la idea de que los estudiantes adquieren contenido y competencias históricas gracias a su implicación y esfuerzo en el aprendizaje tanto de la historia como del lenguaje. Además, los resultados indican que la implementación de programas de AICLE tiene un efecto positivo en el desarrollo cognitivo, meta cognitivo y socio-afectivo de los alumnos. Por lo tanto, implementar programas de AICLE probablemente estimula a los estudiantes de manera que se pueda influir en más de un aspecto del proceso de aprendizaje. Estas características son ventajosas para crear puentes de comprensión entre el aprendizaje de la lengua extranjera y del contenido específico en el reto educativo actual.

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1. INTRODUCTION:

The Dissertation tries to investigate what the current situation is with regard to the acquisition of historical competences in CLIL secondary education. Content and Language Integrated Learning (CLIL) has been an innovative approach in European education for almost twenty years and has spread in a surprising manner.

So far, most CLIL research has focused on linguistic aspects while the acquisition of content knowledge has not received much attention. Furthermore, another frequently made claim about CLIL is that the non-language subject is not taught *in* the additional language but *with* and *through* an additional language (Lackner, 2012). These initial claims already indicate the core principle of CLIL approach, namely integration.

As for the link between language and history education, interest has grown in recent years. Many of the research studies, however, mainly understand content education as learning declarative knowledge rather that the acquisition of procedural knowledge, i.e. the acquisition of subject-related skills, which is now the main goal of the Catalan Competency education model. Therefore, this study analyses the acquisition of historical competences, taken from the Catalan Competency Model, along with cognitive, metacognitive and socio-affective learners' awareness.

In order to carry out a proper research project exploratory and ethnography research paradigms have been established. Hence, the methodology approach has taken into account both quantitative and qualitative data. Nonetheless, with regards to the participants' sample, the data gathering process was only carried out among 2nd of ESO students. Moreover, this study has only focused on content acquisition competences in a CLIL history classroom setting and there has not been any comparison with students being taught in the mother tongue.

The findings further support the idea that students do acquire historical content and competences thanks to their implication and devotion to their learning of both history and language. Such characteristics are profitable in order to bridge the gap between the comprehension of language-specific and content-specific learning in the present-day educational challenge of CLIL.

The research has been organised beginning with a theoretical framework which analyses in depth the state of the art of CLIL history, alongside with the Catalan Competency Model for history teaching. Following this, the methodology section details the aims and the instruments used for the data gathering process. Finally, the findings are illustrated together with follow-up discussion. Personal concluding remarks close this dissertation.

2. JUSIFICATION OF THE STUDY:

In the first place, this study is focused on CLIL (Content and Language Integrated Learning) because it is believed to be one of the approaches regarding language learning which best fits nowadays globalised education. The importance of CLIL in additional language learning is backed up by both national governments curricula and the European Commission Directorate General of Education and Culture.

The CLIL approach is directly relevant for the European Commission's objective of improving the learning of European languages in its member states. CLIL may constitute a way of providing a more intense exposure to the language and more and richer opportunities for using the language in meaningful ways. Moreover, using foreign languages as the medium of instruction of content subjects may be the only way of providing enough exposure to those languages in order to guarantee successful learning of additional languages.

It should be noted that in almost all the countries in which CLIL exists, it is seen not simply as an approach to foreign language teaching, but as an integrated form of teaching content and language. Not only does the content subject provide content for the language learning process; but also the fact that content is analysed from different cultural perspectives offers opportunities for intercultural learning and gives a new quality to classroom work.

The experience available shows that both linguistic and content subject competence can be promoted within this integrated concept more effectively than when content and language are taught in isolation. However, there is a great amount of research regarding language acquisition and the results thereof support the remarkable improvement on language acquisition competences. On the contrary though, there is much less research regarding content acquisition in CLIL lessons, taking into account that content subjects have generally been taught in the students' mother tongue throughout Secondary Education. Further steps such as content acquisition studies are profitable in order to bridge the gap between the comprehension of language-specific and content-specific learning in the present day educational challenge of CLIL.

As regards History as the subject matter of CLIL, it is necessary to say that it is one of the most frequently selected content to be taught through CLIL as it is closely related to the Humanities field of study (Lackner, 2012). In most schools in Catalonia though, Science is the most frequently chosen subject because the semantic fields are narrower and less subject to debate.

In the second place, there is a personal significance that has led me focus on this CLIL study. As CLIL involves content and language, it allows me to join these two "items of knowledge if I may put it this way. On the one hand, I am personally very fond of the English language as I have been in contact with it since very young. History has also played an important role throughout my education as I studied a Degree in History. For all that, I believe that this field of study would broaden my knowledge and my perspective among this subject.

3. THEORETICAL FRAMEWORK:

3.1 CLIL: STATUS OF THE ISSUE AND CHALLENGES:

Nowadays, the implementation of programs in mainstream education has become increasingly popular as well as aiming at the promotion of the learning of Additional Languages by using them as a vehicle of instruction in the teaching of content subjects. The model or approach that is most frequently used is the one known as CLIL, a type of conceptualisation of bilingual education defined as "dual-focused educational approach in which additional language is used for the learning and teaching both content and language" (Coyle, Hood, and Marsh, 2010). Therefore, the academic knowledge and additional language is produced simultaneously (Pavón, 2018).

What it is relevant for this dissertation is the notion of "integration" which seems to represent a crucial issue. As defined by Dalton-Puffer (2013), integration in CLIL equates subject content with linguistic meaning, which she believes is a trivial definition. With regard to this, it is important to note that CLIL related goals include do not only include content and language but learning skills too as defined in Mehisto, Marsh and Frigols (2008).

As far as research in CLIL is concerned, some issues have arisen regarding its implementation. Some of them are significant to contextualize this field of research but are not believed to be of relevance for this study. Firstly, what are considered the "many faces of CLIL" which confirm the varying types of CLIL-style activities (Mehisto, Marsh and Frigols, 2008). Secondly, what are classifies as the types of language immersion (total or partial and early, delayed or late in age). There are also issues regarding the role of teachers as disciplinary teachers are usually in charge of CLIL programmes instead of language teachers and this may have an impact upon the CLIL lesson development.

In reference to the benefits of CLIL, there has fortunately been rather remarkable research during the recent years. Initial CLIL lessons were prevalently monolingual. Learners limited their questions and participation due to problems in communicating in an additional language. Even though, with the time improvements came and it was observed that a change in the teachers' routine and opening contact with an innovative methodology foster learners' attention and motivation. That is supported by studies done regarding this field reporting that students enrolled in CLIL settings are actually more motivated in their study of additional language than their traditionally educated peers (Lasagabaster, Doiz and Sierra, 2014).

In this connection, other studies have shown that CLIL students have more positive attitudes to language learning, seem more interested and motivated, they are less inhibited to speak the additional language and, in general, they are more eager to learn. Therefore, there have been benefits among cognitive skills as well: Pavón (2018) argues that CLIL boosts risk-taking, problem-solving, creativity, vocabulary learning skills, grammatical awareness and spontaneity and fluency in using the language.

CLIL not only positively affects language learning but also content acquisition CLIL stimulates pupils in such a way that more than one aspect of the learning process is influenced, such as motivation (Lasagabaster, Doiz and Sierra, 2014). CLIL also possibly influences students'

cognitive development following Surmont, Struys, Van Den Noort and Van de Craen's statement "cognitive stimulation is enormous" (2016). However, caution in this aspect is needed because other possible explaining factors, such as: increased motivation, higher self-confidence and parental support.

It is necessary not to forget the learners' perceptions upon this field of study. In that respect, Hunt (2011) carried out a research on students' perceptions and the results indicated a high level of enjoyment of lessons, a high level of motivation, they had to concentrate more, they liked learning in another language, they were clear about the learning objectives and made progress in the subject. As for the teachers' point of view, they realized that it was not the quantity of the content to provide but rather the learning of the content through a process that is enjoyable and involving. These results help researchers assume that there are affective elements in the CLIL lesson, a desire to capture students' engagement and to get them participate actively in the lesson itself.

Nonetheless, CLIL has been and is still forced to face the real challenge of finding the right balance between content and language as stated before. There is a concern that reflects two fears: firstly, that the foreign language may slow down proceedings so that less subject matter can be covered and secondly, that lower language proficiency may result in reduced cognitive complexity of the subject matter presented/learned (Dalton-Puffer, 2013).

Content-oriented research is crucial to grasp the integration of the two components compromising the dual focus of CLIL. Evidence is urgently needed (Rosi, 2018) but there is no standard evaluation of disciplinary competence analogous to the internationally validated instruments existing for language testing. Nor has a standard for the assessment of disciplinary competence taught through CLIL been defined.

3.2 THE ROLES OF CONTENT AND LANGUAGE IN THE CLIL CLASSROOM:

The construction of content knowledge and language learning should not be viewed separately. To support this statement, Dalton-Puffer (2007) argues that an additional language in class is one of the elements in the process of knowledge construction and not just a means for the transport of knowledge. Thus, Cummins (1979; cited in Rosi, 2018) mentioned "all teachers teach also language" since they employ academic language and linguistic structures not shared with common language to convey disciplinary content.

In terms of language acquisition in the CLIL classroom, it has been stated that early and total immersion students get better results (Ellis, 1994; cited in Gregorczyk, 2012). Accordingly, language is used for real communication rather than simulation. As a consequence, form gives priority to message. However, important issues are at stake regarding this late statement: Where does content play the part in here? Does it play the part in the message? Taking into account Mehisto, Marsh and Frigols' (2008) definition, CLIL's primary focus is on substance (content) as opposed to form. They back up this argument because they assume that parroting language patterns and memorising vocabulary or facts in any subject area are unlikely to contribute to their long-term application. These contradictions show that, although there are a great amount of studies regarding language acquisition in CLIL, it is still a complex issue since it

generates serious discussion. Nevertheless, language acquisition has been abundantly proved highly positive to students in CLIL lessons.

On the subject of acquisition of knowledge through an additional language, a few studies have reached to the outcome that additional language does not impair the acquisition of knowledge. There are no significant differences among the students being taught through their mother tongue neither long-term deficit in connection with subject matter (Gregorczyk, 2012). In fact, Mehisto, Marsh and Frigols (2008) state that school subjects achieve the same or better results than native language students and that far from interfering with content acquisition, CLIL can actually facilitate it.

However, with regards to the content side of CLIL, the subject-specific education, there is also a parallel issue at stake. First of all, learners study quite a range of school subjects through the medium of an additional language. Secondly, they all have their own styles and traditions of thinking about their aims and the pedagogies which will get them there. And thirdly, the situation is further pluralised by the fact that these subject-tradition criss-cross with the cultures of the different educational systems in which they are embedded (Dalton-Puffer, 2013).

As for the research that support the positive results of content acquisition, although less than the great amount of research in the field of language acquisition, in the recent years there has been a concern, and later analysis regarding content acquisition: Chemistry (Gregorczyk, 2012), Mathematics (Surmont, Struys, Van Den Noort, and Van De Craen, 2016), Geography and History (Bauer-Marschallinger, 2016; 2018). Therefore, the convergence of data from different disciplines lends support to the hypothesis that CLIL students' performance is not correlated to a discipline effect, but rather to a cross-sectional factor shared by all investigated educational contexts. CLIL students outperform their mother tongue taught peers in the capacity to compare different concepts; Rosi (2018) explained this phenomenon as due to the familiarity in matching diverse languages and cultures thanks to their bilingual or trilingual CLIL education.

In order to acquire new knowledge and skills, though, students need not only to access new information, but also to connect that information with their own existing knowledge, skills and attitudes (Vigotsky, 1988). It is also necessary to underline that the first or possible difficulties and frustration experienced in CLIL, far from leading students to abandon their studies, instead inspire them to work more persistently so as to develop higher cognitive strategies with which to construct knowledge (Vollmer, 2006).

Rosi (2018) assumes there is a deeper learning of content in class where such content is taught in an additional language due to a richer classroom interaction. Teachers' interactional strategies such as scaffolding, the abundance of examples and the repetition of difficult concepts, both with regards to additional language and subject matter are, to enumerate some, ways of creating a friendly classroom atmosphere and a safe and enriching environment (Gregorczyk, 2012) for CLIL students.

3.3 CLIL AND HISTORY: STATE OF THE ART:

The particular responsibility of history is based on the idea of reconciliation and positive mutual influences among people. The teaching of history has recently led to very extensive recommendations on the principles, content and methods of history teaching (Beacco, 2015) supported by the Council of Europe. On the basis of these values, the principal goals assigned to the teaching of history include:

- To play an essential role in educating and training responsible and active citizens and fostering respect for all kinds of differences on a basis of understanding of national identity and principles of tolerances;
- To be a decisive factor in reconciliation, recognition, understanding and mutual trust between peoples, especially by introducing multi-perspectivity into historical research and accounts;
- To play a vital role in the promotion of fundamental values such as tolerance, mutual understanding, human rights and democracy;
- To be one of the fundamental components in the construction of a Europe based on a common historical and cultural heritage, enriched through diversity, even with its conflictual and sometimes dramatic aspects:
- To be part of an education policy that plays a direct role in young people's development and progress, with a view to building tomorrow's Europe with their participation, as well as the peaceful advancement of human societies in a global perspective and in a spirit of mutual understanding and trust;
- To allow the nurturing in pupils of the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the findings of historical evidence and through open debate based on multi-perspectivity, especially regarding controversial and sensitive issues;
- To enable European citizens to enhance their own individual and collective identity through knowledge of their common historical heritage in its local, regional, national European and global dimensions;
- To be an instrument for the prevention of crimes against humanity

As Beacco (2015) assumes, these civic and social goals are considered *extrinsic* in comparison with those related to the forms of historical discourse and the objectives which are in fact disciplinary, called *intrinsic*. It is important to maintain a balance between these two.

These specifications of values also include material for definitions of general abilities such as: analyse and interpret information critically and responsibly, through dialogue, through the findings of historical evidence and through open debate based on multi-perspectivity[1]. They offer path to the specifications of cognitive and linguistic competence.

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[1] For a more extensive and detailed explanation of the components of History-related cognitive skills, linguistic and semiotic skills and components of epistemological competence, historical knowledge, classroom situations of historical communication and classroom situations of discursive forms, see Beacco, 2015. Instruments of this research study have also been taken from these components references.

In line with the above, Bauer-Marschallinger (2016; 2018), during her research among integration of the CLIL items in the history classroom, she considered that subject knowledge can be analysed with the CDFs -Cognitive Discourse Functions- (Dalton-Puffer, 2007) communicative patterns used to externalise cognitive thinking processes, and thus, history competences. For her research though, she takes as a reference the history competences established by the FUER Competency Model (Körber, Schreiber and Schöner, 2007) which serve as a basis for the Australian curriculum.

In this connection, it is important to stress that the FUER Competency Model has not been taken into consideration for this research study but the *Competències Bàsiques de l'Àmbit Social; Ciències Socials: Geografia i Història* (*Planificació i despelgament a l'educació secundària obligatòria*) (2015).

In the proposal above, four different groups of competences that correspond to four dimensions of the social sciences have been identified: the historical dimension, the geographic dimension, the cultural and artistic dimension and the citizenship dimension. These dimensions have been designed according to epistemological criteria of the different subjects or disciplines involved, of didactic functionality and of educational intentionality. The subject of social sciences, geography and history, does not have a unique disciplinary reference, although for the compulsory traditional stage when the knowledge provided by history and geography has always been considered especially relevant.

These four dimensions, and consequently the thirteen competences[2], are related to each other. The more links established between them, the more significant and relevant learning will be ensured. That would guarantee the overcoming of a strictly disciplinary and compartmentalized view of knowledge.

The historical dimension refers to knowledge and skills that help students develop the consciousness which would allow them to build their historicity, as a result of the understanding of the relationships between the past, the present and the future, as well as historical simultaneity. This study has been designed taken into account specific competences chosen specifically for this research. The competences taken into consideration are the following:

Historical Dimension:

Competence 1) To analyse the changes and continuities of events or historical phenomena to understand historical causality.

Competence 2) To apply procedures of historical research into the questioning and the analysis of sources in order to interpret the past.

Competence 3) To interpret that the present is the product of the past in order to understand that the future is the result of current decisions and actions.

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[2] The four dimensions and the thirteen competences of the *Departament d'Ensenyament* (2015) are detailed in the annexes (1).

Competence 4) To identify and value individual and collective identity to understand their intervention in the construction of historical subjects.

Citizenship Dimension:

Competence 11) To form one's own criteria on relevant social problems to develop critical thinking.

Competence 12) To participate actively and in a committed way in projects to exercise the rights, duties and responsibilities of a democratic society.

Competence 13) To speak out and be committed to the defence of justice, freedom and equality between men and women.

However, it is important to note that in order to advance in the achievement of these competences, it is necessary for students to have a more personal vision and social involvement, linked to responsive and critical exercise, personal autonomy and active participation in the society. The teaching of the social sciences, including their thirteen competences, cannot renounce to an interdisciplinary approach that integrates diverse manifestations of human societies, located in space and time, such as: music, literature, science, technology or the thought; thus allowing the student to transfer knowledge. One of these manifestations is language. That is the reason why language also plays an important role in this research study, as it helps identify the acquisition of content.

3.4 PEDAGOCIGAL FRAMEWORK:

As far as the pedagogical framework per se is concerned, this research has not only taken into account all the items above but also the following specific research such as Dalton-Puffer's book (2007), Bauer-Marschallinger's thesis (2018), Lackner's thesis (2012) and Beacco's collaboration (2015) in the Council of Europe schooling curricula.

Dalton-Puffer (2007) defined the Cognitive Discourse Functions as recurrent language patterns used to express and communicate thinking processes and so, they have been taken into account when designing the pedagogical framework. The CDFs are as follows: Classify Define, Describe, Evaluate, Explain, Explore, and Report. They have not been used as such but as they are indicative of the learning process in terms of content and language they have served as a basis to start with. The sections above indicate that the connection of the CDFs acting as the Additional Language part and Historical Competences is strong since the acquisition of competences in general requires a wide range of different cognitive discourse functions.

In addition to this, CDFs are part of the CLIL setting even when considering the acquisition of content. Dalton-Puffer (2013) justifies its role since during classroom interaction between teacher and students CDFs are provided when constructing knowledge through verbal interaction. These verbal actions represent knowledge, show epistemological stance and model cognitive strategies. And all these are constitutive of learning itself and represent language of and for learning (Coyle, Hood, and Marsh, 2010).

Therefore, a description of the language of knowledge acquisition in terms of discourse functions might be more appropriate to explain the practices of knowledge acquisition in the CLIL history classroom as well as to the language needs of students in these classrooms (Lackner, 2012). As mentioned before (Beacco, 2015), general abilities regarding history learning must be linked with these forms of communication. Linguistic interactions both written and oral have the function of transmitting historical knowledge. Moreover, Bauer-Marschallinger's thesis results (2018) backs up this conception as she confirms that most connections identified in her theoretical analysis (CDFs and Historical Competences) suggest that CDFs are necessary to develop historical competences.

History teachers should not underestimate the role of language for the acquisition of subject-related competences. So far, teachers as well as researchers have not paid enough attention to the interrelations between language functions and competency-based content teaching (Bauer-Marschallinger, 2016). Being more explicit about the interdependence of content teaching and language pedagogy could significantly improve history education; that is why this approach has been taken into consideration for this field of research.

In terms of classroom methods, the researcher could not intervene in the development of the lessons but observe them. That is the reason why the approach to learning was defined after the experience in the classroom as teacher-centred as the transmission of knowledge went from the teacher to the students. The teacher possessed the knowledge and the expertise that students needed to succeed in their learning process. Moreover, he strived to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competences. The idea of the teacher was transmitting information and insuring that students were well prepared.

In addition to this though, there was project work scheduled every two weeks. Therefore, students could work collaboratively in projects. In these cases, the teacher assumed the role of facilitator while students worked autonomously and the teacher-student interactions were more of a personal nature. He guided and directed students by asking questions, exploring options, suggesting alternatives and encouraging them to develop criteria to make informed choices. During the collaborative projects students developed the capacity for independent action, initiative and responsibility as well as active learning and student-to-student collaboration.

4. MEHODOLOGY:

The ultimate paradigm for this research project is basically pragmatic, as it includes both positivist and interpretivist/constructivist methods (Mackenzie and Knipe, 2006). As it has been stated throughout the theoretical framework, there is little exploration done regarding content acquisition in a CLIL history classroom setting. Therefore, this dissertation is based on exploratory research from a pragmatic point of view as it intends to answer researchable questions regarding the consequences of an action (Mackenzie and Knipe, 2006), in this case, the acquisition of content in CLIL history lessons as mentioned above.

When a theoretical framework apparently embraces a range of approaches from ethnography to exploration of data sources from pictures to attitude scales, and analytic procedures from qualitative interpretation to scaling, conceptual clarity should be properly detailed. Hence, to be methodologically more coherent, the reader will certainly find a wide range of instruments and procedures designed to address the central questions of the research: methodological strategies such as ethnography data collection and survey research; methods and techniques such as questionnaires and interviews. All these show the interrelated levels of the process of design of this dissertation, trying to range from broad assumptions to more practical decisions about how to collect and analyse data.

As for the content part of the methodology and instrument designing, in connection with the pedagogical framework, *Competències Bàsiques de l'Àmbit Social; Ciències Socials: Geografia i Història* (*Planificació i despelgament a l'educació secundària obligatòria*) (2015) have been taken into account regarding historical knowledge, together with Beacco's components of social situations involving historical communication and in-school communication situations relating to history teaching.

In addition to the steps needed to scaffold the items to analyse and the instruments to use, the Bauer-Marschallinger (2018) research study also played an important role regarding historical content and competence acquisition. It was necessary to start from the formulation of questions about the past, as it constitutes the starting point of a historical thought process (Questioning Competence). The answers to these questions can be found in historical sources. For that purpose, existing sources need to be deconstructed and new historical narratives should then be reconstructed (Methodological Competence). These narratives should help students orientate in the present (Orientation competence).

4.1 RESEARCH QUESTIONS:

1) In what ways does a CLIL approach have an impact upon content acquisition regarding the aspects below in Social Sciences/English CLIL lessons?

2) In what ways does a CLIL approach have an impact upon metacognitive and socio-affective competencies regarding the aspects below in Social Sciences/English CLIL lessons?

   a) Specific historical lexicon; cognitive competence.

   b) Sequencing events throughout history; cognitive competence.

   c) Observation and comprehension of a historical resource; metacognitive competence.

   d) Interpretation and argumentation of a historical resource; metacognitive competence.

   e) Critical sense and spirit of dialogue with full respect for the ideas of others; socio-affective competence.

4.2 AIMS:

The aims derived from the research questions are the following. It is important to note that the aims have been taken from the theoretical framework research such as: *Competències Bàsiques de l'Àmbit Social; Ciències Socials: Geografia i Història* (*Planificació i despelgament a l'educació secundària obligatòria*) (2015), Beacco (2015), Lackner (2012) and Bauer-Marschallinger (2016; 2018).

In addition to this, triangulation of data has also been considered regarding learners' competence development. In this case, items take into account cognition, metacognition and socio-affection.

1) To identify the following aspects in a CLIL classroom setting (English and Social Sciences) regarding content acquisition in 2nd of ESO:

   1) Specific historical lexicon; cognitive competence.

   2) Sequencing events throughout history; cognitive competence.

   3) Observation and comprehension of a historical resource; metacognitive competence.

   4) Interpretation and argumentation of a historical resource; metacognitive competence.

   5) Critical sense and spirit of dialogue with full respect for the ideas of others; socio-affective competence.

2) To identify the strengths and weaknesses of each of the items regarding content acquisition, cognitive, metacognitive and socio-affective competences and suggest possible ways to work on them efficiently.

3) To gather participants' perceptions regarding the above issues: teacher and students' perspectives and points of view.

4) To gather additional information concerning learning tools which are complementary to the students' learning process.

4.3 PARTICIPANTS:

The research was performed among students attending *Ins Lliçà* in Lliçà d'Amunt (Vallès Oriental, Barcelona). The participants taking part in this research were a group of twenty-one students who are currently studying 2nd of ESO and doing CLIL (English and Social Sciences).

Ins Lliçà is a public educational centre established in the academic year 1995-1996. Students can find a wide range of studying options due to its dimensions, it holds over 600 students. They teach *ESO*, *Batxillerat*, *Batxibac* and Middle Level Formative courses. It should be noted that Lliçà d'Amunt has experienced, in a few years, socioeconomic changes that have transformed the countryside very intensely and the structure of the municipality. The growth of the census due to the displacement of inhabitants from the first metropolitan crown to the second has entailed city planning and restructuring of social, economic and commercial activities; which have replaced agriculture. At a cultural and linguistic level, the use of Catalan has decreased as the population has increased.

The centre has long-term experience in the CLIL approach as they have been implementing a *PILE (Pla Integrat de Llengües Estrangeres)* project for more than ten years. The school's fundamental objective in the multilingual educational project is to ensure all students achieve a solid communicative competence when finishing obligatory education. This implies that students should be able to use Catalan and Spanish correctly and normally and should understand and send oral and written messages in the foreign languages that the centre has determined in the educational and in the linguistic project (2019). In connection with this, the school has taken into account the sociolinguistic context of the students and, hence, intends to introduce Catalan as the vehicular language in non-linguistic disciplines and in the teaching and administration environment due to the lack of contact with the language of the vast majority of the students outside the school.

However, according to the linguistic project, the centre distributes content of non-linguistic subjects in a foreign language, which is the reason why this centre has been of utmost importance for this research. With the purpose of promoting interdisciplinary and transversal actions that expand the time spent exposing pupils to foreign languages and putting them in a situation of active communication, the high school promotes the introduction of contents of non-linguistic curriculum through CLIL / EMILE methodology.

In order to achieve this goal, the centre imparts non-linguistic subjects in English as the first foreign language, and in French as the second foreign language. The students are used to taking part in CLIL lessons as they study Natural Sciences in French in 1st and 3rd of ESO, Social Sciences in English in 2nd and 4th of ESO, and Technology in English in 3rd of ESO. Students taking part in the PILE project must undergo a linguistic competence test before beginning 1st of ESO, so they show they master in Catalan, Spanish and English linguistic competences at

that stage of their educational life. The level of English at 2nd of ESO is approximately an A2+ / B1 according to the CEFR[3].

In light of this contextualisation, it has to be mentioned that Rosi (2018) assumed students being in contact with three or more languages throughout their education would outperform students being taught in their mother tongue in the capacity to compare different concepts. He explained this phenomenon as being due to the familiarity in matching diverse languages and cultures thanks to their trilingual CLIL education.

4.4 INSTRUMENTS:

According to the mixed methodology approaches described above, there are mixed quantitative and qualitative instruments as they match the specific questions and the purpose of research, and are reciprocally complemented. On the one hand, the quantitative method, responding to the positivist paradigm, is determined by the data collection tools as tests and scales. On the other hand, the qualitative method, responding to the interpretivist paradigm, is determined by the data collection tools such as interviews, observations and document reviews.

The instruments used for this research are the following:

ITEM / INDICATOR	INSTRUMENT(S)
1) Specific historical lexicon; cognitive competence.	1.1-Survey among students 1.2-Survey among students
2) Sequencing events throughout history; cognitive competence.	2-Survey among students
3) Observation and comprehension of a historical resource; metacognitive competence.	3-Task analysis (Questionnaire)
4) Interpretation and argumentation of a historical resource; metacognitive competence.	4-Task analysis (Task nº 5 but different questionnaire)
5) Critical sense and spirit of dialogue with full respect for the ideas of others; socio-affective competence.	5-Survey among students
Indicators 1), 2), 3), 4) and 5) complementary tools for data collection.	6-Textbook analysis 7-Class observation grid 8-Interview to CLIL history teacher

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[3] Common European Framework of Reference for Languages

1) *Specific historical lexicon* **indicator**

1.1-Survey among students:

a) **Circle one from *Poor* to *Excellent* regarding your vocabulary acquisition in the History class:**

1-Specific objects: e.g. Roman coin, WWII photograph, etc.	Poor	Fair	Good	Excellent
2-Places: e.g. a medieval castle, a Roman military fort, a city in Early Modern History, etc.	Poor	Fair	Good	Excellent
3-Processes: e.g. the Industrial Revolution, mummification in Ancient Egypt, the Barbarian Invasion, etc.	Poor	Fair	Good	Excellent
4-Abstract structural representations: e.g. the Feudal system, Franco's dictatorship, etc.	Poor	Fair	Good	Excellent

The survey above was designed taking into account the targets established by Lackner (2012) when referring to *describing* Cognitive Discourse Function (Dalton-Puffer, 2007). He states that in the context of lower and upper secondary classes, the targets above might be covered in the subject matter of history. I, instead, did not implement these targets as if they were to be defined but understood, as they are common vocabulary in history lessons.

1.2-Survey among students:

b) **Choose A, B or C, taking into account that your Language of and for Learning is English (Coyle, Hood, and Marsh, 2010):**

1-How often do you have difficulty understanding the new vocabulary?

A) Often   B) Sometimes   C) Almost never

2-When you have a vocabulary doubt, what do you usually do to solve it?

A) Ask the teacher to translate it into your mother tongue
B) Look it up in the dictionary or encyclopaedia (online resources are equally valid)
C) Nothing, wait until the lesson is over to check if you eventually understand it by yourself

3-Do you feel vocabulary difficulties constrain your learning process?

A) Often   B) Sometimes   C) Almost never

4-When *defining* (Lackner, 2012) vocabulary (written or orally), how often do you have difficulty to do it in English (Additional Language)?

A) Often   B) Sometimes   C) Almost never

5- When *defining* (Lackner, 2012) vocabulary (written or orally) and you do not have the vocabulary to convey the message, what do you do?

    A) Be resourceful: paraphrase, set examples, etc.
    B) Translate it into your mother tongue
    C) _____ (open answer)

2) *Sequencing events throughout history* indicator

2-Survey among students:

a) Rate the following statements on a scale of 1 to 4, with 1 being poor and 4 being excellent:

    1) I can understand the causality (Beacco, 2015) of items in historical explanations.
       1   - 2 - 3 - 4

    2) I can understand the consequence (Beacco, 2015) of items in historical explanations.
       1 - 2 - 3 - 4

    3) I can follow *simple process descriptions* (Lackner, 2012) as series of steps or stages e.g. the process of mummification. In other words, descriptions, structures and procedures (Beacco, 2015)
       1 - 2 - 3 - 4

    4) I can follow *complex process descriptions* (Lackner, 2012) as series of steps or stages that are interrelated e.g. the Industrial Revolution. In other words (Beacco, 2015), changes, revolutions or trends and evolution.
       1   - 2 - 3 - 4

3) *Observation and comprehension of a historical resource* indicator

3-Task analysis:

*Read the texts, compare and contrast them and answer the questions:

Resettlement A

    "*I, Ermessenda, countess by the grace of God, and my son Berenguer, marquis and count, generously give your families our barren land on the border with Ausona County, which has a mountain and a castle called Cervera […]. Cultivate the land and build houses on it*."

Resettlement B

    "*I, García Fernando, count and emperor of Castile by the grace of God, and my wife, Countess Abba, write freely to you, faithful men of Castrojeriz. We grant these good* fueros *to the knights and noblemen: settle your inherited land with those who will come […] and do not pay tolls for roads, mountain passes or bridges, or any other corvée.*"

Who gives and receives the land in each case?

3.1-The student has contextualised the information by relating it to the information already available about the main actors of the texts. YES / NO

What are the conditions?

3.2-The student has identified the reasoning of the source. YES / NO

The targets above have been taken from Beacco's (2015) both list of history-related/cognitive skills and checklist of components of subject-related competence in history. The targets have been selected according to the task scheduled by the teacher.

d) *Interpretation and argumentation of a historical resource* indicator

4-Task analysis:

*Within the same texts, answer the following questions:

What types of resettlement are described in A and in B?

4.1-The student has been able to understand whether a particular perspective is being conveyed. YES / NO

What was the difference between these types of resettlement that took place during the expansion of the Christian kingdoms?

4.2-The student has conveyed new knowledge. YES / NO

The targets above have been taken from Beacco's (2015) both list of history-related/cognitive skills and checklist of components of subject-related competence in history. The targets have been selected according to the task scheduled by the teacher.

e) *Critical sense and spirit of dialogue with full respect for the ideas of others* indicator

5-Survey among students:

 *Choose A, B or C:

1) Do **all students** in the classroom participate in activities requiring interaction such as debates, open questions, warm-ups or follow-up discussions?
   A) Often   B) Sometimes   C) Almost never

2) Do students **respect turn-taking** when participating in activities requiring interaction such as debates, open questions, warm-ups or follow-up discussions?
   A) Often   B) Sometimes   C) Almost never

3) When doing activities requiring interaction such as debates, open questions, warm-ups or follow-up discussions, do you **learn from the others' points of view**? Do you believe that **the exchange of information helps in your learning process**?

   A) Often   B) Sometimes   C) Almost never

4) Do students **respect the others' points of view**? Is it more of a "**natural conversation**" (Dalton-Puffer, 2007) rather than a "heated discussion"?

   A) Often   B) Sometimes   C) Almost never

5) Do you like spending time in class sharing **different or contrary** ideas, experiences, emotions or perspectives altogether (all students in the classroom)?

   A) Often   B) Sometimes   C) Almost never

*Other instruments used to complement data collection:

6-Textbook analysis:

·Student's book general information

·Teacher's book general information

·Online and interactive resources

Items to take into account: (López-Medina, 2016)	
Learning outcomes for learning are specified.	
The content is appropriate for the students' age.	
It provides support to simplify content (scaffolding). The activities suggested for practising the content are enough.	
The activities are cognitively appropriate for the content. There is authentic material at an appropriate level.	
Activities activate previous knowledge. It relates written work to structures and vocabulary practised orally.	
There is appropriate sequencing of vocabulary (load and re-entry). It presents vocabulary in appropriate contexts and situations.	
It considers proficiency level of L2. The number of new words in each module is appropriate to the students' level of L2.	

The items above have been adapted from López-Medina's (2016) CLIL textbook evaluation checklist. She determined a wider range of items, all of them classified into General

Information, Content, Cognition, Communication, Culture, Language and Integration. The targets have been selected according to the information needed to complement the aims of this research.

7-Class observation grid:

Specific historical lexicon: -What kind of lexicon difficulties are there in the classroom? -Are they due to translating? Are they due to meaning? Would it make a difference if translated? -How many difficulties can the researcher count and identify?	
Sequencing events throughout history: -Are there any problems regarding sequencing events throughout history during the lesson? If so, what kind?	
Observation and comprehension of a historical resource (text, graph, etc.): -Are there any problems regarding comprehension of a historical resource during the lesson? If so, what kind?	
Interpretation and argumentation of a historical resource (text, graph, etc.): -Are there any problems regarding interpretation of a historical resource during the lesson? If so, what kind?	
Critical sense and spirit of dialogue with full respect for the ideas of others:	
Does the teacher moderate the debates / discussions?	
Do they respect turn-taking?	
Do students accept and respect the opinions and ideas of others?	
Do students value the opinions and ideas of others?	
When discussing, do students express themselves assertively?	
When discussing, are there significant roles in class? If so, what are they?	

8-Interview to CLIL history teacher:

1) What is the approximate level of English when students start with the PILE project?

2) In order to find the right balance between content and language, is there less coverage of material regarding content and / or a slow lesson pace regarding the use of an additional language (Gregorczyk, 2012)? Why? Why not?

1) Have you noticed at any time during the lessons that there is a need to shift focus between content and language?

3) Do you ever have the feeling of having acted too much like a language teacher during a particular stage of a content lesson (Dalton-Puffer, 2013)?

4) Did you have the need to change the methodology of your lessons due to the additional language, such as interactional strategies, a lot more scaffolding, abundance of examples, repetition of difficult concepts both in the content and the additional language, etc. (Rosi, 2018)?

5) Would you agree that students in the PILE project seem more comfortable with the additional language due to their trilingual education (students also have subjects in French)? Why? Why not? Have you noticed any difference among them compared to the ones studying in their mother tongue?

6) Do you need to use the students' mother tongue in class? When? In what cases?

7) Is classroom interaction more complicated in CLIL due to the use of an additional language? For example, do students suffer from fear of speaking (Rosi, 2018)?

8) Are there any difficulties you think students might encounter in class regarding content acquisition?

9) What is your role as a teacher? Would you consider you act as a facilitator? Or do students need a lot more guidance due to the CLIL approach?

The instruments above were designed taking into account what is described in the theoretical framework, which derives basically from the bibliography cited within the same instruments. Besides, the instruments are also intended to respond to the research questions and, therefore, have been adapted to provide both quantitative and qualitative data.

In this regard, the items and targets formulated in the tools above take into consideration not only history learning competences and subject-specific knowledge but also language discourse functions and forms of classroom communication, in order to provide a complete gathering of

data for each of the indicators needed to evaluate. The reasons why both aspects are of utmost importance have been stated in the theoretical framework.

The complementary instruments which do not derive from any of the indicators help contextualise CLIL history lessons considering all possible actors and factors which may have an impact upon content acquisition as well. Hence, the book analysis, the interview with the teacher and the class observation notes create a mental image of the whole situation and allow the reader to take a global perspective of the research experimental group.

In addition to this, these instruments have been drawn up to be implemented taking into consideration the difficulties students might encounter (Gregorczyk, 2012) such as lack of enough range of foreign vocabulary, complicated topics, fear of speaking, lack of materials or problems regarding homework and autonomous work; and last but not least, the ways students try to overcome such difficulties.

4.5 PROCEDURE:

The procedure for data collection consisted of various steps and scenarios. To begin with, there was need to contact the high school in which the analysis would be carried out. That involved contacting the *PILE* coordinator and, consequently, the CLIL history teacher. Secondly, some arrangements were held in order to schedule timetables depending on the need of the research and the regular development of the lessons. It has to be mentioned that only group analysis was carried out and individual differences in students' performance were not researched.

The days arranged were Thursday the 9th of May and Tuesday the 14th of May 2019. The first meeting session consisted of a short talk with the teacher to get information about the usual development of lessons, the use of the book and the dynamics and teaching styles that were implemented in class. Additionally, the first class observation took place. Besides, there was time later to gather a compilation of assignments already realised by the students in order to analyse the item which required task analysis. The second session consisted of a class observation as well and the completion and immediate return of the surveys.

With regard to my presence in the sessions, I firstly let students and teachers know who I am, my purpose for collecting data and where I come from. Accordingly, I asked them whether they would like or agree to participate voluntarily in my research. Once permission was obtained from all the participants providing data, I ensured my presence in the classroom would not interfere with their attitude, conceptions or opinions and the development of the lesson would be as it is on a regular basis.

In reference to the task analysis, I was allowed to take the task sheets outside the school in order to analyse them. As arranged, by the second session spent at the high school I had to return them to the teacher who checked there was no assignment missing.

Regarding survey data collection, I took time to explain both in English and in Catalan what all the items in the survey consist of in order to avoid misunderstandings. As mentioned before, I did not intervene in their responses and remained neutral and unbiased when drawing results.

Students were informed that the information provided would be confidential and the findings would be anonymous.

In terms of rapport with the agents taking part in the data gathering process, the relationship with the CLIL history teacher and the PILE coordinator, as well as a few other English teachers, the rapport was cordial and correct. Inside the classroom, the teacher and students also had a good rapport. Surprisingly though, the Catalan language was more present than expected. According to the information gathered during the first meeting with the teacher, students studying CLIL subjects are not obligated by law to do the exams in the foreign or additional language.

It has to be mentioned though that far from firstly considering I would be an external actor in the classroom, as I did not do my practicum in the cited high school, I found myself as a researcher having met and knowing some of the students in the classroom. That was due to my former experience as an English teacher in a non-formal education school. However, I personally believe that I was able to avoid any bias in rating even some personal knowledge of participants and, eventually, it has been an independent evaluation.

5.   RESULTS AND DISCUSSION:

In this section, the results of the research project will be analysed and discussed according to the established aims and in the proposed order as in section 3.2 Aims.

Both quantitative data from surveys and task analysis and qualitative data from textbook analysis[4], class observation[5] and the interview[6] will be taken into consideration when analysing the outcome. Research in social sciences such as education does not only need to be supported by quantified ratings and scales but also by trends in perceptions and behaviour.

1) To identify the following aspects in a CLIL classroom setting (English and Social Sciences) regarding content acquisition in 2nd of ESO

1) *Specific historical lexicon*; cognitive competence:

  ➢   The first instrument of this indicator is a survey among students regarding <u>vocabulary acquisition</u>.
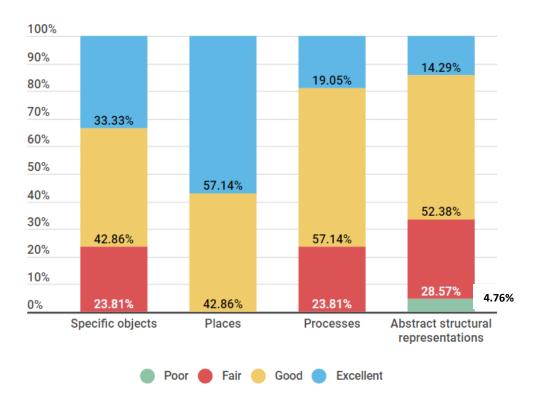

Figure 1.1 Vocabulary Acquisition

As can be seen from the figure above, there is strong evidence that students acquire and understand all types of historical lexicon items. The response shows that historical vocabulary regarding geographical features and places is acquired to a very high standard by more than half of the sample group and that the rest acquires it to a reasonable standard. In terms of specific objects, one third of the class has no problems in learning it and almost 43% gains the

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[4] The textbook analysis is detailed in the annexes (2).
[5] The class observation notes are detailed in the annexes (3).
[6] The interview notes are detailed in the annexes (4).

new lexicon correctly. As for the 24% remaining, they consider their acquisition as sufficient. 24% of the students surveyed also consider fair the acquisition of processes such as the *Industrial Revolution* or the *mummification in Ancient Egypt*. Interestingly though, there are only 19% of students who feel they master the vocabulary related to historical processes. Similarly, just fewer than 15% of students believe they succeed in comprehending abstract structural representations such as the *Feudal system* or *Franco's dictatorship*. Although more than a half of the group sample do not have difficulties in comprehending abstract representation, a significant third of participants do not feel they understand these representations.

These results can be perfectly related to qualitative data provided by both the interview with the teacher and the class observation. The teacher pointed out that, even though they generally acquire new vocabulary successfully, he needs to adapt explanations and create glossaries so that they can get used to the new words and their meaning both in Catalan and in English. The important fact, he stressed, is that the lexicon and concepts are also new to them in Catalan. This argument can explain the difference among specific vocabulary acquisition: familiar words and previously studied lexicon in Catalan such as *coin*, *photograph*, *castle* or *military fort* might be easier to acquire rather than possible new expressions such as the *Feudal system*. Besides, the more complex the definition of the keyword is the more difficult students find it to include it on their range of vocabulary.

In addition to this, as observed in the class setting, half of the message is conveyed in Catalan due to translating aid when explaining new content and referencing the book or the Power Point resource. This factor helps students become familiarised with the word and at the same time, understand its meaning. Therefore, it is obvious that if students recall the word from their own language it is easier for them to acquire its meaning instead of a new complex concept.

> ➢ The second instrument of the indicator is a survey regarding vocabulary acquisition responses taking into account Language of and for Learning (Coyle, Hood, and Marsh, 2010).
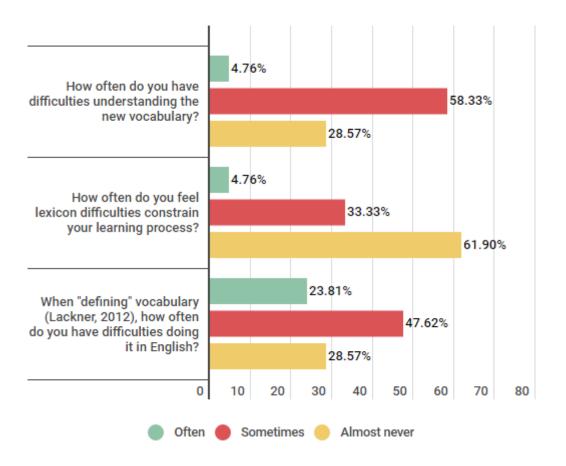

Figure 1.2 Vocabulary Acq. Response 1

The chart above shows the results obtained in questions 1, 3 and 4 of the second survey model from the *Specific Historical Lexicon* indicator, due to the same category in their answers a), b) and c). It is apparent from this table that more than half of the participants do sometimes have problems understanding the new vocabulary. I would not claim that they do not acquire it but that they need to work on it for some time in order to incorporate it into their historical lexicon. This statement is confirmed by the next response, as the vast majority of the participants do not feel their learning process is constrained due to vocabulary acquisition. It is clear though that a third of the students do still believe problems with lexicon in an additional language can sometimes undermine their learning process. What is interesting in this chart is that when students need to convey a particular concept in English more than 70% of them find it challenging at the very least.

The following two graphs correspond to questions 2 and 5 of this second survey of the indicator.
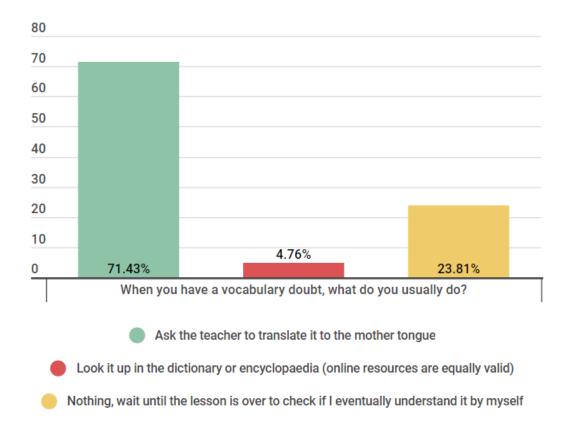

Figure 1.2 Vocabulary Acq. Response 2

From this graph, it is clear that when students face a word or an expression in the foreign language which they do not understand, the vast majority of them tend to ask the teacher to directly translate it into their mother tongue. Few participants prefer to wait until the end of the lesson, to check if they come up with the meaning or an approximate meaning by themselves. Apart from that, it is clear that the usage of dictionaries or encyclopaedias is decreasing considerably.
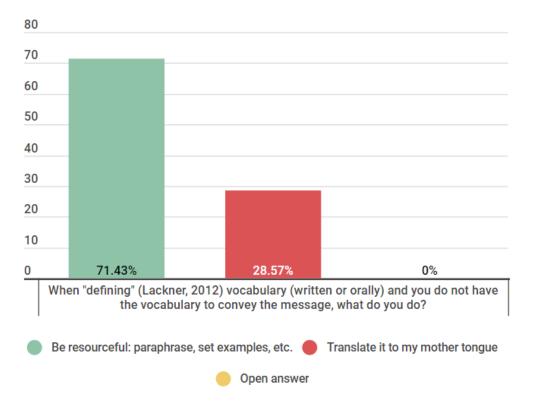
Figure 1.2 Vocabulary Acq. Response 3

Data from this graph can be compared to data in *Figure 1.2 Vocabulary Acq. Response 1*. Interestingly, in the mentioned chart it was stated that when students need to understand a particular concept in English more than 70% of them found it challenging at the very least. Nevertheless, in the light of these results, more than 70% of them try to be resourceful and keep making the effort to express it in the additional language instead of translating to their mother tongue. Therefore, with regards to reading or listening comprehension, it is easier for students to ask directly the teacher but when it has to do with expression skills, they make the effort to convey the message in the additional language instead of restoring to the use of their mother tongue.

In connection with this, the teacher agreed that the more difficulties they have the more effort they make, the more they work and the better marks they get. Besides, Hunt (2011) as cited in the theoretical framework, stated that as students have to concentrate more due to being taught language and content at the same time, they make outstanding progress in the subject.

2) *Sequencing events throughout history*; cognitive competence:

The instrument used to gather data about this item was a survey among students.
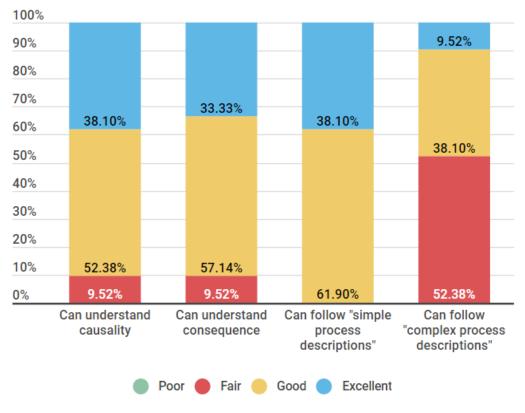

Figure 2 Sequencing historical events

The graph above presents the results of the *Sequencing historical events* indicator. There is a similar trend in qualifications by participants regarding their understanding of causality and consequence and their ability to follow simple process descriptions such as procedures or structured outlines of steps. What is necessary to highlight is that more than half of the students find it arduous to follow complex process descriptions such as the Industrial Revolution or WWII.

3) *Observation and comprehension of a historical resource*; metacognitive competence:

The instrument of this item was a task analysis as stipulated in section 3.2 Aims. It is essential to note that participants (2nd of ESO students) do not work properly in depth on text analysis, essays or text reviews yet as it is not scheduled in the school curriculum. For the reader's perusal, the correct answers to the task are detailed in the annexe (5).
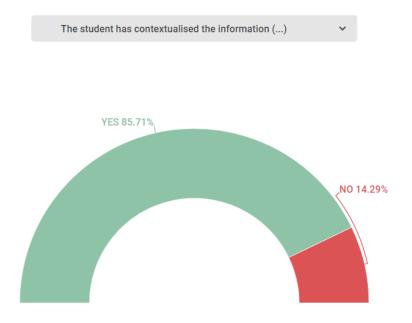

Figure 3 Comprehension of a source 1

When participants were asked to identify who gave and who received the land in each of the original texts, the number of correct answers was very encouraging. Actually, the answer was within the text and it only required reading comprehension skills. Therefore, a large number of participants were able to contextualise information by relating it to the information already available in the text.
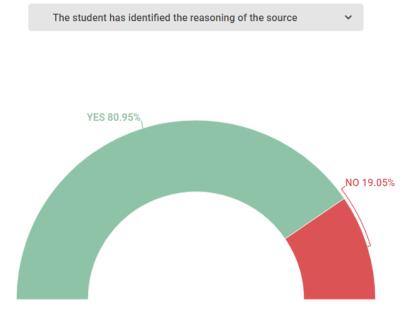

Figure 3 Comprehension of a source 2

In line with the previous results, the majority of students (80%) also succeed in identifying the reasoning of the text. In this case, they were able to distinguish the conditions of the resettlements indicated in each of the texts.

4) *Interpretation and argumentation of a historical resource*; **metacognitive competence:**

The instrument of this item was the same task as in the previous indicator, even though descriptors are not the same.
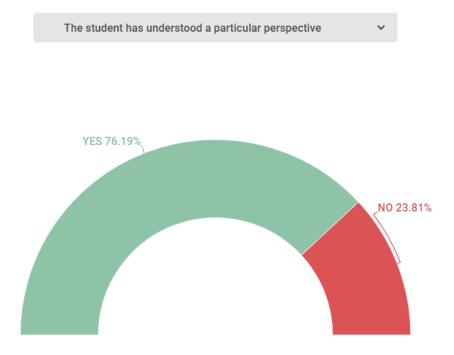

Figure 4 Interpretation of a source 1

In response to the question "what types of resettlement are described in A and in B?" which implied understanding whether a particular perspective (in this case, type of resettlement) was being conveyed, 70% of the participants answered it correctly. The overall outcome of this item is quite encouraging.
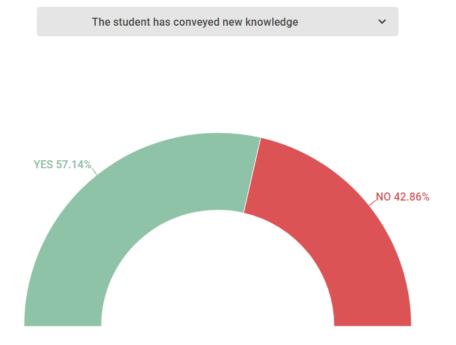
Figure 4 Interpretation of a source 2

The correlation between Figure 4 Interpretation of a source 1 and Figure 4 Interpretation of a source 2 is quite remarkable. There are 20% fewer correct answers than in the previous chart. The major difficulty of the task was to convey new knowledge such as defining the types of resettlement that took place during the expansion of the Christian kingdoms. This decrease of correct answers is both comprehensible and surprising at the same time. It can be comprehensible taking into account the increased levels of difficulty students have acquiring concepts such as *abstract structural representations* and following *complex process descriptions*, presented above. In contrast, it is surprising that once the students succeed in identifying the type of resettlement, they were not able to define appropriately what each of them consists of.

5) *Critical sense and spirit of dialogue with full respect for the ideas of others*; **socio-affective competence:**
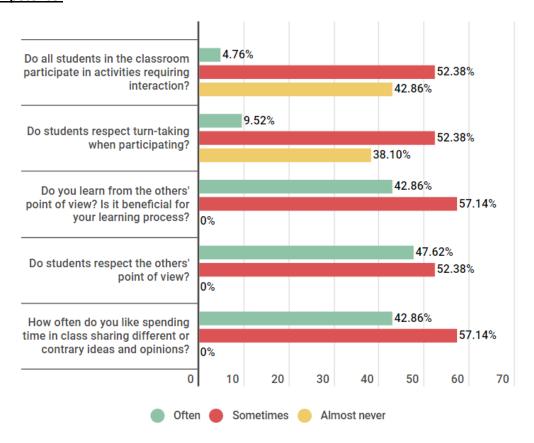

Figure 5 Participation and dialogue

From the chart above, it can be seen that most learners' perceptions of interaction in class is not very positive. The overall response to all the questions in the survey was that students "sometimes" are engaged and enhance classroom interaction. More than half of those surveyed sometimes believe they and their classmates participate, respect turn-taking, learn and value the opinions of others and like sharing opinions in class. Interestingly, when referring to the performance of the whole class in terms of interaction (Question 1 and 2), on average 40% of students believe that classmates almost never participate or respect turn-taking. On the contrary, when referring to personal value of dialogue and debates in class (Question 3, 4 and 5) more than 40% often enjoy and benefit from these experiences in the classroom.

These results are complemented by the class observation notes, which in fact, showed how students found it difficult at times to respect turn taking. Moreover, while it is true that they demonstrated overenthusiasm at times when correcting and commenting on activities, engaging students in fruitful debates was quite difficult and it was more of the teacher's role to engage them. It has to be noted that during the class observation period there were no such activities planned in the syllabus. In addition to this, it was noticeable that class cohesion has been achieved and that when it comes to helping and valuing opinions of others, students have a positive attitude.

35

2) To identify the strengths and weaknesses of each of the items regarding content acquisition, metacognitive and socio-affective competences and suggest possible ways to work on them efficiently

In the light of these results, I can claim that as far as content acquisition is concerned, CLIL learners do have a few drawbacks. For instance, they find it difficult to understand complex vocabulary, follow complex descriptions and historical trends or convey content messages both written and orally. However, it is highly positive that students do not generally feel these difficulties constrain their learning process; on the contrary, they motivate themselves to be resourceful and make a greater effort in their education.

In reference to the learners' metacognitive competence, they do succeed in response to the individual task given. Yet, the weakness identified was, again, to convey the content message correctly. That means it is not a matter of CLIL implementation but a matter of, as the teacher pointed out, historical content itself.

With regard to the socio-affective competence, I can claim that CLIL history lessons are not an essential item to provide students' enhancement regarding classroom interaction. On this basis though, it does not mean that the CLIL context is detrimental in this respect. One of the most remarkable strengths is that students' appreciation of their classmates' opinions are regarded as extremely valuable.

In terms of further research and future prospects, these statements require CLIL history teachers to work deeply on the understanding of complex historical lexicon and trends in political, economic and cultural history. As mentioned by the teacher, translating this specific vocabulary into the mother tongue seems to help students' comprehension. In connection with this, a coordination of syllabus with the additional language teacher seems to be a suitable option in order to practise oral and written expression, so that students feel more comfortable when conveying content message. Furthermore, interactive projects should be promoted by trying to incorporate activities of personal significance which challenge students. Moreover, enabling participants to draw on multiple sources and freedom of choice in interactive activities and projects would also help substantially. Finally, it is important to come to a widely accepted agreement on the exact definition of CLIL so that CLIL teachers are able to benefit from experiences and knowledge acquired in various educational settings.

3) To gather participants' perceptions regarding the issues above: teacher and students' perspectives and points of view, and

4) To gather additional information concerning learning tools which are complementary to the students' learning process

It can be stated that there is a notably deep learning of content in class where such content is taught in English. It is probably not because of a richer classroom interaction but because of the teacher's interactional strategies and type of activities. There is a great deal of scaffolding, abundance of examples and repetition and clarification of concepts (Rosi, 2018) both regarding the additional language and subject-specific content. Thus, these concepts are translated into the learners' mother tongue whenever arduous concepts or significant doubts arise.

It is clear that CLIL puts disciplinary teachers face to face with language difficulties, which evokes the teacher to find solutions. In this sense, both the teachers' attitude in class and the lesson plan implemented have an impact on disciplinary teaching as a whole, not only on students' historical competence but also on their linguistic competence.

It has been difficult to evaluate students' repertoire of discourse functions as they do not work yet on text reviews, but in reviewing the results, learners struggle with expressing correct messages. This is not largely due to language constraints but to content-specific characteristics. In this respect, students cannot relate new specific historical concepts to previous knowledge, which the teacher drew attention to in the interview. The vast majority of the content is new for them and may be influential to the students struggling in comprehension and expression. In addition, the textbook used includes a higher level of both language and content. There is even a complete offer of supporting resources on the web book, yet the materials in the textbook are not very well adapted to students' and teacher's needs in a 2nd of ESO CLIL history classroom.

Nonetheless, there were some additional mechanisms and strategies in the CLIL classroom which compensated for the linguistic and content-specific obstacles that the teacher and students applied in order to overcome constraints in the CLIL classroom (Lyster, 2009). On the one hand, when investigating conscious attention to content in CLIL immersion classrooms I could find one constant feature: participants' views concur in giving prime importance to vocabulary understanding, knowing the right definitions and being able to name the facts and concepts which are central to the subject in question. This factor motivates them to make a greater effort and become more resourceful in order to achieve the requirements of the subject. Besides, the teacher has also been acting as a facilitator not only by innovating in classroom development and adapting the content from the textbook, but also by creating a friendly classroom atmosphere and a safe and enriching environment.

From a general perspective, the present results indicate that CLIL has a positive effect on cognitive, metacognitive and socio-affective development. CLIL not only positively affects content acquisition but also language learning, as mentioned in the theoretical framework. According to the teacher interview, more than half of the students began the course responding to exam questions in Catalan (as has been mentioned before, they are not obliged by law to do them in the additional language) and by the second term all of them had changed into using the English language for that purpose. This indicates that CLIL also increases students' metalinguistic awareness. In consequence, I can claim that CLIL very probably stimulates learners in such a way that more than one aspect of the learning process is influenced.

6. CONCLUSIONS:

This research intended to add a piece to the puzzle of understanding a range of overall learning competences taking place in CLIL, by analysing the effects of CLIL upon content-specific outcomes. A general overview of these results confirms that content and the improvement in cognitive, metacognitive and socio-affective competences are notably acquired. Therefore, the undeniable difficulties in studying a non-linguistic subject in a foreign language appear to be compensated by increased effort made by both students and teachers, thanks to the change of ordinary teaching methodology towards more stimulating and adapted classroom practise.

However, some issues should be taken into account before coming to a definite conclusion. It is recommendable to broaden the sample for a deeper analysis. The study held among twenty-one students may not be enough for data collection to reach a definite conclusion. Besides, only group analysis was carried out and individual differences in students' performance were not researched. Moreover, the indicators and the consequent instruments used may not be sufficient for a proper completion of an outcome. In connection with this, caution is needed because of other possible explanatory factors which have a significant influence on content acquisition in CLIL history classroom settings.

These findings further support the idea that students tend to underestimate their capacity to study content-specific issues in an additional language (Rosi, 2018). For instance, they resort to translation when they need to understand vocabulary but they strive to convey it in the additional language. Learners do perform accurately in CLIL history thanks to their implication and devotion to their learning of both historical content and additional language. However, students do need to strive to achieve these results. For instance, they tend to resort to the teacher or to translation instead of relying on academic material such as the textbook. All in all, such characteristics are profitable in order to bridge the gap between the comprehension of language-specific and content-specific learning in the present-day educational challenge of CLIL. With all this, I can claim that the objectives established were positively accomplished and the overall view of results is very encouraging.

In terms of literature research, having decided to work within the framework of education and social sciences, and specifically in a little explored topic, I found relatively little guidance on the implications of the theory for the design of empirical research. In this sense, it was not that there is a lack of successful research carried out among content acquisition around Europe nor of the components of historical competences but the difficulty to adapt them into the Catalan competency model. From my perspective, it seems I could combine historical learning components within the competences specified in *Competències Bàsiques de l'Àmbit Social; Ciències Socials: Geografia i Història* (*Planificació i despelgament a l'educació secundària obligatòria*) (2015) and the items scheduled in the aims.

Apart from that, on a personal level, this research has been very enriching. Carrying out this study will certainly affect my professional development as a teacher in a positive way. Although I have a degree in History and I am familiar with the topic, I have never had the chance to involve myself to its teaching methods and other influencing agents in its implementation.

When I began working on this dissertation my greatest fear was not finding enough literature about the topic. Luckily I was able to gather enough references, which allowed me to have an idea of the current situation regarding CLIL history and content acquisition in CLIL. In the end, I was able to find enough similar studies from which to take examples of how to create and organise the overall study.

Furthermore, one of the most demanding periods throughout the development of the research was to adapt the information taken from the literature review into data gathering instruments and, furthermore, and creating them according to the Catalan education model of History and Geography. In connection with this, I found myself with quite a lot of information and I should mention I struggled to focus on the strict aims and to establish limits to the project.

Alongside these little constraints, a major limitation appeared regarding the school's willingness to collaborate in the research. After I had confirmed my data gathering process in the school since months ago, they seemed to be quite reluctant at first to allow me to stay in the classroom observing. Moreover, I would like to mention that one of the early objectives of this study was to compare content acquisition among students of 2nd and 4th of ESO. To my surprise, once at school I was told not to attend 4th of ESO classes nor to hold the study among them. This fact obviously forced me to eliminate two rubrics I had previously created as instruments regarding comprehension and interpretation of historical resources. As I mentioned throughout the dissertation, 2nd of ESO students are not used to doing text or graph analysis, so I personally feel these indicators have failed in terms of accuracy of the data provided. Moreover, I must mention that I had to eliminate another instrument that I had already prepared because of the teacher's hesitancy to allow me to revise and take part in students' working processes. It is also remarkable that the little data collected during class observation responds to the negativity in not allowing me to stay longer hours to do class observation.

The fact that I had to overcome such difficulties forced me to adapt and re-create new instruments so that all the indicators scheduled in the aims had a tool for data collection. Nevertheless, seeing it in perspective, carrying out this research project has allowed me to become more confident in a high school setting and to be more convinced that research in secondary education is very much needed in order to broaden current teachers' minds.

Apart from all this, I am content in having had the chance to go into depth in an aspect which has been interesting for me since I began this MA course: CLIL history. I feel that I have learned significantly and meaningfully about this challenging and fascinating topic.

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8. ANNEXES:

(1) ***Competències Bàsiques de l'Àmbit Social; Ciències Socials: Geografia i Història (Planificació i despelgament a l'educació secundària obligatòria) (2015)***

The historical dimension refers to knowledge and skills that help students develop the consciousness which would allow them to build their historicity, as a result of the understanding of the relationships between the past, the present and the future, as well as historical simultaneity. The specific competences chosen for this study regarding this dimension are the following:

Competence 1) To analyse the changes and continuities of events or historical phenomena to understand historical causality.

Competence 2) To apply procedures of historical research into the questioning and the analysis of sources in order to interpret the past.

Competence 3) To interpret that the present is the product of the past in order to understand that the future is the result of current decisions and actions.

Competence 4) To identify and value individual and collective identity to understand their intervention in the construction of historical subjects.

The geographical dimension allows students to garner the spaces and surroundings where they develop their daily life, appreciate them and identify themselves territorially and culturally. The specific competences regarding this dimension are the following:

Competence 5) To explain the interrelations between the elements of the geographical place, to manage the human activities in the territory with criteria of sustainability.

Competence 6) To apply the procedures of geographical analysis from the search and analysis of various sources, to interpret the place and make decisions.

Competence 7) To analyse different models of political, economic and territorial organization, and the inequalities that they generate, in order to value how they affect people's lives and make proposals for action.

The cultural and artistic dimension implies developing an attentive, open and critical look to interpret and enjoy the artistic and cultural factors, and to know how to relate them to different social, geographical and historical contexts. The specific competences regarding this dimension are the following:

Competence 8) To analyse cultural manifestations and relate them to their creators and their time to interpret the various worldviews and their purposes.

Competence 9) To value the cultural heritage as an inheritance received from the past, to defend its conservation and to encourage future generations to take ownership of it.

Competence 10) To value one's own cultural expressions to promote the construction of personal identity in a global and diverse world.

Finally, the citizenship dimension aims to favour the construction of personal commitment, critical thinking and the necessary skills that contribute to the achievement of a freer, fairer, more equitable and cohesive society. The specific competences regarding this dimension are the following:

Competence 11) To form one's own criteria on relevant social problems to develop critical thinking.

Competence 12) To participate actively and in a committed way in projects to exercise the rights, duties and responsibilities of a democratic society.

Competence 13) To speak out and be committed to the defence of justice, freedom and equality between men and women.

(2) Textbook analysis:

Geography and History 2.1 The Middle Ages & Geography and History 2.2 The Modern Age

Authors: M. García Sebastián (Head of Department of Geography and History in Secondary Education), C. Gatell Arimont (Head of Department of Geography and History in Secondary Education), A. Albet Mas (University Lecturer of Geography), P. Benejam Arguimbau (Professor of Social Sciences at the U.A.B.), M. Casas Vilalta (University lecturer of Social Sciences), P. Comas Solé (University lecturer of Social Sciences) and M. Oller Freixa (University lecturer of Social Sciences).

Vicens Vives Publishing, 2016; p. 282. ISBN: 9788468238159

- The <u>Student's Book</u> includes Warm-ups, Follow-up interactive activities, presentation of content, comprehension activities, exercises for applying knowledge, activities for developing basic competences and complementary projects in every unit.

- The <u>Teacher's Book</u> includes answers to the student's book. In addition to this, a teacher's file with classroom programming (competences, objectives, contents and evaluation criteria), exams, assignments and answer keys, attention to various activities (revision and extension) and complementary material such as curricular projects, internet resources, bibliography and audio-visual material.

- <u>Online and interactive resources</u> include self-correcting activities, audio-visual materials such as presentation of the content with animations, summaries of the different sections of the unit in PDF format, glossaries and forums for students and teachers.

Items to take into account: (López-Medina, 2016)	
Learning outcomes for learning are specified.	They are better specified in the web book (offline) rather than in the book itself. Even so, the table of contents and the expected competences to be achieved are mentioned ad the beginning of each unit.
The content is appropriate for the students' age. It provides support to simplify content (scaffolding). The activities suggested for practising the content are enough.	The quality of the content is quite appropriate although there is too much quantity of it. That means the teacher needs to select and adapt presentations and explanations. There is no support to scaffold the content, just the summaries of units provided in the web book. There are enough activities to practise content; notably it is relevant that students can learn at their own pace due to self-correction activities in the web book.
The activities are cognitively appropriate for the content. There is authentic material at	There is enough authentic material but much of it is too difficult both in content and

an appropriate level.	language.
Activities activate previous knowledge. It relates written work to structures and vocabulary practised orally.	Actually, the book in general is quite difficult for students to follow in terms of knowledge, as there is too much content and the vocabulary is quite specific.
There is appropriate sequencing of vocabulary (load and re-entry). It presents vocabulary in appropriate contexts and situations.	The vocabulary is well sequenced and well presented. It is rather difficult for them and they need translation. However, both in the paper book and in the web book there are glossaries which can help overcome such difficulties.
It is considered proficiency level of L2. The number of new words in each module is appropriate to the students' level of L2.	It does not consider the proficiency level of L2. The book assumes the level is a B1-B2 and at this stage, students doing CLIL, do not have this level yet.

(3) Class Observation Grids:

<u>Thursday, 9th May 2019 (9.50 a.m. – 10.45 a.m.):</u> Gothic architecture

Specific historical lexicon: -What kind of lexicon difficulties are there in the classroom? -Are they due to translating? Are they due to meaning? Would it make a difference if translated? -How many difficulties can the researcher count and identify?	-Introduction with PPT in English. T explains the lesson shifting from English to Catalan. -Shifting into Catalan helps students a lot as they can read vocabulary in English in the PPT, they can check pronunciation in English and get familiar with the word but at the same time understand the meaning of the new vocabulary. → It is like a reading comprehension with translation aid. -As half of the message is conveyed in Catalan students avoid having doubts and the repetition of concepts. → Students make autonomous connections between expressions in Catalan and in English. -At the same time, having the PPT in English helps checking the spelling. (Some of these items correspond to Language acquisition, not content! Attention!) -By the end of the lesson, T gives back exams. He draws the attention of the students to a common mistake they made in the test: Medi**e**val, instead of Medi**a**val. He assumes the mistake is due to translating from the Catalan pronunciation. He warns them that these little mistakes may not affect vocabulary acquisition but rather comprehension of words. -Vocabulary worked on in class: Flying buttresses, archivolts, mullion, ribbed vaulting, gables, tympanum, buttress, pinnacles, rose window, stained glass window and pointed arch. → There is help from SB illustration + help from a short video about the building of gothic cathedrals in Spanish.
Sequencing events throughout history: -Are there any problems regarding sequencing events throughout history during the lesson? If so, what kind?	-T sets context and reminds students that Gothic architecture is located in time between Romanesque architecture and Renaissance architecture.
Observation and comprehension of a historical resource (text, graph, etc.): -Are there any problems regarding comprehension of a historical resource during the lesson? If so, what kind?	-Moving around the class and checking SB, it can be confirmed that some activities are level-appropriate and some others are of a higher level.

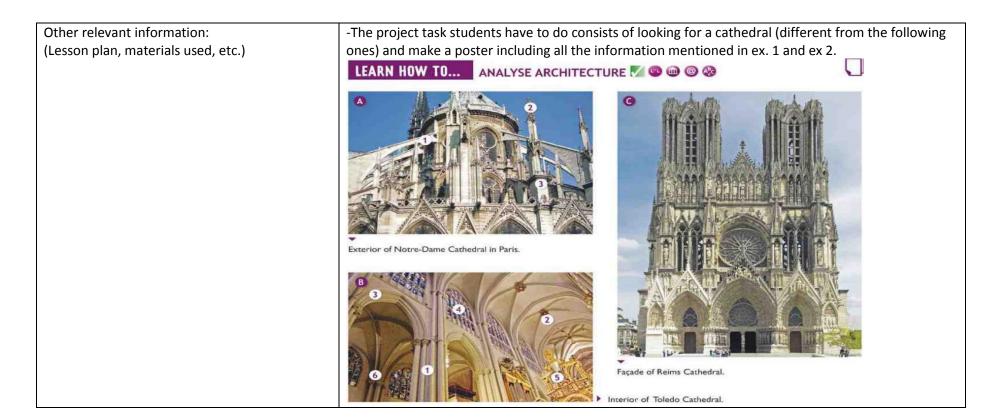| Interpretation and argumentation of a historical resource (text, graph, etc.): -Are there any problems regarding interpretation of a historical resource during the lesson? If so, what kind?	-Moving around the class and checking SB, it can be confirmed that some activities are level-appropriate and some others are of a higher level.
Critical sense and spirit of dialogue with full respect for the ideas of others:	
Does the teacher moderate the debates / discussions?	Yes │ T asks about whether students have had problems when doing homework. He cultivates a good rapport with students and gains respect by doing so. -He promotes interactive activities and makes students participate when correcting (making them write on the board, a competition, etc), so he uses new strategies to motivate them. *Rosi (2018) said that CLIL teachers needed to implement new teaching strategies in order to motivate students. -He keeps guiding students with flashcards, relating content to previous units, tasks and periods. Good references!
Do they respect turn-taking?	-Not much. Today some of them were not respectful due to overenthusiasm to participate!
Do students accept and respect the opinions and ideas of others?	-There is no interactive activity as such in order to complete this part correctly. But, Yes │ when correcting activities and a student makes a mistake on board and the others tell her assertively so that she can correct it. There is no tension, quite the reverse.
Do students value the opinions and ideas of others?	-There is no interactive activity as such in order to complete this part correctly. But, Yes │ when correcting activities students congratulate their classmates!
When discussing, do students express themselves assertively?	Yes │ Students seem to have a good rapport with each other.
When discussing, are there significant roles in class? If so, what are they?	Yes │ There are leading roles in class and passive roles among students too.

Other relevant information: (Lesson plan, materials used, etc.)	-There are a lot of volunteers to correct activities on board and to participate in the out loud reading activities. → Students participate a lot. -In general, the vast majority of students are paying attention. -Note that the level of the book is quite high. -Note that the lesson today is like a Plurilingual lesson: Explanation in Catalan and English + PPT, activities and SB in English + Video about the building of gothic cathedrals in Spanish.

Tuesday, 11th May 2019 (8.55 a.m. – 9.50 a.m.): Gothic architecture

Specific historical lexicon: -What kind of lexicon difficulties are there in the classroom? -Are they due to translating? Are they due to meaning? Would it make a difference if translated? -How many difficulties can the researcher count and identify?	-T asks for doubts from the last session. There are no questions. → Does this mean the vocabulary has been acquired? - Vocabulary worked on in class: Metalworkers, carpenters, hoister, peon, marble cutters, builders, master builder and stonemasons.
Sequencing events throughout history: -Are there any problems regarding sequencing events throughout history during the lesson? If so, what kind?	
Observation and comprehension of a historical resource (text, graph, etc.): -Are there any problems regarding comprehension of a historical resource during the lesson? If so, what kind?	-After the project (see "Other relevant information" row) is detailed, students start working on it. → They can identify the type of source they have to work on. → They have some difficulties regarding extra information that should be attached to the project (see task 1.Presentation in the "Other relevant information" row).

Interpretation and argumentation of a historical resource (text, graph, etc.): -Are there any problems regarding interpretation of a historical resource during the lesson? If so, what kind?	-When students have to interpret and contextualise they have some difficulties. As for geography contextualisation, they feel comfortable and succeed. As for political trends and regimes they do complain it is quite difficult. *Note that text analysis is not worked on as such until 3rd or 4th of ESO. -If students can relate the new knowledge from a source to content already done it is perfect. It also depends on the students' level of historical competences, hard-working attitude and understanding of the topic of the source.

Critical sense and spirit of dialogue with full respect for the ideas of others:	
Does the teacher moderate the debates / discussions?	-He is really close to students and they value that. -He makes comprehensible statements and gives tips to students on how to do the task properly. -He allows students to be flexible when doing the project → Attention to diversity! -He first explains it to the whole class and later on he moves around and attends students individually while they are working on the project autonomously.
Do they respect turn-taking?	No │ During the warm-up, students seem to find difficult to respect turn-taking. Even though, it shows students' enthusiasm and participation. Yes │ When working, students raise hands and wait for the teacher.
Do students accept and respect the opinions and ideas of others?	
Do students value the opinions and ideas of others?	Yes │They talk about the Notre Dame fire. They have watched the news. They can relate it to Gothic architecture. They are very interested in others' opinions.
When discussing, do students express themselves assertively?	
When discussing, are there significant roles in class? If so, what are they?	Yes │ One student seems the homework and calendar organiser. Another one is worried about how to ease workload. There are a couple who complain sometimes. Then, there are non-participant but hard-working students and non-participating and lazy students.

Other relevant information: (Lesson plan, materials used, etc.)	-The project task students have to do consists of looking for a cathedral (different from the following ones) and make a poster including all the information mentioned in ex. 1 and ex 2. LEARN HOW TO... ANALYSE ARCHITECTURE Exterior of Notre-Dame Cathedral in Paris. Façade of Reims Cathedral. Interior of Toledo Cathedral.

1. Presentation

- Identify what each photo shows. Look for information about these three cathedrals. Find out when they were built and their principal characteristics.

2. Identify and describe the various features.

- **Photo A.** Identify the features marked by numbers 1, 2, and 3. What are their names and their functions?

- **Photo B.** Decide which numbers on the photo refer to the following features: central nave - side nave - pointed arch. Write a definition of each feature.

  What are the names and functions of the features marked by the other numbers?

- **Photo C.** A list of the basic components of a Gothic façade follow. Identify them in the photo.

(4) Interview to CLIL history teacher:

1) What is the approximate level of English when students begin the PILE project?
I do not know the approximate level of English when students begin the PILE project. As far as I know, their current level at 2nd of ESO is an A2+ / B1 while the level of the book is a B1+ / B2.

2) In order to find the right balance between content and language, is there less coverage of material regarding content and / or a slow lesson pace regarding the use of an additional language (Gregorczyk, 2012)? Do you agree with this statement? Why? Why not?
Yes, there is less coverage of material. However, we should take into account that the book includes a lot of content to be given. What I do is summarise the content for them, so they do not panic with all the content of the unit they see in the book. In reference to the second part, I can say the lesson pace was very slow at the beginning, during the second term. Students needed to get used to the development of the lessons, so it was very difficult to set a regular lesson pace. It also happened with their marks, they were very low during the first term but they have improved. It is a matter of getting used to the CLIL approach rather than specific difficulties.

3) Have you noticed at any time during the lessons that there is a need to shift focus between content and language?
I try to keep translating my explanations if I believe that the topic is quite confusing. This way they become familiar with the meaning of the new words. It usually happens with specific vocabulary. Sometimes there are aspects of the language such as "the passive voice" which they have not seen yet and I explain it to them. However, it is not something that happens on a regular basis, so it does not make the usual development of the lessons difficult.

4) Do you ever have the feeling of having acted too much like a language teacher during a particular stage of a content lesson (Dalton-Puffer, 2013)?
As I have just said, these shifts do not happen on a regular basis, so I do not have this feeling. Apart from that, I prioritise content among language.

5) Did you have the need to change the methodology of your lessons due to the additional language, such as interactional strategies, a lot more scaffolding, abundance of examples, repetition of difficult concepts both in the content and the additional language, etc. (Rosi, 2018)?
During the first term we –students and teacher- were all trying to do our best and get used to the CLIL approach. It is my second year teaching CLIL and my first year teaching 2nd of ESO. So, at the beginning, I started making Power Points for the students summarising the explanations of the book and I had to select activities. There is a huge difference of level between the book and the students, so it is necessary to select and adapt activities of any type. What is interesting is that with vocabulary, as the words are also new in Catalan, I try to create a glossary so that they get used to the new words and their meaning both in Catalan and in English.

6) Would you agree that students in the PILE project seem more comfortable with the additional language due to their trilingual education (students also have had subjects in French)? Why? Why not? Have you noticed any difference among them compared to the ones studying in their mother tongue?

Yes, they are. At least now I can see that. As I said, during the first term it was difficult for them, but they are very good now. They seem more used to the CLIL approach and they succeed in general. The other classes who are not taught through the CLIL approach reach the same goals, there is no remarkable difference.

7) Do you need to use the students' mother tongue in class? When? In which cases?

Yes, when there is specific and new vocabulary and for some complex explanations. Apart from that, when I have to explain to them something related to the English language.

8) Is classroom interaction more complicated in CLIL due to the use of an additional language? For example, do students suffer from fear of speaking (Rosi, 2018)?

It does not affect them much. As students know they are not obliged by law to do the exams in English, this eases the pressure of participating in English. Even so, throughout the course they have changed the language of the exam –they now write it in English- and they participate more in English in class in comparison to their attitude towards it in the first term.

9) Are there any difficulties you think students might encounter in class regarding content acquisition?

The obvious difficulty is that they study the subject in English. But the more effort they make the more they work and the better marks they get. So, in the end, it is a matter of attitude as it happens with the other groups who are not undergoing CLIL lessons.

10) What is your role as a teacher? Would you consider you act as a facilitator? Or do students need a lot more guidance due to the CLIL approach?

Now I try to act as a facilitator but at the beginning I was more of a traditional teacher. I had to guide them a lot, prepare them for almost everything but, as I said, there has been a change in dynamics in comparison to the first term. I have got used to what they need and I prepare it. Then, they have understood what is expected and how the lessons are planned. I usually start with the explanation and the glossary, then they work on the activities at their own pace and I keep moving around. Every two weeks I try to set a project, so they work cooperatively and autonomously, so I think I am a facilitator now.

(5) Answer key to task analysis instrument:

-Who gives and receives the land in each case?

Text A: Ermessenda and his son Berenguer give the land to some families / citizens.

Text B: García Fernando gives the land to faithful men / knights and noblemen of Castrojeriz.

-What are the conditions?

Text A: The conditions are to cultivate the land and build houses on it.

Text B: the conditions are to settle in and do not pay tolls for roads, passes or bridges. The noblemen have inherited the land.

-What types of resettlement are described in A and in B?

Text A: free resettlement

Text B: *concejiles* resettlement

-What was the difference between these types of resettlement that took place during the expansion of the Christian kingdoms?

Text A: free resettlements took place during the 8ᵗʰ and 9ᵗʰ centuries. Noblemen and women granted some of their lands to free peasants in order to cultivate the land and build villages on it.

Text B: *concejiles* resettlements took place during the 10ᵗʰ and 12ᵗʰ centuries. The monarchs gave the land to noblemen who had inherited it thanks to service to the monarch. In addition to this, there were no taxes to be paid but those noblemen should prevent the invasion of Al-Andalus.