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One Man Worth Ten Thousand: The Efficiency of the CLIL Approach in a Monolingual Class

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Proclamation of authenticity

I hereby proclaim that I have written this thesis while respecting the Citation-Plagiarism Guidelines of the Department of English Language and Literature of the Faculty of Education, Charles University in Prague.

In Prague, ...

Date   **Signature**

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Abstract

The thesis deals with the issue of non-native language instruction of content subjects in a Czech secondary education environment. This topic is viewed upon through the prism of Content and Language Integrated Learning (CLIL). The theoretical part discusses the learners' competences as defined by the Common European Framework of Reference for Languages, Krashen's Monitor Model theory, Interactive Hypothesis, Constructivism and Participatory Learning Theory and finally Vygotsky's theoretical concepts. The question is raised whether or not such an approach is feasible to be used in ordinary educational settings; which is addressed in the analytical part, which examines a CLIL project that was run. While discussing World War One, it combined the instruction of English and History. Consequently, the evaluation part of this thesis argues that CLIL is feasible, as it promotes the learners' competences and the whole set of their intelligences.

Anotace

Tato diplomová práce se zabývá tématem obtížnosti výuky obsahových předmětů v jazyce jiném než mateřském. Tento problém je řešen prostřednictvím metody Content and Language Integrated Learning (CLIL). Teoretická část rozebírá kompetence žáků podle Společného evropského referenčního rámce, dále pak Krashenovu teorii „Monitor Model", Interaktivní hypotézu, konstruktivismus a „Participatory learning theory" a konečně teoretické koncepty intersubjektivity a „zóny příštího vývoje". Je položena otázka, zda je vhodné CLIL aplikovat v běžném školním prostředí, což je posuzováno v analytické části, která popisuje průběh konkrétního projektu, realizovaného v jedné třídě pražského gymnázia. Projekt na tématu první světové války integroval výuku anglického jazyka a dějepisu. Evaluační část práce pak doporučuje CLIL jako vhodný přístup, který zlepšuje širokou škálu schopností a složek inteligence.

Obsah

Introduction

It is a truth universally acknowledged that the modern society has met profound changes in the past decades. Irrevocably, we are becoming a society depending on information sharing, as we are being flooded with an increasing dose of information every day. To find a meaningful place in our world, a person needs to discover and utilize a set of information sources; otherwise, there is a looming threat of being overwhelmed by such an unstoppable torrent. Thus, it is easy to become a slave to information and to those who control them. Educators need to reflect this new reality and prepare their students for both the perils and bounties of this "brave new world" we can see rising all around us. However, to do that, the old approaches to education are now not sufficient, as the conditions they were developed to fit no longer apply. To face this change of the paradigm, new approaches are being developed.

One of those novel tendencies is Content and Language Integrated Learning, or CLIL. As we shall see later on in this thesis, CLIL can be defined as an approach that uses a non-native language for instruction of a content subject in a school environment. This, of course, is not the only characteristic of CLIL and it shall be differentiated further in due time. For now, suffice it to say that CLIL and similar approaches were developed because of a certain skepticism towards in-school language education, as it is felt that ordinary classrooms just do not provide enough language for students to acquire. If a non-native native language becomes the mode of ordinary communication, however, we can expect language acquisition to occur at a much faster and profound pace. This, then, was the means the founders of CLIL and the related approaches tried to face the information revolution we are now experiencing. For it is assumed that if students are able to link some content with a non-native language, suddenly that respective foreign language will stop being a means for more or less irrelevant small talk (see the topics of English lessons: food, holidays, family,…) but it will become a means for gaining new information. Thus, CLIL is a step for the students' self-reliance.

The thesis, then, is meant to bring CLIL into life. To do that, a theoretical research

was made and a CLIL project prepared and conducted, its proceedings noted down and analysed. This text is the product of such an effort.

The thesis is divided into three parts. First, it explores the theoretical grounds of CLIL, suggesting both the principles that stand behind it as well as the practical implications that ensue from it. Second, the analytical part follows. To put a sound basis for theory, a month-long CLIL project was undertaken. The analytical part covers its progress while keeping an eye on any possible difficulties students might have had and commenting on the ways they have dealt with them. Analysis is followed by evaluation of the project itself where all the participants in the project have their say. Therefore, both student's and teacher's opinions are discussed and they are followed by the final word of the author of this thesis on the success or failure the project has encountered. Finally, the evaluation part provides the answer to the central question of the thesis, which is as follows: whether or not is Content and Language Integrated Learning an elitist approach that enables it only to the best and brightest to acquire both language and content in a non-native language school environment.

1 Theoretical part

1.1 Introduction and methodology

Prior to starting the thesis at all, it is necessary to lay solid foundations for various plurilingual approaches one may encounter while exploring the rich field of integrating second language education and content education. Doubtlessly, this host of methods did not come to existence in the last few decades coincidentally and there are historical reasons for their emergence. We shall briefly touch this historical background, exploring the predecessors of CLIL both old and new, thus clearly differentiating CLIL from both its methodological forebears and contemporaries. Before doing that, however, it is necessary to acquaint the reader with the fundaments of such approaches, so that we are familiar with the attitudes and insights that form the starting points of bilingual education and are actually the principles that drive it. When we have discussed the common grounds, it will be feasible to delve into CLIL as such, as it is felt that both CLIL's nature and definition can be appreciated more thoroughly if the reader is familiar with the philosophies that stand behind it.

Further still, when discussing the theory, it will be gradually more and more apparent that it is closely connected to its applications. In order to elucidate the theoretical body of CLIL, examples from the project will be occasionally used as it might well be that without them the theoretical part would have been too detached and resembling an ivory tower too much. Also, the examples will be used both to support and contradict some notions the theorists have proposed.

Moreover, given the dual nature of CLIL, this thesis shall deal with the ways CLIL can approach English as a foreign language (EFL) and content – in our case History. However, since this thesis is meant to be presented to the Department of English, the stress in the theoretical part was laid on the linguistic half. However, as it is felt that History is very close to the concepts of Culture that are stressed both by mandatory second language education and by prominent scholars, the ways for approaching History will be discussed in the end of the theoretical part in a section on Culture. Even though it is possible that it was credited with smaller space than it

probably deserves, the role of History in this thesis should not be underestimated. For it is one of the side purposes of this thesis to show the power of narrative structures in second language education and the integral role History can play in this effort. Thus, the sections on History can be seen as the climax of the theoretical part.

Finally, and most importantly, the theoretical part is intended to provide both data and arguments for the central question of this thesis: whether or not the difficulties that CLIL imposes upon its students do not effectively prevent the majority of learners from learning, as only the elite can be expected to both deal with and utilize CLIL. The main source of data can be of course found in the analytical part of this thesis and that is why the theoretical part is more descriptive rather than argumentative. However, at some point the arguments will be foreshadowed and the problematic areas of CLIL described and the ways for dealing with these problems suggested.

1.2 The basics, the cornerstones, the competences

Common European Framework of Reference for Languages (CEFR) distinguishes two types of multiple language occurrence in a society. First, **multilingualism** is the "knowledge of a number of languages or the coexistence of different languages in a given society" (CEFR, 4). Conversely, we can speak of **plurilingualism** in association with individual people and their mastery of multiple languages. However, this mastery is not seen as the ability to put the several languages a person can study into separated mental compartments[1]. Rather, these languages "build up a communicative competence to which all knowledge and experience of language contributes and on which languages interrelate and interact" (CEFR, 4). Nowadays, apparently, it is not suitable for teachers to present language as an abstract, grammatical and syntactic system, nor is the aim of language education "seen as simply to achieve 'mastery' in a language, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory in which all linguistic abilities have a place" (CEFR, 5). It matters more what the learners are

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[1] Despite these definitions, the terms can be often seen as mutually interchangeable in scholars' texts.

able to do *with* a language rather than what they know *about* it. To that end, CEFR defines a series of competences that a language user needs to exercise. It seems clear that these competences are the desired end a language learner aspires to; wherefore it is crucial to highlight them at the very beginning of this thesis. Before going any further, it is necessary to define what competences actually are. Candalier (2010) offers two definitions. Firstly, one can see competences as

> *The aptitudes and cognitive skills which an individual possesses or can acquire in order to solve specific problems as well as the disposition and the motivational, volitional and social aptitudes, which are linked to these factors in order to apply the solutions to problems with success and in a fully responsible way in a variety of situations* (Weinert in Candalier 2010, 12)

Secondly, competences can be defined as "an integrated and functional network composed of cognitive, attentive, social, sensory-motor constituents capable of being activated to act with success to deal with a related set of conditions" (Allal in Candalier 2010, 13).

It seems that both authors define competences as tools for solving solutions – which is definitely a very down-to-earth approach. However, it is worth considering the notion whether a competence is something a person possesses or whether it is actually a part of the person's very identity. To do that, let us examine the **general competences** as they are introduced by the CEFR:

– **Knowledge**: they are drawn either from empiric learning (experience) or formal learning (academic discourse). When discussing them, it is important to realize that "every new knowledge is not simply added onto the knowledge one had before but is conditioned by the nature, richness and structure of one's previous knowledge and serves to modify and restructure the latter" (CEFR, 11). This is a crucial insight for any approach integrating content and language, as it enables the teacher realize that no matter what he or she is going to teach, it is necessary to consider the knowledge the learners bring to the class with them. If such knowledge is realized, it can be used to enrich the class in something that seems as an increasingly more and

more holistic approach to teaching.

– **Skills**: are such abilities of a learner that require the less concentration from the part of the learner, the more he or she is proficient in them (CEFR, 11). From our standpoint, we can include into this category all the technical, mechanical or handiwork (so to speak) skills a learner of a language might need in order to study the language successfully. All the various genres discussed later in this section can be seen as skills, for example, much like a greater part of the competences as defined by Weinert and Allal.

– **Existential competence**: is the "sum of individual characteristics, personality traits and attitudes. [It] includes factors which are the product of various kinds of acculturation and may be modified" (CEFR, 12). We had better not forget that it is not only the rationalistic, conscious mind what enters the process of education. Rather, it is the personality of the learner as a whole what is melded and affected. If one can realize this, it is easier for a teacher to openly challenge the attitudes of learners, forcing them to perpetually reconsider these attitudes and individual characteristics, making personal growth and, eloquently put, soul-searching, both the means, aim and the apex of education. The project that makes the larger part of this thesis was developed to follow this aim.

– **Ability to learn**: is, simply put, "knowing how to discover the otherness" (CEFR, 12), for neither knowledge, skills or the existential competence can be honed without actively pursuing the unknown. Here, as we are yet to see, approaches integrating language and content are expected to excel the most, for they combine not only the otherness of language but also the otherness of (supposedly) unknown information – all of which needs to be dealt with from the part of the learner.

Apparently, CEFR follows the second notion, i.e. that competences are not only tools but also parts of a learner's identity. This is a view that was also the theoretical cornerstone for the CLIL project we are about to examine and, as we shall see, it will serve to justify the various choices I have done when knitting the project together. However, all these competences can be seen as rather vague. What exactly

are second language learners supposed to learn? What can we expect the students to do when they are supposed to be honing their rather ephemeral existential competences, abilities to learn et cetera? Candalier (2010) suggests his own set of **global competences** that can illuminate this for us. In his view, there are two global macro-competences and each of them has a series of micro-competences They are as follows:

1) Competence in the construction and broadening of a plural linguistic and cultural repertoire

    1. profiting from one's own intercultural and inter-language experience

    2. applying systematic and controlled learning approaches in a context of otherness

2) Competence in managing linguistic and cultural communication in a context of "otherness" (in which one encounters languages and cultures different from one's own) (Candalier 2010, 32)

    1. resolving conflict, overcoming obstacles, clarifying misunderstandings

    2. competence in negotiation, which is the foundation for establishing contacts and relationships with otherness

    3. competence in mediation, which establishes relationships between languages, cultures and people

    4. competence in adaptability, which enables us approach what is unfamiliar and different. (Candalier 2010, 32 - 33)

Finally, there is a final, third macro-competence which lies somewhere in the middle between the previous two, which includes the following micro-competences:

    1. competence of de-centring, which enables a learner to "change a vantage point" (Candalier 2010, 34)

    2. competence in making sense of unfamiliar linguistic and/or cultural features

3. competence of distancing, which "allows a critical approach to situations, keeping control and avoids being completely immersed in the immediate interaction or learning activity" (Candalier 2010, 34)

4. competence in critical analysis of the (communicative and/or learning) activities one is involved in

5. competence for recognising the Other and "otherness" (Candalier 2010, 34)

All these competences, in fact, are not only necessary for second language learners but we can assume them to be of crucial importance for any language user, be it a multilingual speaker or not. However, it is this stress on otherness which is repeatedly mentioned in Candalier's competences that makes them useful for second language educators to consider. Arguably, in second language learning one can encounter the otherness in much more pristine form than in any other environment, as the very mode one uses to approach – that is the second language – is otherness in its own right. This is even multiplied in content and language integrated environments, where otherness engulfs both form and *content*. Hence we can assume that CLIL-like approaches are naturally more suitable for learners to explore the world both outside and inside them.

To reflect the fact that multilingual speakers tend to perceive the world via different interconnected linguistic and cultural modes, CEFR has introduced an additional competence: **plurilingual and pluricultural cultural competence**, which describes the learners' mastery of their multiple languages and cultures. Reportedly, this new competence is inherently uneven, as learners naturally display a greater proficiency in one language than in another and are more familiar with one culture than with another (CEFR, 133). Furthermore, it "does not consist of the simple addition of monolingual competences but permits combinations and alternations of different kinds" (CEFR, 134), as the multiple languages and cultures a speaker can possess influence each other. Code-switching, then, can be seen as an example of such an intertwined influence. If handled correctly, the plurilingual and pluricultural competence:

- exploits pre-existing socio-linguistic and pragmatic competences which in turn develops them further

- leads to a better perception of what is general and what is specific concerning the linguistic organization of different languages (it is a form of metalinguistic, interlinguistic or so to speak hyperlinguistic awareness)

- by its nature refines knowledge of how to learn and the capacity to enter into relations with others and new situations (CEFR, 134).

As we can see, the plurilingual and pluricultural competence is the "One Ring", so to speak, that brings all the other competences together and "binds" them: that is, gives them purpose. The importance of plurilingual and pluricultural competence should not be underestimated and it was also paramount in the construction of the CLIL project that is to follow. Here, as the reader is yet to see, the stress was laid on the students' encountering as much "otherness" as possible when exploring the various aspects of World War One. It is my belief that historical topics provide access to otherness quite naturally and are thus more than suitable for brushing up people's plurilingual and pluricultural competences. Of course, one can argue that given the fact that it is not possible to reach the full mastery of either part of this dual competence, striving to build it up is similar to chasing ghosts or phantasms. However, even though CEFR admits its "partial" (CEFR, 135) nature, it also advocates its usefulness: no matter how partial it may be, this competence is always enriching, as it employs multiple language activities, domains, tasks and general competences at the same time. Indeed, if we have identified CEFR's approach to language education as holistic, plurilingual and pluricultural competence is the key to this unifying view.

Still, one might argue that we have discussed only the results one might distil from engaging in language education. What are the means one has to use to do so? How can students describe their own linguistic progress? To fulfil that, CEFR introduces one final competence: **communicative language competence** which is composed of three parts:

1) linguistic competence is described as lexical, phonological, syntactical

knowledge

2) sociolinguistic competence is described as awareness of social conventions in a given community

3) pragmatic competence is described as "functional use of linguistic resources, drawing on scenarios or scripts [and] mastery of discourse, cohesion, coherence, identification of text types and forms, irony and parody" (CEFR, 13).

In addition to the previous model, Canale and Swain offer their own sub-competences which expand CEFR's view and which address the interpersonal nature of communication more directly. Therefore, as I feel that CLIL should be explicitly focused on interpersonal exchange, I am compelled to enlist Canale and Swain's contribution, too:

1) Discourse competence is the "selection, sequencing, arrangement to create a unified whole with reference to a particular message, context and audience" (Canale and Swain in Dalton-Puffer, 280).

2) Strategic competence is a means to "manage gaps in the knowledge system, activate learning and deal with communication breakdowns" (Canale and Swain in Dalton-Puffer, 280)

Now, communicative language competence describes the areas which, if exercised, enable the successful growth of plurilingual and pluricultural competence. Therefore, if the latter is the fuel of language education, the former is the engine in which it burns. However, this still does not describe the actual tools one has to use to arrive anywhere. If we follow our rather whimsical vehicular metaphor, we need some *wheels*. These wheels are provided by **language activities**, as seen in CEFR:

1) reception – reading, listening

2) production – speaking, writing

3) interaction – which is described as a skill of anticipating what our interlocutors have on mind, as conversation certainly isn't a series speaking and listening turns

4) mediation – which makes communication possible between persons who are unable to communicate with each other directly. This might be seen in translation, interpretation, and paraphrase. All in all, it is reprocessing and existing text (CEFR, 14).

Now, the picture of the layers of language acquisition should be complete. Our linguistic car has fuel, engine and wheels, it even has the undercarriage in the form of CEFR's general competences (which, should we use a more "animated" metaphor, would form a man's backbone) and, finally, Candalier's global competences form the coachwork that protects the inner pieces from the outside world and that bind them together. However, what we are still lacking are some levels of difficulty which we could engage all the competences in. Or some gears for our engine, if you will.

Rey suggests there are three **levels of competence**:

1) **First level**: "knowing how to carry out an operation in response to a signal

2) **Second level**: possessing a range of such basic procedures and knowing in a situation not previously encountered; how to choose the most appropriate one; in this case an interpretation of the situation (or a 'framing' of the situation) is necessary

3) **Third level**: being able of choosing and correctly combining several basic procedures to cope with a new and complex situation" (Rey in Candalier 2010, 14).

What is most important for us are the latter two levels, as the students who participated in the project that makes the foundation of this thesis were well beyond the first level and most of them could find their linguistic powers in the second level and could, more or less hopefully, aspire to reach or brush up the third level. Sometimes more and sometimes less successfully, the project was devised to meet such needs.

Finally, CEFR introduces a set of environments, or **domains**, in which language education and acquisition can take place. These are public domain (ordinary social

interaction), personal domain (family and relations), educational domain (learning and training contexts) and finally the occupational domain (activities in a person's occupation) (CEFR, 14). CEFR, of course, argues that all of these domains be used during education and numerous educators are doing so even without actually setting foot into the realm of CLIL or other integration approaches. What, however, CLIL does promote and what cannot be achieved in a conventional class where communicative learning methods are exercised, is arguably the way the domains are incorporated. Either by the grace of the nature of the content itself or thanks to various drama techniques, the domains are approached in a completely new way, as the students can actually *explore* the domains (while simultaneously exploring the content) instead of just *using* them as a background for their studies. Obviously, CLIL has its limits, as some domains are just not fit for various topics and need to be exercised elsewhere. To make the punch line clear, our linguistic car can drive in some types of terrain (that is in some domains) better than in the others.

1.3 A brief survey of theories supporting CLIL

1.3.1 Monitor Model vs. Interaction Hypothesis

Now when we have defined what are the tools students need to adopt and acquire, it is necessary to discuss the means of doing so. There are several SLA theories that describe various approaches a teacher can adopt in order to educate his or her students. For our purposes, it will suffice to discuss the two approaches Dalton-Puffer describes, namely Krashen's Monitor Model and Long's Interaction Hypothesis:

1) **Monitor Model** is a theory based on one critical notion: Comprehensible Input. This means that "a language learner is exposed to input which is comprehensible either because of the context in which it occurs or through intentional simplification" (Dalton-Puffer, 258). If this happens, language acquisition will occur. However, Dalton-Puffer makes it clear that in order for this system to work, there needs to be some added value in the comprehensible input. To put it plainly, it is supposed to be slightly above the student's level (i + 1). The more (i + 1) segments in an input there are,

the better conditions for a successful language acquisition the students have. Obviously, this theoretical approach heavily favours receptive skills over their productive counterparts. This does not mean that the students are not expected to produce some output. They are encouraged to do so – but their output is seen as a stimulus for more input from the part of the teacher.

2) **Interaction Hypothesis** maintains that: "learners may obtain more and more fine-tuned output if they interact with other speakers, either native or non native of the target language, because in this way they can immediately attend to cases of incomplete understanding by requiring **conversational adjustments** from their interlocutors" (Dalton-Puffer, 259). Dalton-Puffer further describes some examples of these conversational adjustments: they can be models, recasts, expositions, reformulations or responses (259). In other words, it "refers to those instances during a conversation that make it more comprehensible" (Nunan 2005, 230). Reportedly, language acquisition occurs via these conversational adjustments, as the meaning is being negotiated between the co-locutors.

Undoubtedly, Monitor Model Theory influenced Dalton-Puffer to a great extent, as she states that "CLIL lessons are likely to be good training grounds for listening and reading in a foreign language but less good training grounds for participation in speech events that are oriented towards interaction rather than transaction" (Dalton-Puffer, 295). Furthermore, she claims that conversational adjustments can work, but only in a limited extent, as "participants are extremely reluctant to engage in much negotiation of meaning; at least as long as the task takes place in the 'public' arena of whole-class interaction" (Dalton-Puffer, 260). This is a great underestimation of the possibilities CLIL can offer and the following project is supposed to be a tangible proof that interaction is a successful way to content and language education, as it will soon become obvious that students were supposed to produce far more conversational adjustments than absorb teacher's comprehensible input. Admittedly, however, Long's theory has some drawbacks, as it has never been proved that there is a direct relationship between conversational adjustments and acquisition. However, the relationship can be indirectly predicated on the

comprehensible input hypothesis (Nunan 2005, 230). Therefore, the theoretical approach that was used when devising the project can be described as a blending of the two previous theories. To give the reader a better picture of the resultant approach, one of the promised leaps into practical application of theory needs to be ensued. Given the nature of the topic (World War One) the students plunged into unfamiliar linguistic waters when they were repeatedly asked to project themselves into the era under scrutiny and operate in these strange waters, discussing various aspects of World War One. They clearly had to produce language on a different level than they were used to, which could browbeat lesser students or teachers into abandoning the project altogether. The reason for this being that, using our terminology, students had to produce comprehensible input with all their (i + 1) added value on their own and it was only then that they could employ conversational adjustments to negotiate the meaning. Whether such an approach is feasible will be a question for the analysis of the project to answer.

1.3.2 Constructivism vs. Participatory Learning Theory

What we have just mentioned, however, are theories dealing with what happens in the class and suggesting the grounds for methodological approaches a teacher might adopt in his or her lessons. What is there left for us to do is to look into the students' minds and see how language acquisition can operate *there*. Again, Dalton-Puffer offers two theories that both influenced CLIL-like approaches heavily and deserve mentioning:

> 1) **Constructivism**. As determined by J. Bruner and reported by Dalton-Puffer, "learning is an active process in which learners construct new ideas based upon their current knowledge state... Much human activity is devoted to ordering processes that organize new experience in terms of previous ones and the mental models the individual has delivered from them. Cognitive structures thus invest immediate experience with meaning and allow the individual to integrate new information into their own knowledge system in an organized way" (Dalton-Puffer, 7).

> 2) **Participatory learning theory** states that "learning hinges upon social

interaction and takes place in a context where the knowledge or skill to be acquired is usually required or practised" (Dalton-Puffer, 8). It draws heavily from Vygotsky's theory of socio-cognitive development, which maintains that "social interaction plays a fundamental role in the development of cognition," as Vygotsky was firmly convinced that "the range of skills that can be developed with expert guidance or peer collaboration exceeds that which can be attained alone" (Dalton-Puffer, 8).

As it is with Monitor model and Interaction hypothesis, neither these two theories are inherently antagonistic but support each other. Where Constructivism leans on holistic approach to knowledge as it is defined by CEFR, it is expanded by Participatory learning theory that provides us with the most natural environment for expanding knowledge: an interrelated class where students actually share knowledge before internalizing it (them). As there are clearly reasons for building CLIL on student cooperation and active participation in the lessons, it is necessary to provide the reader with a more elaborate description of Vygotsky's theory.

1.3.3 Vygotsky's theories

As Steward (1995) informs us, Vygotsky's theory has two broad claims

1) "the defining property of human mental activity is its **mediation** (emphasis added) by tools and signs" (Steward 1995, 11), which means primarily by speech.

2) "higher mental functioning in an individual has its origins in **social activity** (emphasis added)" (Steward 1995, 11).

Reportedly, these psychological tools and/or social activities can be divided into:

1) **lower/natural mental behaviour**, which we share with animals: elementary perception, memory, attention

2) **higher forms of mental behaviour**, which is the logical memory, selective attention, decision making and comprehension. All these forms are the products of some mediated activity, with psychological tools, or **signs**, serving as mediators. This gives the humans "the power to regulate and

change natural forms of behaviour and cognition" (Steward 1995, 11). The process via which these mental instruments elevate our behaviour to higher, more cultural forms is called **semiotic mediation** (Steward 1995, 11).

Steward then continues, claiming that the signs mentioned above (which come from the outside world at first and are therefore external) can be internalized by interaction in which case inner speech occurs (Steward 1995, 12). What we can see here is a description of first language acquisition and the emergence of conscious, organized thought that takes the form of a language. It is believed that this process can be exercised not only with a speaker's first language but also with a second or third. Even though hindered, language acquisition should not be prevented from happening in the later stages of a learner's life. This is a great hope for CLIL-like approaches, for similarly as with the first language, they tend to put a learner into a "**language bath**" (Mishan 2005, 25) where learners have to face an environment heavy with the new language. If successful, they will start using the new language "in their heads", so to speak, or they start using Vygotsky's inner speech. This is supported by Krashen himself, who reportedly described a phenomenon he called rather sophistically "**the Din in the head**" which "consisted of hearing 'snippets' of the language playing in the head" (Mishan 2005, 24). These snippets would include utterances learners might hear during intensive immersion programmes and, according to Krashen, are stimulated by comprehensible input (Mishan, 24). This, then, provides us with a justification of using first language acquisition methods in second language learning as we can clearly see how learning leads development "through the gradual internalization of intellectual processes that are activated through social interaction" (Steward 1995, 12). Be that as it may, we have to stress one word of the quotation: "gradual." It can be by no means expected that learners will internalize language on the spot but, in the Vygotskian perspective, they have to come through a three-way process where they have to pass three levels of mastering a concept in order to reach true understanding:

1) **object regulation**, where they acquire basic skills to deal with an issue

2) **other regulation**, where they can better start handling what the teacher wants them to learn

3) **self regulation**, where they finally internalize the issue or content in question (as in Wilburn 1992, 83)

However, this gradual internalization is by no means a matter of course. The usefulness of CLIL might be undermined by the notion that should the learners be exposed to a language-heavy environment, they might not be able to make any sense of it at all. For pedagogical purposes, Vygotsky has invented a concept that might be able to help us fight this peril of educational oblivion. The concept is called **the zone of proximal development** and it is described as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Steward 1995, 13). This, then, means that if learners are to cope with the environment, they need to be assisted by educators that are able to offer them developmental levels that they actually touch if they reach their proverbial hands far enough. Therefore, it is by guidance and collaboration that the external, societal signs are being gradually internalized, as the learners are beginning to explore their new-found abilities to communicate and refer to the world around them. And, as Steward puts it, "it is by gaining control over the technologies of representation and communication that individuals gain the capacity for higher order intellectual functioning" (Steward 1995, 13). Thus, the vicious circle is perpetuated even further, as the higher order intellectual functioning makes it possible for the learners to expand their communication skills yet a bit more.

However, there are some conditions that have to be met if the proximal development has any chance to be performed successfully at all. As Wertsch (Wertsch in Steward 1995, 13), these conditions are:

1) **Situation definition**, which is the way the context is defined by those in it – it is the way we perceive the world around us and the meanings we assign to it. Now, this is very important because the way we choose to define the situation around us actually reflects our level of development. Naturally, a teacher's and a student's definition of the same situation will be different but in order to reach the zone of proximal development, the teacher must not

expect the child to rise all to way to his or her level but has to offer a third definition, some sort of middle ground that is possible for the learner to access.

2) **Intersubjectivity**, then, such a third definition as described above. When it occurs, both the teacher and the student are aware of sharing it. The process which they use to do that is called **semiotic mediation**.

Reportedly, intersubjectivity can be enhanced by identifying common reference points for an activity. To get a clearer picture, we can say that these can be "metaphors and analogies, [which] serve as good intersubjectivity-building tools. They develop understanding of a new concept through comparison with one that is already well understood" (Plaskoff 2003, 165). Metaphor and, by that token, imagination are then the crucial concepts necessary for any advancement. This is heavily reflected in the project where, as we shall see, the students were burdened with increasing demands on their imagination.

However, anything we might have been writing about Vygotsky's theories was tacitly assuming that zone of proximal development, intersubjectivity and various other issues are intended for a model of teacher – student transmission. The teacher is the "knower" and the student the "knowee" and that is all there is to it. However, as it has been suggested earlier and as it will be discussed further on, if CLIL is a suitable mode for education based on information sharing, it is also suitable for giving the students their equal share of speech in the class. To support this notion, the project was designed to ignore the transmissive model to some extent. Can the intersubjectivity be negotiated on other levels than just teacher-student communication? As in real-life talk, it was the students in the class who were striving to establish some common grounds among themselves. Indeed, intersubjectivity was hoped to be internegotiated by all the people present in the classroom. Group work and various drama techniques were used to achieve this goal and whether this attempt was successful or not shall be seen in the analytical part of this thesis. To do this, the project employed various techniques to reach at least some extent of the two levels of intersubjectivity, which are:

1) **radical**, where "relationships involve an unconditional communicative

openness between parties and a lack of self-awareness of each individual. The self and other become one" (Crossley in Plaskoff 2003, 165)

2) **egological**, where "the individual empathizes with the other by transposing him/herself into the other's position" (Crossley in Plaskoff 2003, 165).

It is necessary to know what forms of intersubjectivity there are to aspire to, as it gives a much clearer picture of what we can expect from the students, when it is right when they feel detached from yet bound to a topic and when it is right when they feel absorbed by it. Of course, I understand intersubjectivity as a concept which is by no means dyadic, I don't think that it can either exist, or it can't. Instead, I try to regard intersubjectivity as a spectrum which would support the notion that breakdowns in intersubjectivity might not necessarily lead to inefficiencies in activity. Plaskoff maintains that

> *Activity theory argues that contradictions occur among various elements of an activity (or cultural) system. Rules, division of labour, and tools may be at odds with the overarching objectives or with each other. Though contradictions lead to breakdowns in intersubjectivity, they are also catalysts for change. If 'holes' in intersubjectivity are explored and new views of reality are constructed as a result, the system progresses. If they remain obstacles to activity, then they negatively impact the system* (Plaskoff 2003, 165).

Therefore, we might safely assume that initial misunderstandings in language acquisition are even expected. If we have burdened students with the task of forming comprehensible input by themselves earlier in this thesis, there is one more burden we need to put on their already overloaded shoulders, making their already troubled brow even more troubled: we need to give them the possibility of and responsibility for making mistakes in order to spark a successful language acquisition process. This can be also used as another argument against Dalton-Puffer's idea that CLIL-like approaches are best used for honing receptive skills. On the contrary: if the content part of the approach breeds any misunderstanding among the students, it is up to *them* to deal with it. If they actually do, they can be

rewarded by the progress of their linguistic and cognitive skills. Of course, the zone of proximal development still needs to be met and it is the teacher's job to ensure that this happens. Still, intersubjectivity is nothing less than "reciprocal faith in a shared experiential world" (Smolka 1995, 169), so it seems as a very difficult thing to achieve. However, it might be possible that all that is asked from the participants is to "suspend their disbelief", so to speak , as it might well be that "intersubjectivity must in some sense be taken for granted in order to be attained" (Rommetveit in Smolka 1995, 169), which might advise to "do not worry and love the bomb."

1.4 Plurilinguistic and integration approaches parallel to CLIL

Having identified the grounding concepts of language education that we are about to follow in the project, it is necessary to make the reader familiar with the history of content and language integrating educational systems before we plunge into the description of CLIL itself. For it is paramount that the reader understands that the principles discussed above could be exercised elsewhere and have indeed been already used before.

1.4.1 A brief travel in time

As it is well known, the Roman youth were being taught in Greek even more than two thousand years ago. They would attend lessons with a teacher called *grammaticus* and they would study poetry and History and possibly philosophy – in Greek. This effectively helped create a bilingual empire in which the elites of the West, where the dominating and traditional language of culture and statecraft was Latin, where brought in accord with the elites of the East, where the dominating language was Greek. Arguably, this is one of the many means that managed to keep going a successful bilingual but multicultural Empire for centuries. The same approach could be seen in the western Christendom in the Middle Ages, when the one and only means to get some education was by Latin. In parish or cathedral schools, students would explore the Trivium (Latin Grammar, Logic and Rhetoric) in Latin. When they reached universities, they would again use Latin, this time to

study the Quadrivium (arithmetic, geometry, music and astrology) and other specialised subjects, such as the law, medicine or theology. The result was creation of a universal high culture throughout Europe which in turn supported and was supported by a universal Catholic Church (after all, "catholic" *means* universal). It is my belief that should the Church not monopolize education and should it not provide it with the universal Latin ingredient, it would have soon disintegrated into a host of petty regional „churches" and there would have been no common European culture whatsoever.

Later, integration learning was used in multilingual and multicultural empires such as the Austrian Empire whose "Enlightened" Emperors tried to provided the population with an educational model based on one language: German. Latin and Greek were still being studied, of course, but it was German that was meant to unify the disparate Empire into one compact nation-body. This of course failed with the advent of the ideal nation-states and one might wonder what would have happened to the Empire if it just had stuck with Latin instead of favouring one of its many languages.

Finally, even today the state (ideally) takes pains to make sure school education is performed in the appropriate literary language and not in some regional dialect. The point of this rather self-obvious introduction, then, was to make the reader realize that bilingual or integration learning has always been a *political* approach, focused on maintaining a political and/or cultural power. This was conducted simply by identifying learners with the "otherness" - with Greek thinkers in the case of young Romans, with the entire world of antiquity and ecclesiastical scholars world-wide in the case of the young medieval laity and future clergy and with the dominant culture of an Empire as it was in the case of the subjects of the Austrian Emperors. Identification with the "otherness" will be discussed in more detail later on but suffice it to say for now that language education in general and language and content integrated education especially are directed to some sort of unity and even today they are deliberately used to make the learners adapt in coping with the globalizing world. It is not by accident that the Council of Europe and European Union support CLIL approaches, as it is hoped that if French students explore the

mysteries of Spanish while exploring the mysteries of photosynthesis, they might be less antagonistic to both of them, thereby promoting a pan-European culture (which is fond of trees, to make a jest).

Having briefly run the course of history of bilingual education from its ancient origins to the present day Europe, we can now safely resume exploring Europe's prime bilingual teaching method: CLIL. Before doing so, however, it is necessary to look beyond the seas to North America where similar approaches have sprung up in recent decades. Albeit different, CLIL is undoubtedly influenced by them and in order to define CLIL clearly, there need to be some examples that, by the token of being both similar to and different from CLIL, can help us define it.

1.4.2 North American Immersion

It also not an accident that a self-conscious integration approach in North America was first used in Canada and in the United States. Both countries have a reputation of welcoming migrants from anywhere across the globe and they naturally had to cope with that. Both instances happened in the "High Sixties", when Canada was slowly discovering its own innate multiculturalism under the auspices of the Royal Commission on Bilingualism and Biculturalism (Canadian Encyclopaedia). There Muriel Parkes, Olga Melikoff and Valerie Neale are reported to have changed the history of (not only) Canadian education. They were anglophone mothers who thought that if they children spend five or six hours a day studying school subjects in French, which is of course a major language in Canada, they will simply have a bright future ahead of them. They managed to succeed in Margaret Pendlebury School in St. Lambert and soon enough this approach, despite the cold, spread across Canada like a wildfire. It was dubbed "immersion", as the young students were felt to be literally submerged in the sea of their second language. To point out that immersion approaches really have political and cultural consequences, we can refer to Montreal Gazette, who expresses its faith that

> *Immersion has done more than teach children another language.*
> *It has changed the way many Canadians think about French. For*
> *them it's no longer some foreign language spoken by eccentrics*

east of the Ottawa River (or north of the Baie des Chaleurs). Instead it is now a language their children can read, count, and study in. There are probably thousands of children (and adults) in staunchly anglophone communities in Alberta and Ontario who know their colours and their multiplication tables better in French than they do in English. In Quebec, French immersion has helped to make it possible for anglophones to survive and, indeed, thrive, in an increasingly francophone milieu. (Montreal Gazette)

All the students at Margaret Pendlebury Elementary School had French as their second language and all of them started having lessons only in French. Gradually, the portion of French was lessened and when students finally reached grade 5, the ratio between English and French in their lessons was 50:50. Because all the students were second language speakers and therefore all of them progressed in the same direction, so to speak, this approach is called **one-way immersion** (Fortune and Tedick 2008, 18).

Conversely, the events that lead to bilingual education in the USA were a bit more dramatic. In the 1960s, the Island of Freedom was in turmoil. Having overthrown Batista's dictatorship, the Cubans found themselves bending their knees to a new, Communist tyranny and facing more or less blunt attempts of the United States to do something about it. Consequently, a multitude of Cubans fled to Florida, hoping for an early turn of the tables and the possibility to go back home. Of course, they wanted to promote their native language and have their children educated in it – and they also wanted them to be able to enjoy the advantages of living in an English speaking environment without being stigmatized for being Spanish speaking immigrants. Therefore, a new educational model in Coral Way Elementary School in Miami-Dade County was proposed: both English and Spanish native speakers would meet in one class and "the instructional day was divided between the two languages and subject matter was taught in both languages with the goal of developing bilingual, bi-literate and bi-cultural children" (Fortune and Tedick 2008, 19). Because half of the students found themselves in the role of native speakers

whereas the other half happened to be second language learners and because the roles switched during the day, this approach is called **two-way immersion** (Fortune and Tedick 2008, 19). Today, the school prides itself for being the progenitor of the nation's bilingual programmes and reports that 60% of the instruction is presented in English and 40% in Spanish (Pellerano and Fradd).

Finally, Fortune and Tedick suggest one more approach to immersion, and that is **indigenous education**, which is focused on both children and adults and is intended for "revitalization for Native and Aboriginal groups around the world" (Fortune and Tedick 2008, 19). Here, the native peoples' language and culture are the objects of study and because it deals with learners of several age groups, it employs a number of disparate techniques to reach that goal, including the traditional grammar-based education. In this, indigenous education might be similar to the experience the Czech students partaking in the project might have had.

All these approaches, then, should follow several principles common to immersion. These might be identified as:

> 1) young humans are naturally equipped to acquire language knowledge incidentally
>
> 2) to become fluent, children need very frequent exposure to the L2 for an extended period of time
>
> 3) language should not be taught as a system but should be made available to learners (Lorenzo and Moore 2010, 24)

Obviously, these principles clearly state that only young learners are suitable for immersion: it is best started at nursery school as in Margaret Pendlebury Elementary School and continued up till the fifth grade when a stable proportion between the first and second language is established. Does it also mean that older students are unsuitable for an immersion program? As it will be clear later on, all the students in my project were about fourteen years old – which is a bit too much, it seems. Therefore, can we say that to attempt an immersion project in such an environment is automatically futile? The answer is yes. What such students need is not immersion but a different approach altogether and Fortune and Tedick make it

clear what immersion *is* and what it is *not*. Therefore, according to them, immersion is:

> 1) "Instructional use of the immersion language (IL) to teach subject matter for at least 50% of the pre-school elementary day. If continued at the middle/secondary level a minimum of two year-long content courses is customary, and during that time all instruction occurs in IL.
>
> 2) Promotion of additive bi- or multilingualism and bi- or multilingual[2] literacy with sustained and enriched instruction through at least two languages.
>
> 3) Employment of teachers who are fully proficient in language(s) they use for instruction.
>
> 4) Reliance on the support for the majority language speakers and home language support for the minority language for minority language speakers.
>
> 5) Clear separation of teacher use of one language versus another for sustained periods of time" (Fortune and Tedick 2008, 10)

As we can see, immersion is defined here as a rather specified approach which is recognisably linked to ethnic issues: majority language speakers learn a minority language. The aim of immersion, then, is to deal with ethnic issues in a given country and it is not used for language instruction *per se*. This is important to realize, as various authors reportedly misuse the term for their own ends. To counter this and to clarify their area of research, Fortune and Tedick take pains to exemplify what immersion is not:

> 1) Using only L2 to communicate while teaching explicitly about the language and offering limited to no long-term support for maintenance of the learner's L1.
>
> 2) Offering less than 50% of content instruction in an L2 during the school day at the elementary level and offering fewer than two content areas to students in a secondary continuation program.

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[2]   Here, multilingualism and plurilingalism are used as synonyms.

3) Providing intensive short-term (from days to weeks) residential experiences that focus on developing communicative language skills and cultural understanding by using the L2 exclusively.

4) Offering intensive in-country learning abroad opportunities where students live with families and attend classes that develop language proficiency. (Fortune and Tedick 2008, 13)

Clearly, immersion was not the approach that was undertaken in my project because, as we shall see before we plunge into the analytical section of this thesis, just both points 2 and 3 from both the lists above can be applied to it. Thus, we bare witness to some of the crucial differences between CLIL and Immersion. Still, any CLIL approach is bound to follow what Fortune and Tedick call "features of well-implemented immersion program" (Fortune and Tedick 2008, 10). These are:

1) Curriculum is content-driven and language-attentive.

2) Language, culture and content are integrated.

3) Classroom tasks are designed to challenge students both cognitively and linguistically.

4) Instructional strategies reflect linguistically and developmentally-appropriate scaffolding and elicit frequent use of the IL.

5) Classroom interactional dynamic encourages peer-to-peer communication.

6) Cooperative learning techniques seek to build more equitable and socially respectful student relationships.

I can whole-heartily agree with all of these goals, and the project was designed to meet them as much as possible. Whether I succeeded in it is a different matter altogether and we shall refer back to this topic later. At this stage, however, it can be appropriate to say that these principles, as I believe, actually describe an environment suitable for successful language acquisition. This can be indirectly proved by the fact that all these principles suddenly abandon any urge for dealing with ethnic groups and their languages which, as we have already noticed, were so

important for the very definition of immersion in the first place. Thereby, they are going to the pith of language learning, leaving all the secondary priorities behind them. Finally, one can't do enough to underline the importance of the principle number 2 because if language, culture and content are supposed to be integrated, there is just little room for dealing with grammar more explicitly – that room is filled with what we have dubbed as "comprehensible input." Naturally, students are bound to face grammatical structures not encountered before and any immersion approach, in its core, is designed in such a way that students simply have to deal with that. Indeed, their efforts to bridge such an information and communication gap is precisely the spark that ignites their acquisition process. As for the role of traditional grammar-based instruction, its extent can be varied, as we have seen with the indigenous education approach and it should be by no means forfeited automatically. After all, research suggests that grammar is not the focus of the immersion teachers' efforts in any case: the seat of teachers' prime concern is occupied by the spectre of vocabulary. This is understandable, of course, as teachers need to make sure that learners can understand the topic in question and, secondly, teachers seem to exhibit a sudden urge to "build students' skills beyond the basic terms" (Fortune and Tedick 2008, 78). This can be understandable, too, given the nature of immersion. Research suggests that there is always some danger of fossilization because, supposedly, when learners develop ways for effective survival in a foreign language environment, they might not necessarily develop ways for *flawless* functioning in the very same environment. To support this notion, Pellerin and Hammerly discovered that grade 12 immersion students made errors in 53,8% sentences they made in French. Conversely, Spilka, who studied sixth graders from the original Margaret Pendlebury Elementary School reported mistakes in 52,2% sentences (Salmone 1992, 10). This suggests that if there is a heavy focus on fluency rather than accuracy, students might actually exhibit no progress in the latter at all. Also, when Salmone was conducting her research on immersion teacher's pedagogical beliefs and practices, she found out that the lessons were teacher-centered to a great extent, the reason for this being "the lack of students' second language ability and the need for L2 input from [a more proficient speaker]" (Salmone 1992, 29). Both teacher-centered character of the lessons and fossilization

is something that is desirable to be avoided and CLIL approaches in secondary education might find it easier than perhaps one might expect. Still, when discussing Fortune and Tedick's criteria, we have been dealing only with the way a CLIL or immersion programme *should* work. Having described the goals to aspire to, we now need an overview of means that can be used to arrive to such goals. In other words, we need to know how CLIL or immersion actually *works*.

1.4.2.1 Theories describing language acquisition in an immersion environment

As for the lack of students' language skills, it can be argued that "students possess significant abilities in manipulating academic content in CLIL with limited grammatical resources" (Lorenzo and Moore 2010, 30). To support this notion, Lorenzo and Moore offer a new concept for language and content integration which would reject "the ordered exposure to grammar" (Lorenzo and Moore 2010, 30). They dub this concept as **notional approach** and explain that:

> *Rather than compound progressive verb tenses, reciprocal pronouns or spatial prepositions when covering WWII … a notional approach would argue that what students need in order to cognitively grasp the area content are the notions of time in contrasting past actions, of cause and effect and their reciprocity and of spatial relations. One of the clear advantages of a notional approach in CLIL with younger and/or lower level learners is that notions can be represented in different language forms (with different degrees of success) at different competence levels.* (Lorenzo and Moore 2010, 30)

What Lorenzo and Moore seem to argue for is the idea that in order for students to deal with a topic, they need theoretical linguistic devices (grammar) in a lesser extent than they need at least some level of mastery of abstract cognitive systems necessary for dealing with the topic in question. What is important for us is their final suggestion that the level of such a mastery need not be absolute and there can be varying and "different degrees of success." Again, they are talking about younger learners but as we have noticed before, the CLIL approach is intended for more advanced students. In such a case, it can be expected that the desired notions

may already be well-developed from the students' previous studies. This statement can be supported by Cummins' **Interdependence Hypothesis** "which postulates that L1 and L2 skills are interdependent although the surface features of different languages (e.g. pronunciation, spelling) are separate" (Poon 2009, 207). Vygotsky also supports this, saying that "The child can transfer to the new language the system of meanings he already possesses in his own. The reverse is also true – a foreign language facilitates mastering the higher forms of the native language" (Vygotsky in Poon 2009, 207). Even though the Interdependence Hypothesis might seem to justify Lorenzo and Moore's idea of notions it can be well possible that we, as teachers, might easily ask students to approach them sooner than their developmental level actually allows them to. To deal with this problem, the **Threshold Hypothesis** has to be introduced:

> *There are two thresholds of bilingual competence: the lower threshold level and the higher threshold level. Below the lower threshold level, children have low levels of competence in both languages, and there may be negative cognitive effects (e.g. unable to comprehend, apply, analyse, synthesize or evaluate knowledge). Between the lower threshold level and the higher threshold level, children have age-appropriate competence in one language only and cognitive effects are neither positive nor negative. When children's bilingual competence reaches the higher threshold level, they have age-appropriate competence in both languages, and there are positive cognitive advantages.*
> (Poon 2009, 207)

What the Threshold Hypothesis seems to suggest, then, is that teachers need to respect the evolutional level of their students. If they do and if their students are actually past the threshold, both L1 and L2 can successfully combine their potential to promote the learners' cognitive abilities. Therefore, returning back to the original idea of notions, we might well expect that if it is correct and if it is applied correctly, students will be able to overcome most obstacles that any devious CLIL approach might have in store for them. They might not be 100% successful of

course, but discussing WWII can be exactly the way by which they can expand their notions of for example narrating past events, which might have reached their limits in more conventional lessons on, for example, holidays. Thus, CLIL can expand not only learners' linguistic and content knowledge but also their perceptions of the world. This, I think, is a feat not to be underestimated and, if played right, can be extremely beneficial for both the learners, whose notions actually get expanded, and for the teachers, who might realize that they had such notions all along and that can brush them up now. Of course, we shall see whether these ideas have any grounds in reality in the final stages of this thesis.

The previous paragraphs suggest that, from the theoretical point of view, a CLIL approach that is used as a support for and extensive elaboration of more traditional lessons can be recommended in a secondary school environment. In the later parts of this thesis, we shall see whether this recommendation has any support in practice as well.

1.4.3 Other bilingual approaches parallel to CLIL

Thus we have concluded our discussion of one of the founding approaches to integrated education. However, it should be noted that immersion is just one of many ways towards plurilingualism as it was described in the early pages of this thesis. Cadalier (2010, 8) suggests four general pluralistic approaches:

1) **Intercultural approach**, which is described as "well known."

2) **Awakening to languages**. When students are being "awakened," they are made familiar with a number of foreign languages. The languages can be selected on the basis of the region the students are living in, on the basis of various linguistic families or indeed on few rational grounds at all and students can easily find themselves overwhelmed by dozens of new languages at once. The point is that this approach is "a way of welcoming children into the idea of linguistic diversity at the beginning of their education" (Cadalier, 8).

3) **Intercomprehension of related languages**. Here, "several languages of the same linguistic family are studied in parallel [and there is a] systematic

focus on receptive skills" (Cadalier, 8). Reportedly, this approach was most exercised in the 1990s in France and Germany with adult learners.

4) **Integrated didactic approaches to different languages studied**. There, "learners establish links between a limited number of languages (and) the goal here is to use first language as a springboard to make it easier to acquire a first foreign language, then to use these two languages as the basis for learning a second foreign language" (Cadalier, 8)

The reason to mention this is the need to pinpoint the fact that there are numerous plurilingual approaches and CLIL is only one of them. In fact, it is apparent that one needs not integrate content and languages at all in order to achieve some degree of plurilingualism. Immersion, and by that token CLIL as well, must not be seen as the only possible way for reaching the goals described above, or for most of them at least. However, it is my belief that CLIL is well suited for attaining them and, furthermore, it provides far more opportunities to utilize in addition to all that. This thesis was constructed to support this argument. Now, having explored the basic competences a language learner needs to acquire, the means to acquire them and the special features immersion-based approaches contribute to this system, we can finally set forth on describing CLIL as such.

1.5 Defining CLIL

Dalton-Puffer informs us that "CLIL refers to educational settings where a language other than students' mother tongue is used as a medium of instruction" (Dalton-Puffer 2007, 1). Reportedly, such an approach has been exercised in Europe since the 1990s, as it was felt that traditional second language education grants the learners only limited results especially as far as "active learner command of the oral registers" is concerned (Dalton-Puffer 2007, 2). Similarly, there is said to be a certain disrespect towards classroom education, as it is felt that such a model is insufficient for the learners to really get hold over a new language. The best way, it seems, is for the students to go to the street and let themselves be overflown with the language desired. Of course, this is often impossible and that is why CLIL has been devised so that students can learn the language as incidentally as if they were

really "on the street." Now, it is important to say that CLIL is an European approach, one that is focused on foreign language education for less obvious ethnic reasons than it is with North American immersion programmes. Rather, CLIL is seen as a new approach to teaching foreign languages that would have to be taught anyway – unlike, say, the young Americans in Coral Way who might have ignored Spanish in the early years of their studies. Nevertheless, as we have made clear earlier, language education can never be unconnected to some system of power and European countries have been using CLIL to reach a goal set by the European Commission "to communicate in at least two other languages of the European Union so as to guarantee social cohesion and integration amongst its members" (Zardobe 2011, 12). But such a process is rather slow and it is reported that only Luxembourg and Malta in which "CLIL type provision exists in all schools" (Zardobe 2011, 12). Even though the European Union advocates CLIL, there are not many countries in Europe where the authorities would really stand up for it and support it thoroughly. It is said that "Spain and Estonia are the only countries where national and/or regional governments have taken the lead in creating and financially supporting coherent policies for CLIL implementation" (Dalton-Puffer 2011, 10). In other countries, it seems, CLIL has to rely on individual teachers, schools and parents.

CLIL even tries to "forget" the language to some degree, as the language through which the new content is being discussed is neither the aim or the content of the lesson. Rather, CLIL proposes that "content subjects (geography, history) constitute a reservoir of concepts, topics and meanings which can become the object of 'real communication' where natural use of foreign language is possible" (Dalton-Puffer 2007, 3). This is achieved by so-called "language baths" which "provide opportunities for learning through acquisition rather than through explicit teaching" (Dalton-Puffer 2007, 3). Clearly, the entire view on language has been changed: it is not seen as an end in itself any longer, and neither is it seen as a means of casual day-to-day communication as in the Communicative Approach. Instead of hoarding theoretical knowledge about language or being able to communicate with foreign language speakers, the learners seem to be asked to use the language for solving problems, finding out new information, dealing with it and last but not least, sharing

it. This can arguably enrich both language and content education and we can indeed say that "while first language classrooms tend to treat learners as (deficient) novices, CLIL classrooms treat them as (efficient) users" (Lorenzo and Moore 2010, 29). The contribution of the "sharing" feature of CLIL should not be underestimated. It is true, CLIL can impose quite dire circumstances upon the students: they are likely to find out very soon that not only they aren't able to express themselves fully in the topic in question, but also they can't really comprehend the topic itself, or, as Dalton-Puffer puts it, they have to perform a multitude of tasks at once: they

> *[have to] try to learn the ropes of situation, get a handle on the discourse, [they have to deal with] incomplete topic knowledge and operate in an imperfectly known language code ... Mastering such trying situations produces feeling of deep satisfaction.*
> (Dalton-Puffer 2010, 294)

Sharing language and information is, as I believe, the best way to facilitate the aspects of CLIL that really turn learners into efficient users, as Lorenzo and Moore would have it and that makes it possible for learners to overcome most of vicissitudes CLIL might have in store for them. Moreover, as sharing requires communication, CLIL seems to encourage us to draw upon the best aspects of the Communicative Approach to really get the students into active usage of their second language. It is only then when students "develop a set of linguistic muscles: they tend to employ specific (grammatical) structures in accordance with specific task types" (Lorenzo and Moore 2010, 29). This is why I cannot agree with Dalton-Puffer, who is of the opinion that what CLIL supports the most is "interactional work with teacher and the passive responding role with the student" (Dalton-Puffer 2010, 290). It is only if students are *active* participants in the learning process when they can utilize all the efforts put into it. Whether this be true shall be seen in the later parts of this thesis. Of course, to make such a daring concept come true, the teacher responsible for it needs to be quite proficient in what lies ahead. Now, having defined CLIL as such, it is time to discuss its aspects, or to use a "meaty" metaphor, it is time to look into its guts. Firstly, we shall discuss the competences a

teacher needs to put into motion if he or she wants to provide his or her learners with a coherent and meaningful CLIL programme. Secondly, we shall discuss the aspects of CLIL on their own right.

1.5.1 Teacher competences necessary for CLIL

The European Framework for CLIL Teacher Education (EFCTE, 18 – 27) introduces several "target professional competences" that a CLIL teacher needs to master in order to manage CLIL education successfully. The competences are as follows:

1) **Personal reflection.** Teachers need to be able to ponder upon their own attitude towards general principles of learning, to the content and L1 and L2 and to learn the ways to develop them. Also, according to the EFCTE, CLIL teachers need to pay special attention to the needs of both students and teacher(s) to be able to re-modify the CLIL program according to them, if need be. In other words, teachers need to have the capacity to "explore and to manage the multiple roles and identities of a CLIL teacher" (EFCTE, 18). Of course, it is well advised to possess such a flexibility, as it implies that a teacher has to be prepared to constantly re-evaluate his or her principles of teaching. Moreover, having conducted a CLIL program, I feel competent to say that running CLIL is a formative performance in itself and it will affect a teacher's view on his or her profession whether they are willing to undertake such a change or not.

2) **CLIL fundamentals.** According to the EFCTE, teachers have to be able to describe the essential features of CLIL. They have to be familiar with its definition, models, planned outcomes, methodology and, last but not least, the driving principles, and the common misconceptions people might have associated with CLIL. Finally, they have to be able to interpret CLIL within the contemporary educational conceptions (and to possibly enlarge them, I might add). The theoretical part of this thesis was supposed to cover these demands.

3) **Content and language awareness.** Reportedly, teachers need to be able to

identify the suitable content and the possible obstacles for its implementation. Of course, such a demand needs to be taken in account in the very first steps of devising a CLIL program, as it has been in this case, too. Further, teachers are asked to view the content from various cultural perspectives. The topic of culture shall be dealt with later on in this thesis. For now, suffice it to say that as this project tackled with integrating English and History, the very nature of the content subject made it easy to incorporate various cultural elements into it. Certainly, it was far easier than if the case had been that the content part of the project would have been the logarithms or cell division. Of course, the cultural elements invite the students to critically think about the content while combining "their new learning and their own personal experience" (EFCTE, 19), which is another demand EFCTE lays upon a teacher's burdened shoulder. Even more so, EFCTE demands that the teacher should encourage the students to critically think about the language itself. I admit, I find this task difficult to achieve, given the way we have defined CLIL. Above, we have explicitly said that the language is neither the aim nor the "content" of the lesson. Therefore, it seems infeasible to bring the language into the direct lime light, as the EFCTE's demand appears to ask. For, in order to critically approach anything, one must observe the issue from the outside. However, this cannot be easily done in an approach that virtually immerses its participants in a language bath. Thus, it seems reasonable to say that any insight coming from CLIL comes from *within*, rather than from *without,* and, being more personal, it also necessarily must be more subjective. Still, I argue that it might not be impossible to critically approach the language in a CLIL project, should such a task be conducted *after* the project. Having emerged from a language bath, the students can be expected to have a tale or two about the time they have spent in the bath tub. Further, the teacher is asked to be able to switch from monolingual to bilingual instruction during the classes (after all, CLIL is still an *bi*lingual approach) and to scaffold language learning during content classes. Finally, the EFCTE advocates that teachers should be able to "propose instructional strategies that take into

account social constructivist theory, including exploratory and other forms of discourse that promote dialogic teaching and learning" (EFCTE, 20). This, again, is another argument against Dalton-Puffer's promotion of receptive skills, even more so that the EFCTE argues that encouraging self-assessment and peer-assessment actually promotes the learner's responsibility for their own learning. Arguably, there can be no peer-assessment without cooperation and we can hardly expect the learner to stand right up for their responsibility towards their education if they are treated only as passive receivers.

4) **Methodology and assessment**. Reportedly, the teacher encourages the learners to motivate and assess themselves, which, I argue, can be accomplished by making the learners empathize with the content in question. Empathy, of course, cannot be achieved without personalisation and vice versa and this vicious (or rather "benign") circle is, again, a means for gaining insight into the content, as it asks the learners to, eloquently put, place the otherness as closely to their hearts as possible. This is supported by another EFCTE'S demand, namely that teachers should "support students in managing the affective side of learning through an additional language" (EFCTE, 22). Of course, the more rationally-minded students might have bigger troubles with this than their peers with more romantic souls, but this is to be expected. Further, the EFCTE rightly advocates that teachers should actively help students discover their specific learning styles and regularly draw feedback from them in order to adjust their CLIL lessons as closely to learners' needs as possible. Moreover, the EFCTE asks the teachers to create an environment suitable for language acquisition via various strategies, zone of proximal development among them, and via promoting co-operative learning. One can't stress the last demand hard enough – indeed, I see cooperation as the key concept of any CILL program, as it has been discussed above. Further, a teacher should define the outcomes that should be expected from CLIL in cooperation with the students. I admit that this demand was not met in my project, as it was designed before I got to know the individual students at all. Finally, as far as assessment is concerned,

teachers are asked to employ both summative and formative strategies. To clarify these terms, we can quote Garrison and Ehringhaus, who say that "summative assessments are given periodically to determine at a particular point in time what students know and do not know" (1). They provide examples of summative assessments: state assessments, district or interim assessments, end-of-unit or chapter tests, end-of-term or semester exams, scores that are used for accountability of schools and students. "The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards" (Garrison and Ehringhaus, 1). Conversely, "formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening" (Garrison and Ehringhaus, 1). Reportedly, formative assessment by definition actively engages students in the assessment itself.

5) **Research and evaluation.** Teachers are asked to be familiar with "classroom and learner research methodology" (EFCTE, 24) and to be able to perform action research with other colleagues and to be able to critically analyse scholars' articles on CLIL.

6) **Learning resources and environment**, according to the EFCTE, need to be "integrative, multi-layered and cognitively demanding, yet balanced by enhanced scaffolding and other support systems" (EFCTE, 25). This is a rather vague demand but its vagueness stirs one of the great fears of CLIL: that CLIL can actually become too complex for students to deal with.

7) **Classroom managemen**t. Here, teachers are asked to "use diverse classroom set-ups to promote student communication, cooperative learning and leadership" (EFCTE, 26). Further, teachers have to use language appropriate to the level of their students and they have to make use of the cultural diversity of students in the class. All in all, the teachers' job is to create a "non-threatening environment" (EFCTE, 26). Of course, these demands can be applied to any approach, any lesson and any language/content subject. However, this also implies that a CLIL project should employ a variety of

activities so that the students can explore the topic from numerous points of view.

8) **CLIL management**. Finally, teachers are asked to be able to co-operate with students, other CLIL teachers, non-CLIL teachers and administrators and, last but not least, to "represent the interests of CLIL in public relations" (EFCTE, 27)

These, then, are the eight competences that a teacher needs to take in account if he or she wishes to successfully perform a CIL project. Granted, most of these competences have a more general function and it is not advisable to apply them on CLIL only but the nature of CLIL seems to command us to pay special attention to them. Still, these competences are not the only ones, nor they are the only foci a teacher's attention should be driven to. As promised earlier, the next step for our query is to determine the aspects a CLIL project should possess, once it falls under the sway of a teacher boasting to be adept in the competences suggested in this section. Hence, the crucial aspects of CLIL follow.

1.5.2 Aspects of CLIL

A Socrates-Comenius document *Teacher Education for CLIL across Contexts* (TECLAC) provides us with another list which covers not only teacher's competences but also various aspects a CLIL project might have. In order to understand CLIL fully, it is necessary to describe them, notwithstanding the fact that some of these items might actually be fairly similar to the ones previously mentioned. Still, the benefit outweighs the cost in this case. The foci that deserve this special attention, then, are:

1) Learners' needs

2) Planning

3) Multimodality

4) Interaction

5) Literacy

6) Evaluation

7) Cooperation and reflection.

8) Culture

Obviously, some of these items are fairly similar to the issues we have dealt with earlier. However, since they are closely linked to some notions that expand the coverage of CLIL to a wholly new level, it was decided that these less astonishing items be dealt with from two points of view separately. Therefore, firstly we are going to deal with those aspects that have already been mentioned in some way or other in order to clarify these concepts further. Finally, we are going to discuss the aspects of multimodality, literacy and culture which are expected to enrich our view the most.

1.5.2.1 Learner's needs and Planning

In the beginning, we must take into account the **learners' needs**. This seems rather obvious but how can these needs be described? TECLAC suggests that they are mostly intercultural communicative skills and the cognitive proficiency in the academic language in question. Simply put, a teacher has to pay attention to the students' BICS and CALP. BICS, then, is an abbreviation for **basic interpersonal communicative skills** and CALP **stands for cognitive academic language proficiency** (Cummins 2004, 58). Consequently, BICS can be defined as "the manifestation of language proficiency in everyday communicative contexts" and CALP as „the manipulation of language in de-contextualized academic situations" (Cummins in Poon 2009, 207). It seems that if secondary-level students want to join a CLIL program, they need to have mastered their BICS to some level before tapping their CALP, which is expected to be less developed. Interestingly, this notion corresponds to the findings of the Threshold Hypothesis. However, if we deal with a CLIL program integrating History and a language, it is worth noting that History in general is a story and even more so in the secondary-level education. Consequently, a story can never be "de-contextualized" - in History, one story always stems from another story. What History provides to the students, then, seems to be some insight into stories, rather than academic knowledge. Of course, this

might not be the case in Biology or Physics but in History, we can expect the division between BICS and CALP to be a bit blurred. This, then, puts different demands before the students' feet and we can say that there are different conditions for the students to pass from the lower-level threshold in History than then there are in Biology. For everybody is familiar with stories but to understand anaerobic respiration, one must really be able to deal with "de-contextualized academic situations."

Secondly, we have to deal with **planning**. This, according to the TECLAC, implies that a teacher needs to struggle through one of the greatest challenges of CLIL: "balancing of the dual focus of the language and the other subject content so that overall emphasis is given to both the language and subject and so that progress in learning can be made in both academic areas" (TECLAC, 15). Moreover, a teacher must make it clear what activity in his or her project is devised to do what and which aspects of both language and content does it stir. However, one might add that this is easier said than done as it is rather difficult to predict the precise role of language in communicative activities, especially if these activities are dealing with sensitive topics such as can be expected in a lesson on History.

1.5.2.2 Interaction

Thirdly, a teacher needs to support the **interactive** aspect of CLIL. There, according to the TECLAC, attention must be paid to the dual focus of CLIL: focus at content *and* language. This dual focus, according to the TECLAC is precisely what brings forth the teacher's interactive competence. The reason for this, then, lies in the assumption that learning is not an individual but a social process and if any progress is supposed to occur, there needs to be some common social or cultural background. Therefore, I conclude that in order to support learning, a teacher must make the students talk. Previously, we have discussed the role of otherness in learning. Arguably, it is via interaction that students can cope with it. If we mention the dual focus of CLIL, now it is the time to discuss to some level the theoretical background to content part of the CLIL project we are about to explore. This, of course, would be History. Earlier, I have presumed that the heart of History lies in the stories that are being told about it. Indeed, it is Bage who expresses his belief

that

> *History is the construction and deconstruction of explanatory narratives about the past, derived from evidence and in answer to questions. This can be explained to children as finding answers to questions and questions to answer, by taking apart and putting together again real stories about the past.* (Bage 1999, 33)

Even more so, Bage argues that even though "sophisticated analytical language can be taught through history, [it can also] grow naturally from stories rather than be juxtaposed simplistically against them" (Bage 1999? 36). If this is true than the „sophisticated analytical language," or CALP, as we would have it, can be gained not only from talking about the stories but also from pitting these stories against each other and, quite simply, from telling them. Therefore, in a CLIL project on History, it seems necessary to first let children explore stories, then let them talk about them and, as the last stage, let them create stories of their own. Doubtlessly, we are dangerously approaching the mercurial border of fact and fiction here. For if students are permitted to discuss and even fabricate their own stories, doesn't it also mean that they exchange the realm of solid reality for the realm of elusive dreams? However, it can be argued that "the objectivity of history is relative to the questions asked. [There are questions worth asking and they] constitute an open set, and the accounts which may be constructed to answer them are correspondingly numerous and heterogeneous" (Lee 1994, 42). Therefore, if we set the limits for the students clearly enough, they are likely to stay within the bounds of reality even if it is them who is having the upper hand in negotiation at the moment. Thus, we can argue that giving the active role to the students during History lessons not only helps them understand the topic in question more thoroughly, it also boosts up their linguistic skills if the discussion is performed in L2. This is a unique feature of CLIL for as we can see, both the language and content mutually support each other. This is permitted by the grace of stories and as History is surely an academic discipline beset by stories, we can safely assume that it is also more than suitable for being the meat and bone of interactive tasks in CLIL projects. TECLAC underlines this by saying that "interaction facilitates acquisition because it connects input, internal

learner capacities, and particularly selective attention, and output in productive ways" (TECLAC, 21). Consequently, what the teachers are asked to do is to "push students to adjust and upgrade their outputs" (TECLAC, 21).

Further still, interaction, according to the TECLAC, can help teachers with scaffolding which is described as an activity that enables the learners to help each other to perform tasks that would be ordinarily beyond their individual powers. Originally, scaffolding was defined as "'controlling' those elements of the task that are initially beyond the learner's capacity, thus permitting him [or her] to concentrate upon and complete only those elements that are within his [or her] range of competence" (Wood in Rosiek and Beghetto 2009, 180). What the TECLAC seems to suggest here, is the notion that teachers, godlike, should not be afraid to cast down interactive tasks upon the tormented learners for the fear that they might not be able to withstand them. If interaction is supposed to become a blessing rather than a curse, it should have its right place in a CLIL project's scaffolding. If it is done so, there might be only a little danger of interaction becoming a hindrance rather than a stimulus. Therefore, the TECLAC offers two types of scaffolding:

> 1) **Designed-in scaffolding**, which is a series of activities that draws from what the students already know.

> 2) **Point-of-need scaffolding**, which means that "teacher identifies a teachable moment in ongoing classroom interaction … teachers provide scaffolding by asking certain types of questions, listening carefully to students' responses [and] help them clarify and extend their thinking" (TECLAC, 20).

If teachers are able to distinguish between those two levels of scaffolding, then, hopefully, they are also able to set interactive tasks to such a level that they will become a beneficial part of the education process.

1.5.2.3 Cooperation and reflection

Fourthly, the TECLAC puts before the teacher the need of **cooperation and reflection,** namely between content and language teachers. Notably, this demand

arises from the fact that it is not entirely customary in Europe for teachers to be proficient and trained both in a language and a content subject. Therefore, a number of research articles tries to deal with this obstacle – an obstacle that played no role whatsoever in my project, as all teacher-participants were trained (or in my case, were being trained) in both ways of History and English. As it is common in the Czech Republic, language teachers are also content teachers and therefore this thesis does not pursue the problems of teacher cooperation exceedingly thoroughly. However, the TECLAC informs us that:

> *CLIL teacher education should build on teacher's beliefs, knowledge and experience to allow them carefully construct a web of skills through observation, reflection, and practice. These skills are developed by repeated cycles of practice and reflection, in which CLIL teachers are encouraged to add a personal interpretation of their knowledge to their practical experiences in the classroom.* (TECLAC, 28)

Therefore, a reasonable thing for a CLIL teacher to do is to maintain a research diary and constantly re-evaluate his or her approach and results in CLIL education. What is even more important, however, is the fact that the TECLAC suggests that teachers should incorporate their own personal knowledge, experience and system of beliefs into their CLIL projects. This is especially important in History, where the teacher needs to self-consciously pick up the topics to teach. History, in all its depth, is so multi-layered that, as I maintain, it is meaningless to teach it just as a chronological collection of facts. Instead, and CLIL with its interactivity, sharing and cooperation underlines this even more, it should be taught in such a way that it might influence the present condition of the learner and his or her present attitudes on the outside world and the learner's role in it. Now, if we are dealing with attitudes, there is bound to be subjectivity in History, as attitudes are always subjective. Of course, it would be unprofessional for the teacher to persuade (or brainwash) students to accept the teacher's own personal attitude – they should be able to form one on their own. This was indeed one of the cornerstone premises when this project was being devised. However, the questions the teacher is going to

raise (and through which the learners are supposed to form their own views) are inevitably influenced by the teachers own beliefs both in the form and content. It is important that the TECLAC puts its metaphorical finger on this, as it impinges that teachers should be well-aware of the subjective element they bring into the learning process. If they are, it is by that token even their attitudes and believes what can be developed in the classroom. Frankly, in my experience, they might even easily discover attitudes they never thought they had. Therefore, to say the last word on this topic, even though the TECLALC actually stresses the professional growth of the teachers, the focus on cooperation and reflection can also bring forth their personal growth, as well.

1.5.2.4 Culture

Fifthly, when we are talking about attitudes, it would be wise to mention the aspect of **culture** as well. The TECLAC, however, combines the aspect of culture with another one: the aspect of **context**, arguing that "We need to view language teaching from a different perspective – that of a real encounter, which always emerges in an authentic context" (TECLAC, 31). It is necessary, then, to interpret the meaning of the word "context" for our purposes. Above, we have stated that a pivotal device for discussing history is storytelling, or the fabric of stories. Therefore, we can afford to equal "context" with "story", as it has been done so when designing the project. This means that every activity of every lesson should serve for one purpose: to the help the students to purify and sharpen their insight to the given topic. To achieve that, the topic was to be seen from various perspectives in such a manner that students would explore the more general and abstract spheres of the topic before descending to lower, and grittier reaches. Ideally, when turning back, the students would be able to retell the course of the project as a story. If this is supposed to work, each individual activities and lessons should support each other. To use more linguistic terms, the design of a project should be both cohesive and coherent. Be that as it may, context is still being brought to life by language. Here, the TECLAC argues that "language used in context depends upon the conventions, the procedures and the patterns shared by the participants as well as upon the values and beliefs behind them" (31). Therefore, we can see that language directly perpetuates culture

– in our case, the English culture. However, does it mean that the content should always match the form, i.e. integrated History lessons should always discuss only England and her history? I don't think this necessarily has to be the case. Firstly, today's English is not only the property of England and English people – it is a *lingua franca*, the most natural means for approaching the otherness worldwide. In fact, learners are more likely to converse with a foreign non-native speaker than with a native one, as well as they are more as likely to read a non-native speaker's article in English than the other way round. This, of course, is a feature of a globalizing world and students should thus be well prepared for that. Secondly, CLIL always means that there is a dual focus: on the language and on the content. Supposedly, as we have seen above, these two elements are tied together by the concept of culture. Consequently, if there is no clear match between the content and culture, there has to be also an additional dual focus: on the culture of the language and on the culture of the content. Even though this might seem rather complex, I argue that such an approach brings learners even further to the otherness that we have decided to pursue in the very beginning of the theoretical part of this thesis. Indeed, we can even say that one cannot understand a culture if that person does not clash one culture with another. This is supported by Stratsheim, who says that:

> *Students need to be encouraged not simply to observe similarities and differences between the two cultures, but they should also analyse them from the viewpoint of the others and try to establish a relationship between their own and other systems.* (Stratsheim in Skopinskaja 2003, 41)

Arguably, History is ideal for that and it is indeed my goal to point out that history is, actually, another excellent means for approaching otherness and if that be true, a CLIL project on History can approach the otherness from three various points of view: that of different language, culture, un-matching culture and language and, specifically, from the very nature of History itself.

It can be agreed that in our world, even though intertwined, cultures are separated from each other spatially, much like Bali is removed from Rome in space. However, there was a multitude cultures living in Rome: the staunch ancient Romans of Cato

the Elder, the decadent Romans of the pornocratic papacies of the 10th century[3], the Renaissance mercenaries, preachers and artists, the early 20th century Fascists and many others. Therefore, we can conclude that cultures are separated from each other not only spatially but also temporally. If we accept this, we can view upon exploring History as a journey to cultures removed from us both in space and time. Arguably, there can be cultures of the Goths, the Aztecs and the Mongol Horde, but if we define historical culture as a segment of time and space, we can also have cultures of the 19th century factory workers, 12th century crusaders, 16th century female high nobility and, last but not least, the culture of World War One. If we accept this, then we can realize that History is an ideal tool for honing the intercultural communication, which is defined as "the ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures" (Moran in Skopinskaja 2003, 41). Moran also supplies the teacher with an excellent tool for approaching culture and by that token history as well. What follows are Moran's four categories of culture that, ideally, should be applied to any History integrating project:

> 1) knowing **about**: relating to cultural information. This category consists of facts about products, practices and perspectives of the target culture as well as student's own
>
> 2) knowing **how**: referring to cultural practices in the everyday life of the people of the target culture
>
> 3) knowing **why**: constituting an understanding of fundamental cultural perspectives – belief, values, attitudes
>
> 4) knowing **oneself**: the individual learner's self-awareness. Students need to understand themselves and their own culture as a means to comprehending the target language culture (Moran in Skopinskaja 2003, 40)

Having said that, it is necessary to stress that culture is by no means supported in language education only with the help of CLIL. There are numerous other ways

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[3] In the 10th century, papacy is said to be so corrupt that it was run by the popes' mothers, aunts and mistresses, and some of these gray eminences actually assumed each of these roles. The family of the Theophylacti was the power standing behind the papal throne and because of their means of bolstering their influence, their era is called the Reign of Harlots or Pornocracy (Collins 2005).

beyond the scope of this thesis but before we have the final say on the topic of culture, it would be advisable to introduce the positive and negative trends in intercultural education that Skopinskaja has discovered, for it is necessary to comment on the way these trends may or may not be affected by CLIL.

The positive trends are:

  − an increase in attempts to include intercultural activities

  − an attempt to create reality in course-book texts by including serious social issues

  − an attempt to personalise the FLL process by providing opportunities for exchange of views

  − a large range of accents and voices which provides good listening practice

  − a variety of genres and text types

The negative trends are:

  − subordination of the goal of culture teaching to other goals

  − the absence of controversial issues in texts and activities

  − tourism-oriented representation of the cultural character of the foreign society

  − stereotypical representation of target cultures as well as students' own

  − the excessive focus on language form, and the neglect of intercultural communication

  − the obvious scripting of listening texts

  − the Anglo-centric focus of course-books (Skopinskaja 2003, 52)

I argue that while upholding all the positive trends, CLIL overcomes all or most of the negative trends mentioned by Skopinskaja. As we have seen before, culture teaching is the very essence of History and if it is present in language education, it

can be subordinated no longer. Further, history is the breeding ground of controversial issues, be it lecherous popes, the status of women or boundless militarism that fed the gluttonous monster of World War One. Even more so, a CLIL project is exactly the place for more controversial parts of history to come to attention and we can rest assured that History provides topics both enriching and engaging. When discussed in-depth, the topics and cultures are sure not to be represented either stereotypically or even as some sort of tourist postcards. The other negative trends, once identified, can easily be avoided. What we can see here, actually, are the crucial contributions of CLIL to second language education.

1.5.2.4.1 Narratives in Culture

Curiously enough, Skopinskaja mentions that intercultural education promotes "curiosity and openness as well as readiness to suspend disbelief about other cultures and belief about one's own" (Byram in Skopinskaja 2003, 41). The suspension of disbelief strongly rings a bell in association with the beliefs of a man who has perhaps not influenced education but certainly has influenced educators. About half a century ago, that man wrote: "A child may well believe a report that there are ogres in the next county; many grown-up persons find it easy to believe of another country; and as for another planet, very few adults seem able to imagine it as peopled, if at all, by anything but monsters of iniquity." The author of this quote is John Reuel Ronald Tolkien (Tolkien 2001, 39). What he meant was that if people want to enter a narrative, be it a story or a game of cricket, they achieve the state of what he called Secondary Belief. The problems with adults, he maintained, was that even though that they laugh at children's imagination, they are probably controlled by it more than they realize – hence the "monsters of iniquity." At any rate, Tolkien suggests there are two kinds of belief: firstly, the belief "that a things exists or can happen in the real (primary) world" (Tolkien 2001, 37). Secondly, there is the Secondary Belief that we need to employ when we enter a story. He explains:

> *What really happens is that the story-maker proves a successful 'sub-creator'. He makes a Secondary World which your mind can enter. Inside it, what he relates is 'true': it accords with the laws of that world. You therefore believe it, while you are, as it were,*

inside. The moment disbelief arises, the spell is broken; the magic,
or rather art, has failed. You are then out in the Primary World
again, looking at the little abortive Secondary World from outside.
(Tolkien 2001, 37)

There comes the amusement of Tolkien's earlier pun on ogres: adults, much like children, confuse their Primary and Secondary belief without even realising it. When we were discussing the role of narrative in History a couple of pages earlier, we settled with the notion that students should be allowed to create their own stories in History if only we can set the right limits for them clearly enough. But the stories they create are going to be useless if they cannot employ their Secondary Belief, or if they fail to employ it. Because if they cannot do so, they also cannot suspend their disbelief. Consequently, they also cannot discern between their Primary and Secondary Believes, which, in the end, might mean that they are still going to believe that there are living ogres in a neighbouring country, so to speak. This brings another aspect for the educators to focus on when running a CLIL-History lesson and another task for the students to deal with: the limits and the sources of information the teacher is supposed to provide are now more crucial than ever. But if both parties approach the quest for wisdom seriously, they can be rewarded with personal insight into the topic. *Ad alta*!

Finally, we should not underestimate the power of the stories the students create. Tolkien, expressing his affection for metaphor, argues that stories have the quality of Soup: storytellers put various bits and pieces of other stories into a Cauldron and what they come up with is a new Story, where all the ingredients have melted and merged. He clearly states:

History often resembles 'Myth', because they are both ultimately
of the same stuff. If indeed Ingeld and Freawaru never lived, or at
least never loved, then it is ultimately from nameless man and
woman that they get their tale, or rather into whose tale they have
entered. They have been put into the Cauldron, where so many
potent things lie simmering agelong on the fire, among them
Love-at-first-sight. If no young man had ever fallen in love by

chance meeting with a maiden, and found old enmities to stand between him and his love, then the god Frey would never have seen Gerdr the giant's daughter from the high-seat of Odin ... Small wonder that 'spell' means both a story told and a formula of power over living men. (Tolkien 2001, 30 – 31)

What Tolkien does is that he uses a rather sensitive word "myth". But even though he eventually moves his treatise on stories into the high realms of religion, we may choose not to follow him there and simply say that "myth" means "narrative" in the context of this thesis. By no means can we refer to "myth" as if it were a "lie". After all, it was the goal of the previous pages to point out that such narratives are actually the tools with the help of which people can relate to the world around them. These stories need not be objective, annalistic reports. For example, if the students were, say, asked to write a letter of a common foot soldier from the trenches of the World War One, what we can expect from them? There will be some who are going to mention a dead friend, some of them will likely imagine they have been wounded and are now lying in a hospital in the midst of torn bodies, some of the will yearn for a promising love that was cruelly cut short by the war. This, of course, is just a guess, but as students were given exactly that task in the project, we can make sure whether Tolkien was right or not. If he was, students are going to mention at least some of these stories – and each of them has been there long before that. Even before *Gone with the Wind*. Thus, students are going to re-incarnate stories that have been holding some power over "living men" - they are going to become active participants in cooking the Soup. However, when becoming active producers rather than remaining passive users, they can, after a time, arguably escape the bewitchment the stories have prepared for them, becoming self-aware of them. This is supported by Karmode, who states that: "fictions degenerate into myths whenever they are not consciously held to be fictive" (Karmode in Carr). Here, Karmode might disagree with Tolkien on the issue whether myths are inherently malign or beneficial, as he obviously expresses his belief that myth are, in fact, lies. Still, what was said still remains true: we can paraphrase

Karmode's words into the parable of ogres that started this discussion of myths: if not held in check, narratives can bewitch their progenitors. Further, Tolkien's idea of a Story Pot or Cauldron is fairly similar to the way people perceive their own lives. Drawing on Husserl's statement that people's actions and perceptions of the present are influenced both by their past and anticipation of the future, Carr states that

> *Events of life are anything but a mere sequence; they constitute rather a complex structure of temporal configurations that interlock and receive their definition and their meaning from within action itself. To be sure, the structure of action may not be tidy. Things do not always work out as planned, but this only adds an element of the same contingency and suspense to life that we find in stories.* (Carr)

Thus we have arguments to support a rather crucial statement: from what we have covered it seems that stories not only reflect but also directly influence the way humans perceive the world. Therefore, it implies that storytelling should be made an inherent part of History teaching and, as it is essentially a communicative exercise, a part of CLIL-History as well. It is due to the insights provided to us by Tolkien and Carr that learners arrive to, as Wilburn puts it, "deeper understanding of the human condition" (Wilburn 1992, 68).

1.5.4.2.2 Drama in Culture

However, when saying this, Wilburn has not only stories on her mind: she means explicitly one mode of storytelling: drama. To conclude the section on stories and culture, we are going to discuss this mode as well. Still, before going any further, it is necessary to introduce the various genres of drama and choose those that were suitable for the CLIL project that makes the bulk of this thesis. Wilburn offers these categories:

1) **Theatre arts**: a play in the traditional sense. A group of volunteers studies a play and its characters, body language and so on and performs it before some audience.

2) **Creative dramatics / Dramatic play**: the experience of pretending stressed, no

reflection, little direction.

3) **Role-play**. Here, students play someone else. They are told what to do and what to say, players know the position of others, the target language is used to reinforce previously presented items from the syllabus. Role-play is more focused than drama, it is functional and purposeful.

4) **Simulations**: they are similar to role-play but students do not know each other's positions in the interaction. Simulations are structured and controlled by reality. The teacher's role is to keep the action moving.

5) **Scenarios**: Students play self within framework of role. The role specifies situational details but not position to be taken, which results in there being more uncertainty than in role-play. Teacher is the counsellor in rehearsal (which is being conducted in L1), orchestrator in performance and the discussion leader in debriefing.

6) **Drama**: Here, students have choice over setting roles, why they are involved, the direction drama will take. The teacher just sets the problem or task and the overall structure of drama then becomes intrinsic based on focus tension, surprise and contrast. Drama, then, spins an evolving story and it is not bound by realism (Wilburn 1992, 71).

What sounds most appealing for a CLIL project are Simulations, Scenarios and Drama, all of which provide considerable freedom both for learners and educators. The definition of Creative dramatics is just too vague, Theatre arts are too profound to constitute just a smaller part of a larger whole and Role-playing, with its focus on practising the target language is more suitable for traditional second language education classrooms. The selected approaches, then, are expected to fully utilize the potential of teaching culture via historical narratives, much like they are expected to provide the learners with enough free space to co-create Secondary Worlds of their own.

It was stated earlier that in a narrative-driven approach in history, activities should support each other and together they should form both coherent and cohesive story and gradually, they should offer a deeper and deeper insight into the topic. Drama,

then, is one of the highest techniques a teacher can use, for if it should be successful, learners need to employ all the linguistic skills and content information they have acquired earlier. Still, even though the demands are dire, the prize is worth it. Wilburn offers five aspects that drama invokes in language and content learning:

1) empowering children with their own learning through the teacher's subtle manipulation of the unfolding drama

2) offers a context for actively using language as means to and end rather than practising language as in vocabulary/grammar drills

3) instils a deep sense of understanding by involving children emotionally with the content-driven

4) it seeks to build social competence and confidence amongst participants through purposeful work with others

5) promotes individual responsibility to the group effort and a willingness to accept and respect the ideas of others (Wilburn 1992, 67)

Arguably, drama possesses all these aspects because of its communicative nature. It is the affective side, the value of context and the value of a joint communicative undertaking that bring the insight into stories as it was described by Tolkien and Carr to a wholly new level. Admittedly, Tolkien actually argued against drama, saying that it is "a kind of bogus … the visible and audible presentation of imaginary men in the story" (Tolkien 2001, 51). However, what Tolkien described was his view on the experience of the audience of a theatre-play. What we are dealing with, instead, is the experience of the actors and directors, of the active (sub)creators of a story made manifest and drama can thus provided access to sub-creation more easily than simple narration would, as it puts higher demands on a student's imagination.

However, drama does not limit itself only on expanding the narrative insights and powers of its practitioners. Wilburn provides a thorough list of educational processes activated by drama. These are: inquiry, critical and constructive thought,

problem-solving, skills of comparison, interpretation, judgement, discrimination, desire for further learning and research (Wilburn 1992, 70). Of course, these are exactly the skills we wanted to promote from the very beginning of this thesis and precisely the skills a History teacher would like to promote, which are, according to Gunning, translation, interpretation, application, extrapolation, evaluation, analysis and synthesis (Gunning 1978, 34). What's more, drama also stresses the affective side of learning History that Cunning omits in his enumeration. This is supported by Wilburn, who says that "Drama has the potential of activating the affective side of the curriculum as well as content areas from across the curriculum by involving students emotionally and cognitively in the learning process" (Wilburn 1992, 74). However, Bolton suggests that there have to be present four features if drama's appeal to the affective side is supposed to be successful:

> 1) **sharing**: group members collectively identify with a selected form or make believe
>
> 2) **congruency**: feelings must match the objective meaning
>
> 3) **ascendancy** of the collective over the personal level of subjectivity
>
> 4) feeling of **quality**, which simply means that if someone dies in a story, genuine feelings of sadness prompted by the drama occur (Bolton in Wilburn 1992, 80)

Apparently, Bolton seems to stress the joint effort (points 1 and 3) the learners make in order to produce something meaningful (point 2) and with a certain level of inner quality (point 4). Such cooperation, as we have seen earlier, is supported by Vygotsky's ideas of social learning and it also expands Tolkien's idea of sub-creation, as, suddenly, there is not just one sub-creator that prepares a Secondary World for a reader to enter but the "readers" here are actually sub-creators as well. What we bear witness to is, actually, a process of joint sub-creation. It is because of these aspects that we can regard drama as the   cream of the crop, as the pinnacle of CLIL-History. This concludes the section on Culture.

1.5.2.5 Evaluation and Literacy

Sixthly, we need to deal with another aspect of CLIL that TECLAC introduces – the aspects of **evaluation** and **literacy**. As evaluation was being dealt with when discussing the topics of Methodology and Assessment that the EFCTE introduces, we can direct our full attention to literacy alone. The TECLAC defines literacy as not only the ability to read, count and write but also the ability to use these skills, to analyse various data and to successfully take part in the society (TECLAC, 24). It can be argued that History is in fact and ideal content subject to support literacy, as in History literacy is "an essential component of historical understanding and an aid to historical understanding" (Phillips 2008, 95). Of course, History is not a simple environment for learners to develop their literacy skills, as they are expected to be exposed to a torrent of texts both written and spoken. What's more, they are supposed to be asked to produce a similar torrent on their own. Thus, a CLIL-History program seems to be highly challenging by its own right. However, when Myriam Met discusses the topic of literacy in immersion classes, she states that: "students can be challenged by their limited linguistic repertoire. This challenge can actually promote both language and content development as teachers enable immersion students to put complex ideas into words" (Met 2008, 51). Met even provides us with an insight into the way the learners are supposed to overcome that challenge:

> *Good readers learn the meanings of new words and phrases from multiple encounters in context while good writers recognize the gaps between what they want to say and what they are able to say, seek the language required to fill the gaps and therefore grow in language as they engage in literacy tasks.* (Met 2008, 50)

However, Met also suggests that even though students may be challenged, they cannot be overwhelmed, as they reportedly cannot handle more than 5 – 10% of unknown words in a text (Met 2008, 54). To help identify which words any given group of students need to be pre-taught, Beck offers a classification of vocabulary that divides the word stock into three tiers. These are as follows:

1) **Tier one**: high-frequency words that a student is likely to know

2) **Tier two**: words frequent in age-appropriate texts or necessary for becoming a mature language user or for understanding the text

3) **Tier three**: all other low-frequency words which are not necessary to teach at a given time (Beck in Met 2008, 58)

If the teacher is able to discern between the three levels, then he or she is arguably able to provide the students with sufficient support and they will be able to deal with a CLIL environment that initially seems to be rather hostile.

1.5.2.5 Multimodality

Finally, there is one last aspect of CLIL teacher education that the TECLAC mentions: **multimodality**. Drawing from the theories of Howard Gardner, the authors argue that multimodality is "several possible manners in which a person learns or in which the teacher addresses his learners" (TECLAC, 17). Gardner, in fact, was one of the first scholars who introduced the idea that intelligence is not just the capacity to solve abstract problems, or, as Gardner himself puts it "as the ability to answer items on tests of intelligence" (Gardner 2006, 6) Instead, he hinted that there is a number of other fields that people can employ their mental powers in. His ideas were keenly approached by educators and can be also seen as a cornerstone for CLIL teachers to build their projects on. The reasons for this are manifold. Firstly, CLIL summons at least two of the learner's mental faculties: critical thinking and linguistic prowess. Secondly, as the temporary tendencies in content education show, critical thinking is not and should not be the only inhabitant of the vast domain of content education. Rather than relying on increasingly complicated abstractions, learners are now asked to embrace the given topic from various points of view, since, as the TECLAC puts it, "understanding is the sum of modes of perception" (TECLAC, 17). In order to understand this idea more fully, we need to explore Gardner's theory a bit further.

Firstly, Gardner defines intelligence as "the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community" (Gardner 2006, 7). Forming his Multiple Intelligence Theory, he states that there is actually a number of intelligences, each of them being employed in different

circumstances. Furthermore, the levels of the intelligences can be disparate: while a person can be a (possibly undiscovered) genius in one field, he or she might also be painfully lacking in another. Gardner himself admits that he is stratifying our concept of intelligence in order to fight three biases of our culture that, consequently, warp both education curricula and process in an undesirable way. The "westist" bias "puts Western values on the pedestal: logical thinking and rationality" (Gardner 2006, 23). The "testist" bias focuses on abilities that are testable. Finally and most importantly, "bestist" bias stresses "the importance of being the best" (Gardner 2006, 23). Gardner sees these biases as just too narrow-minded to be fit for providing a sound basis for gathering and interpreting experience. In this, Gardner can be seen as a strong ally to CLIL, as we can see from the very content of this thesis. There are few places where rationality, measurement and excellence are discussed as the only driving goals for education. Instead, what we have witnessed was actually an effort to avoid these principles and establish the basis of CLIL on different grounds. Now, in the end of the theoretical part of this thesis, it is suitable for us to discuss Gardner's ideas that, when we look backwards, might well have been the stars we have been following all along in order to safely pass through the stormy ocean of second language education. In other words, we are going to delve into the principles we have been abiding to up till now. To make the argument clearer, Gardner's list of intelligences follows (Gardner 2006, 8 – 20):

1) **Musical intelligence** is a learner's capacity to operate with the sound. Reportedly, great musicians, composers and conductors have this intelligence highly developed.

2) **Bodily-kinaesthetic** intelligence determines the degree to which a person is the master of their own body. Great athletes and dancers, for example, are privy to this kind of intelligence.

3) **Logical-mathematical intelligence** is the ability to cope with variables and to create many hypotheses. This is the intelligence that fits IQ tests the most and it is exercised especially by scholars and Nobel Prize laureates of all sorts.

4) **Linguistic intelligence** exemplifies the level a person can absorb languages

and create texts within their bounds. The great novelists or poets are the chief bearers of this intelligence.

5) **Spatial intelligence** covers the domain of navigation, notional system of maps, visual arts, chess and, generally, a person's ability to relate to space and to be able to utilize the limits and bounds it imposes upon its hapless inhabitants. Sailors who navigate their ships with the help of the stars are the masters of spatial intelligence.

6) **Interpersonal intelligence** is the ability to appropriately and sensitively respond to other people's behaviour; it is the ability to relate to other people's moods, temperaments, motivations and intentions. Such an intelligence is the primary means of communication between mothers and their new born children, for example.

7) **Intrapersonal intelligence** is, conversely, "access to one's own life, range of emotions, the capacity to make discriminations among these emotions and eventually to label them and to draw on them as a means of understanding and guiding one's own behaviour [and furthermore] a person with good interpersonal intelligence has a viable and effective model of him- or herself – one consistent with a description constructed by careful observers who know that person intimately." (Gardner 2006, 16)

8) **Naturalist intelligence** helps us with classifying both natural and artificial phenomena. According to Gardner, a great naturalist is able to discern between various types of fauna, flora, even clouds, but also trainers, cars and other products of consumer culture.

9) Originally, there were only eight intelligences but later on, Gardner, having faced the suggestions of additional humour, cooking and sex intelligence (and having faced the accusations of possessing neither) and having dismissed ideas of spiritual intelligence, has introduced a ninth intelligence: **existential intelligence**, or the ability to ask "big questions" such as "Why do we live and die? What is the meaning of life?" and the like. However, this thesis is focused mostly on the means of advancing mental capacities

and this intelligence can be seen as a desired by-product of such an effort. Therefore, as it is felt that it might be wrong to impose the bigger picture upon the learners instead of encouraging them to discover one on their own, this last intelligence shall not be discussed any further in this thesis.

When we realize that intelligence is actually formed out of several components, rather than being just an one-dimensional faculty, we are free to encourage the learners to approach the topics of education from a variety of points of view. Moreover, we need to make the topics accessible from various cognitive means so that individual students are able to utilize their own qualities to the utmost. In turn, it is these points of view that enable the learners to develop a more complex understanding of a given topic. Of course, it is impossible to introduce any topic using all the intelligences. Instead, Thomas Armstrong suggests that educators should choose their priorities and adjust their learning programmes to them. Therefore, if teachers can focus on a manageable number of key concepts and explore them thoroughly, there can be tangible results in their work, such as that "students can think of and critique a scientific experiment, they are able to analyse a current event in terms of historical precedents and non- or pseudo-precedents, they can confront a work of art and illuminate its power and its modes of operation" and so on (Armstrong 2009, 59).

Now, the question arises how can a teacher incorporate even a small portion of the set of intelligences into his or her lessons? Armstrong provides a list of possible solutions and even though he admits that his list is by no means complete, it is advisable to mention at least some of his findings. Obviously, some intelligences are more suitable for a CLIL-History approach and some less. Because of that, some intelligences and teaching strategies have been credited with a greater detail and some with lesser. The list of teaching strategies is as follows (Armstrong 2009, 72 – 98):

1) Curiously, the first technique Armstrong advocates to be used in order to expand the learners' **linguistic intelligence** is storytelling. He doesn't apply it only to History, however. In Armstrong's view, a story can weave just any essential concepts, ideas and instructional goals into a meaningful whole and

skilful teachers can put together a whimsical plot concerning centrifugal force (Armstrong 2009, 73). This is arguably an indirect confirmation of the importance with which this thesis has stressed the usefulness of stories. Indeed, if it is true that people perceive the world in narrative constructs, providing them access to them might truly be the rational thing to do. Thus, a teacher's job might not be dissimilar to that of the shaman's of old. Other techniques include brainstorming which by definition excludes any criticism and encourages students to pool as many ideas as possible and it acknowledges students with original ideas. Another technique is journal writing which can be focused either on personal feelings and (mis)fortunes or on the same of a fictitious mid-18th century serf. Furthermore, journals can incorporate multiple intelligences by including drawings, sketches or dialogues and they are prone to develop the affective side of learning, as well as the intrapersonal intelligence.

2) **Logical-mathematical thinking** can be bolstered up obviously by calculations and quantifications. Other techniques that are arguably closer to History, include classifications and categorizations of disparate fragments into and according to central ideas and, as any traditionalist would observe with satisfaction, Socratic questioning, which allows to query the student's point of view and "uncover the rightness or wrongness of their beliefs. [Also, it allows the students to] hypothesize about the world and teachers test them for clarity, precision, accuracy, logical coherence and relevance" (Armstrong 2009, 76). Finally, other techniques to advance logical thinking might be heuristics, which supports problem solving via analogies and science thinking which enables the students to learn the scientific background to causes and outcomes of multiple phenomena, such as wars or globalization. Admittedly, both two final techniques are more than expected to be used in a History lesson in order to put a sound basis for the narrative and to give the students a compass of sorts to help them navigate across the bogs and mires of various historical interpretations.

3) **Spatial intelligence** is understood not only as the ability to get one's

bearings but also as the power to perceive the world in images and scenes. Therefore, students can be asked to draw sketches of the ideas under scrutiny, be it the Great Depression or Gravity. Another technique that might catch our attention could be visualisation that basically asks students to "close their eyes and picture whatever is being studied [on their] inner blackboard or movie screen" (Armstrong 2009, 78). Thus, students might give shape to the abstract ideas they are about to encounter and wrestle with and by doing so, make them tangible again.

4) **Bodily-kinaesthetic** intelligence can be easily underestimated as students are traditionally expected to exert their mind rather than their bodies. Still, their very bodies can be made into mediums of expression and the text under scrutiny can be enacted. And, last but not least, students can build things with their own hands, be it an electromagnet or a Native American abode hut. What is interesting for us is the notion that drama techniques actually bolster up bodily-kinaesthetic intelligence.

5) **Musical intelligence** benefits when teachers start building thematic discographies or employing supermemory music, for it has been suggested that background Baroque music is effective for memory.

6) **Interpersonal intelligence** needs to be exercised with people who "need to bounce their ideas off other people" (Armstrong 2009, 81). As such, such learners might appreciate cooperative games which tackle a learning assignment and where each person is supposed to contribute ideas and has certain unique responsibilities. Another useful technique might be peer sharing and peer teaching and, of course, something what Armstrong describes as "simulations"but what in fact is, yet again, drama. Intrapersonal intelligence, then, is one of the key concerns of CLIL as it has been described in this thesis as, naturally, any language serves primarily for communication. Therefore, it is also natural that any communication-driven approach should stress the development of interpersonal intelligence.

7) **Intrapersonal intelligence** is by no means less important than the previous one. The affective side of learning has been stressed throughout the thesis,

which goes hand in hand with the contemporary demands on personalization students are supposed to undergo in order to acquire new knowledge. This can be prompted by one-minute reflection periods which are used after other activities and allow the students to connect them with their own lives and, last but not least, provide a welcome change of pace. Another means of incorporating intrapersonal intelligence into learning process is giving students opportunities to influence the course of their own learning, partially relieving the teacher from the role of the supreme arbiter of knowledge. Another means is to provoke students to feel angry, agitated, excited or amused, or, as Armstrong has it, employ feeling-toned moments.

8) **Naturalist intelligence** is meant to draw the learners' attention to the nature around them. Discussing nature is beyond the scope of this thesis.

From both lists, it is we need to pick up the kinds of intelligence that are suitable for being pursued in a CLIL-History project. To stand upright, such an project would need several pillars to lean on and a couple of supporting arches that will make the whole structure easier and somewhat lighter, should we compare a CLIL project with a Gothic cathedral. The four pillars that support the central nave, then, are linguistic intelligence; logical-mathematical thinking; interpersonal and intrapersonal intelligence. The role of linguistic intelligence is clear: it supports the linguistic part of CLIL. Moreover, as stories help promote it and as they are the meat and bones of History, linguistic intelligence can also be a powerful support for the content part of CLIL, as this thesis has tried to show. The same can be said for logical-mathematical thinking, as pondering over serious issues, Historical or not, can inherently be done only in a language. The third pillar, interpersonal intelligence, is crucial, as it was shown that CLIL serves best when students are actually allowed to communicate with each other, share data and hypotheses they have made with the help of the second pillar. Also, we cannot but agree with Vygotsky's notions that learning is still primarily a social undertaking and CLIL seems as an ideal way to carry out these notions. The reason for that can be seen in the difficulty a CLIL project imposes upon its learners. If students are not able to solve a task individually because it surpasses their abilities, they naturally have to

band with others in order to solve it. Additionally, if tasks are built in such a way that it is not possible to perform them alone, it also stretches the muscles if interpersonal intelligence. Finally, it is by the means of this kind of intelligence that learners can access the otherness most easily. And the otherness, to say the obvious, was the chief component of both language and content education as they have been defined in this thesis. Last but not least, the fourth pillar, intrapersonal intelligence, brings up the affective side of learning. All data, all knowledge have to be somehow linked to the person of the learner. To achieve that, learners need to be given a chance to reflect on the issues discussed and on the CLIL project itself.

With only the four main pillars and a nave, however, our cathedral would have been rather bare. The remaining intelligences can well be the arches that hold together our church's aisles: they may be used to support the main notions but they cannot carry the main weight of the building. For CLIL-History purposes, the bodily-kinaesthetic and naturalist intelligence seem as the least useful, despite the fact that when students are exploring a medieval ruin, they may be easily reminded to pay attention to the trees that have grown in the ruin over the ages. Musical intelligence can be bolstered by using some thematic background music or even by making the students to compose some thematic piece on their own. Similarly, they can use their spatial intelligence to discuss and create some pieces of art that can be related to the era or topic or, to use a word that shelters it all, culture under scrutiny.

1.6 Concluding the theoretical part

The theoretical part provided the grounds for the following CLIL-History project, having described the rules any CLIL undertaking needs to obey in the first section. These rules are mostly expressed in CEFR and associated documents. Further, the thesis described the historical background of CLIL and its associate approaches. Finally, having amassed a wealth of supporting data, the thesis set forth on defining CLIL itself and describing its aspects. This was done with an eye on the shape of the CLIL project the forms the next part of this thesis. This means that the arguments proposed here are by no means definite and absolute – they merely fit and support the particular version of CLIL I had on mind when preparing my project and writing this thesis. Finally, the theoretical part also raised some

hypotheses in an effort to answer the central question of this thesis: whether high-difficulty CLIL projects can be of any benefit for all the learners or just for the elite few. With the help of Vygotsky's theories, Threshold Hypothesis, the theory of the narrative structure of learning and other outcomes of scholars' research, it was suggested that if the class solves the problems presented by CLIL collectively, it is possible to solve them, with elitism playing no major role in the process. This hypothesis shall be confirmed or denied by the analytical part of this thesis and discussed in the final, evaluation part.

2 Analytical part

2.1 Introduction to the analytical part

In this section, we are going to explore the CLIL-History project we have been advertising previously. As the students were given a worksheet for every lesson, it was possible to collect a relatively large sum of data suitable for analysis. The project is going to be introduced in the following chapter, the analysis itself follows. Every lesson of the project is being analysed in separate sections, with an appropriate Teacher's manual preceding every respective section so that the reader can be more acquainted with the lessons before plunging into them. For further reference, the students' worksheets are presented in Appendix A. The analysis itself respects the bi-focal nature of CLIL, whereby the data students have produced are looked into from the perspective of a teacher of English as well as History. The linguistic analysis leans on two sources: Libuše Dušková's *Mluvnice současné angličtiny na pozadí češtiny* and Roland Carter's and Michael McCarthy's *Cambridge Grammar of English.*

It was my purpose just to describe and elucidate the data without commenting on them in order to presuppose the answer for the central question of this thesis: that is whether it is sustainable for a Czech monolingual class to be exposed to a highly-demanding CLIL project without only the top brass students profiting. The analytical part provides only a description of the ways the students have developed to deal with the topics imposed upon them by the project. Their success or failure will be commented on in the final, evaluation part of this thesis.

2.2 Project description

The goal of the project was to integrate the instruction of English and History while discussing the topic of World War One. From the linguistic part, the students were meant to activate all their linguistic skills, with a focus on active usage of productive skills. It was the aim of the project to find out how the students will be able to work in a "language bath" environment. From the historical part, the students were expected to revise the topic they have already dealt with before the

summer holidays and explore it in more detail. The project was performed in September 2010 in Gymnázium Omská in Prague. The school is an eight-year grammar school, with the youngest students being about 11 years old, and the oldest at the age of 19. The project itself was run in a fourth-graders' class, with students of about 14 years old. There were approximately 28 students in the class and most of them were quite experienced in terms of English, having mastered the language at the Intermediate level, or somewhere between A2 and B1. Even though the school is not focused on foreign languages, the students would be more than equal of their peers who hail from such institutions. The proportion of girls and boys in the class was balanced, perhaps slightly favouring the girls. It is not possible to provide solid data in this respect, of course, as the number of students attending classes was fluctuating. Ethnically, most students were Czechs – with two notable exceptions, however. There were two Vietnamese students and as far as their abilities are concerned (or the abilities of one of them at least), they belonged to the cream of the crop of the class. The classes were taught by Mgr. Pavlína Bojkovská, who was a graduated teacher of History and English, which made her the ideal teacher for the project. She was helped in her efforts by Johann, an exchange Swedish junior teacher, whose role lay mainly in helping with group work tasks and such. At one point, the author of this thesis also helped with managing the project.

In terms of historical background, the project was based on two American and British textbooks (Miller 2003 and Stimpson 2000 respectively) and on the work of the two Czech historians Galandauer (1988, 1993, 1998) and Pichlík (1996). Further, the project was divided into four thematic Lessons and each of them was meant to explore the central topic from a different angle. In Lesson One, students were supposed to revise whatever they remembered of WWI from the time before summer holidays, as the topic itself had already been discussed in June. Lesson One was meant to bring up the crucial aspects of the War and to set the stage for the following Lessons to come. Lesson Two would start discussing the issue from an unconventional point of view: that of the propaganda. The combat tactics of both sides was to be examined and examples presented and general conclusions drawn. To achieve this, some original propagandist posters and other material were used. The didactic goal of the Lesson was that students would understand that their own

perception of the War (and, hopefully virtually of anything) may be warped by what the then authorities might want them to think. It was hoped that they will understand that the demonic vision of the Germans the public generally possess even today is actually for a substantial part a product of the Allied propaganda. Finally, the students were supposed to acquire a more realistic view on the both sides of the conflict. In Lesson Three, students were about to explore the details of trench warfare so that were able to imagine the war in all its horrendous inhumanity. Finally, in Lesson Four, students were expected to rise from the mud of the trenches to the august seats of Allied leaders and to divide the spoils of war among themselves. It was expected that the students will be as merciless as the real victors of the war and having entered their shoes for a while, so to speak, they would be able to understand why the real leaders set the peace treaties in the way they did. Thus, the students were supposed to experience the War from three points of view: a propagandist's, a common soldier's (or a nurse's) and a politician's. It was hoped that in this way, students will be able to develop a more intimate relationship to the topic and form their own attitudes towards the War on a more solid basis than before. Linguistically, the lessons were not focused in any way, except on active usage of the four skills: reading, listening, speaking and writing. In order to create a "linguistic bath", a self-conscious focus on language was suspended. Here, language was a medium and not a goal. Finally, there remains to say that a Lesson didn't cover just one standard class. Rather, one Lesson was composed of several consecutive classes, called Lectures in this thesis. The reader should bear this distinction on mind.

2.3 Project outline

What follows is the designer's general mind-map that all the project abides to. The outline is presented so that the reader can get a more precise glimpse of the project before plunging directly into it. A clearer description will follow, preceding the analysis of every single Lesson.

2.3.1 Lesson 1: Welcome to the War

Content part:

1)   students revise the causes of the World War One

2) students formulate opinions on the causes and suggestions how to avoid a Great War

Language part:

1) speaking skills, vocabulary, fluency
2) grammar: modal can, should (final task)

Lesson outline:

1) WWI brainstorming: „What do you think of when somebody says WWI?"
2) Discussion: what really is a world war and what, generally, can be its causes? What is the difference between a world war and a general war – apart from the number of countries involved? (suggestions: total war, „war for survival")
3) Map work: Setting the stage. Geographical reasons for the causes of the war that had been suggested earlier on in the lesson.
4) Textbook work: Students form groups. Each group searches the historical textbook for one of the causes: Rivalries, Alliances, Nationalism, Militarism. Discussion, forming a written output of the discussion
5) Writing exercise (possibly homework): how to avoid a world war?

2.3.2 Lesson 2: Black Propaganda

note: interactive board needed

Content part:

5. students familiarize themselves with WWI propaganda of both sides, hereby revising some crucial parts and aspects of the War
6. students understand the stereotypes the contemporaries associated with their foes and the War
7. students make their own propagandist cartoon

Linguistic part:

1. speaking skills, writing skills, reading skills
2. vocabulary

Lesson outline:

1. the students discuss the term propaganda and try to define it
2. the students watch some propaganda commercials from WWI (source:

You Tube) analyze them and bring forth their own definition of propaganda
– and compare it with the trailer for a major Mel Gibson movie, *The Patriot*

3.   students find on the Internet some WWI political cartoons OR the teacher shows the cartoons to them. Being a bit more lighthearted, the cartoons should some ease to the lesson

4.   having understood the gist of the cartoons, students identify the major aspects or events of the War that they represent and arrange them in chronological order

1.   using their textbooks and/or history notes, the students provide the remaining

2.   crucial events and put them into the correct time line

5.   students draw their own WWI political cartoon, assuming the role of a propagandist of one of the warring countries and mock some other country.

2.3.3 Lesson 3: In the Trenches

Content part:

1. the students can imagine the life in the trenches

2. the students know the principal new military inventions of the WWI and their impact

3. the students get familiarized with one of the crucial battles of the Czech legionnaires, the battle of Doss Alto

Language part:

–   reading skills, writing skills, speaking skills

–   vocabulary, working with text

Lesson outline:

1)   warm-up: the students write some statements about the war according to their feelings. The statements are taken from various perspectives: a German soldier, a Czechoslovak legionnaire, a leader of a country, a Russian revolutionary. The students are asked to pick up the statement they disagree with the most. The students compare their results.

1.   The teacher moves on, saying that nobody can really make conclusions without knowing how was it really like in the front line.

3)   students in groups read articles on trench life and new weapons: gas and

flame-thrower

1. students from each group interrogate each other to find out the contents of their respective articles

2. students scale the most horrid aspects of trench life and discuss it

4) „The Screen" activity: students use their new knowledge and impressions to collectively tell a movie: the teacher encourages them to imagine the blackboard as a movie-screen. In one sentence, the teacher sets the first scene of a war movie and the students, in turns, develop that scene, each saying one sentence. This goes on until the story is fulfilled.

5) The teacher tells the students the story of Doss Alto and the resistance of the Czechoslovak legionnaires against the Austrians. The teacher does not finish the story and the students, divided into the Legionary and Austrian sides, will roleplay it to the end

6) homework: students write a letter home. They assume the role either of a common soldier from the trenches, or a nurse tending the remains of such soldiers, or the role of a general. The final possibility is to assume the role of a fiancée/mother/sister/... and write a letter to anyone from the previously mentioned, to the front.

2.3.4 Lesson 4: Versailles

Content part:

1) students revise the outcomes of the World War One and try to come up with a peace treaty of their own

2) students gauge the effects both treaties, real and fictitious, might have had on the future

Language part:

1) speaking skills

2) vocabulary, first conditional

Lesson outline:

1) warm-up: setting the stage. Students are introduced to the topic which is the end of World War One and the state of Europe at that time. The atmosphere should be as ruinous and bleak as possible

2) role-playing: students assume the roles of the Allied leaders and divide the

world among themselves. All the roles are limited in their desires and possible concessions in order to set up the discussion as closely to reality and as enjoyably as possible. The students are given a free hand in the discussion.

3) Follow-up: students present their treaties and get familiarized with the real Versailles Treaty. They critically evaluate both of them.

2.4 Lesson analysis

What follows is the description of the proceedings of the Lessons and their analysis in terms of their efficiency and ability to live up to the expectations as they were presented in the project outline above. In order to provide the reader with the more detailed knowledge of the nature of every Lesson, the teacher's manual is enclosed before every analysis.

2.4.1 Lesson One: Welcome to the war

2.4.1.1 Lesson One: Teacher's manual

Task1: Group discussion, warm-up:

1) Teacher says: „What do you think of when somebody says World War One?"

2) Anything goes. The aim is for the teacher to realize what the students actually know and feel about WWI and for the students to help them refresh the concept of it.

3) Teacher writes student's suggestions on the blackboard, creating a mind-map.

4) Teacher can help the students to make associations, thus widen the mind-map as much as possible. Possible result:
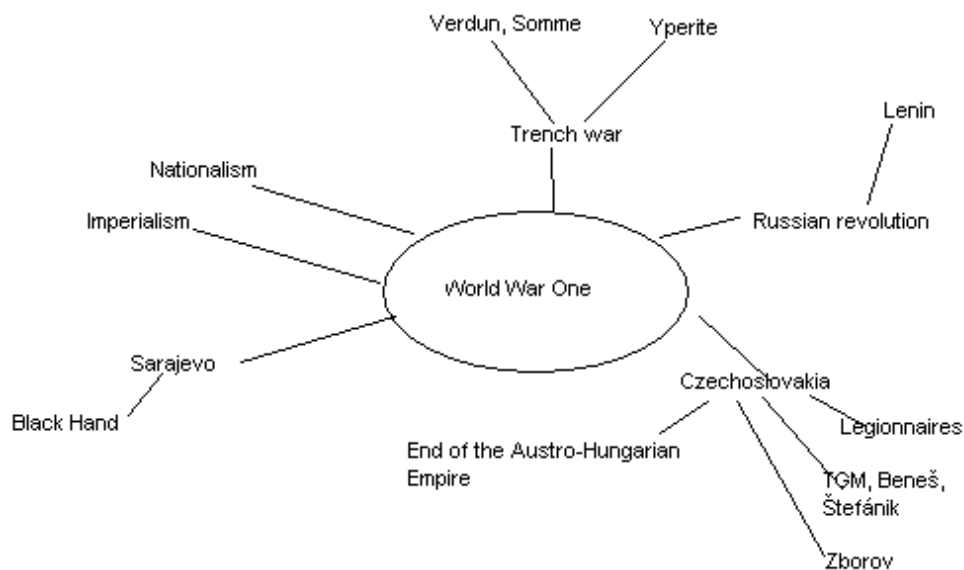
Task 2: Pair discussion, the causes of the war

1) Teacher says: „Now we have some idea about the war, but what were its causes? People were quite enthusiastic about the war when it started. But why?"

2) Teacher asks students: „Why do you think people were looking forward to the war? Write one reason each."

3) Teacher elicits some answers, e.g. „Because they expected a great victory for their countries."

4) Whatever the answers, the teacher writes the word „could" on the board and asks the students to rewrite whatever they have written using this word, e.g. „Their countries could win a great victory."

5) Teacher asks the students to write their rewritten reasons on the board together with the students corrects any possible mistakes.

6) Teacher points back at the mind-map and asks each student to pick up 3 aspects of the war and write one reason for each of them, using „could."

7) Students share their findings and compare them and possibly discuss the discrepancies.

Task 3: Group work, textbook research

1) Teacher says: now we are going to see if our guesses were correct or not.

Make four groups.“

2) Teacher assings each group one of the crucial aspects of the war: Rivalries, Alliances, Nationalism and Militarism.

3) Teacher says: „In groups, look into your textbooks and find out how your aspect helped to start the war. For example, if you have Alliances, find out when they were made and why.“

4) Before the students start searching, the teacher says: „Choose a spokesperson. When you are finished, you are going to teach us what you have found. Try to illustrate your findings on the map of Europe“ (*note*: the map is provided in the Student's sheet)

Task 4: Homework, a short essay

1) Teacher says: „For homework, write a short essay of 150 words suggesting how to avoid a world war. Use the word „could“ as much as possible.“

2) If there is time, students can start working right away.

2.4.1.2 Lesson One: Analysis

The aim of Lesson One was to introduce the topic of World War One to the students, to remember what they had forgotten over the summer holidays and prepare a sound basis both in terms of linguistic capabilities and historical data, so that the students will be able to work with more detailed historical affairs later on and have the linguistic capacity to do so. However, the expectations the lesson required of them turned out to be too high almost immediately.

First, the teacher found it necessary to pre-teach about 15 words to the students, so that they will be able to follow the lessons at all. The pre-taught vocabulary included word-stock related to the military and diplomatic concepts the students needed to use in the following lessons. The pre-teaching stage took about 15 minutes and it was the first major diversion from the original plan of the lesson.

What followed was Task One in precisely the way it was intended – the students were brainstorming ideas about World War One both in English and Czech, which actually didn't matter, as they weren't able to express themselves fully in English and the point of the task was to set the stage for more elaborate tasks to come.

Examples of mind maps were as follows (transcribed with the original spelling mistakes):

Student 1: use of chemical weapons and tanks, millions of casaulties, assassination of F. F. D'este, trenches war between Fr and Germany, Alliances.

Student 2: Washington's declaration, Czechoslovakia, Socialistic revolution in Russia, Austrian-Hungarian Empire, 3 fighting lines, submarine wars

Samples from other students' mind-maps: Legionnaires, guns + armament, Masaryk, 1914 – 1918, the excuse for the start of the war – the assassination of Ferdinand d'Este, End of Austrian-Hungarian Empire, and so forth.

As we can see, the students (or their collective mind) proved to have a fair grasp of the issue: all the concepts they have suggested cover in their entirety the greater part of the topic. Therefore, it can be safely assumed that even before the project, World War One was not just an empty name for them. Also, the linguistic prowess they have exhibited in writing rather unfamiliar words (Legionnaires, armament, assassination, etc.) and only a few misspellings the have committed seems to suggest that the students quite aware of the language they are using and/or the pre-teach stage of the lesson was successful, the students have taken notice of the new vocabulary provided and the teachers have done their job.

However, the concepts the students have suggested in this brainstorming activity are frankly rather superficial. Only a handful of students mentions the assassination of Franz Ferdinand d'Este as just a pretext for the war and all the other concepts mentioned only suggest that students could identify the characteristic features of the war but in Task one they didn't prove they had any deeper understanding of those concepts, whether they really had it or not. This was the best grounds for the project and the teachers to work with, as the project itself was directed more to the details of the war. Working with details would have been impossible should the students have had no grasp of the greater topic at all. By the same token, delving into the details would have been quite futile should the students already had clearer idea about them, as it turned out in one case. This particular student, as we shall yet see, knowledgeable as he was, failed to realise that the aim of the project was to form

greater emotional ties to World War One, to make it possible for the students to *feel* it, much as to *know* about it. Luckily, as the outcome of Task one seems to suggest, most students didn't really suffer from this kind of an obstacle and proved to be a good material to work with.

However, it was nigh impossible to work with them according to the time schedule. As the lecture drew to its end, it became clear that it will not be possible to follow the timeline of the project at all. The first lecture ended as early as with Task one.

The second lecture of Lesson One dealt with Tasks two and three. In Task two, the teacher didn't report any diversions from the plan, so we can safely proceed to assessing the students' work. In Task 2a, they were asked to state what was, in their opinion, the cause of the war. Should I be asked such a question, I would have answered simply: greed and the state the civilisation was in. The contemporaries, including the Kaiser Wilhelm, have seen the war as a historical and groundbreaking fight between the concepts of Democracy and Monarchy. In my opinion, he might have been quite right. Also, it is important to note that neither concept is either truly "Good" or "Evil", as we might suspect, as we are naturally tempted to favour Democracy over monarchy, as our ancestors fought hard to supplant what they saw as a oppressive Monarchy with a Democracy. However, such an approach can easily lead to idealizing one concept and demonizing the other. It is clear to me that if we want to understand the system we live in, we need to be able to assess it objectively and not as inherently good. If we want to preserve Democracy, we need to constantly question it and re-create it anew. It is important that children learn this lesson (even without ever noticing it) and Task 2 together with Task 3 aimed at this. Clearly, Task 3 was built up in such a manner that the students should take for granted the information that both parties, the Entente and Central Powers alike, were ridden with the plagues of Nationalism, Militarism and Rivalries (among many others) and that, when all is said and done, World War One was, in fact an internal conflict of a civilisation, a Civil War, of some sorts, as Václav Veber suggests (Veber 2004). In this view, there were just too many tensions in the Western society, tensions that the society wasn't able to solve peacefully. Therefore, the society broke into war. All over Europe, citizens were cheerfully welcoming the

war, the Germans and Austrians expecting happily that their troops will enter Paris in an outlandish parade by Christmas. Their enemies were looking forward to the exact opposite of such hopes. Now, it doesn't matter that they were both fatally wrong – it seems to me that people could feel the tensions and actually welcomed what they expected as their speedy solution.

Of course, this is my private attitude and I might be wrong. Also, it is a political statement – a statement of an European Federalist, we can say, for isn't it natural for the nations of Europe to join in a federation if they have waged civil wars in the past anyway? These are not really questions: these are attitudes people might easily come to when dealing with this projects within its boundaries, without being conscious of them. That is why, as we shall see, the final questionnaire asked whether the students could see this project as a propaganda of some sorts. The fact that they couldn't (as they have reported) suggests that they were blissfully open to my propagandist techniques. Whether or not these techniques were done properly is another question entirely.

The techniques were as follows: in Task 2, the students were supposed to identify the causes of the war, choose some of them and ponder upon why they could have happened. As expected, the students were recycling previous notions: armament, alliances, assassination of archduke Franz Ferdinand. Only some of them realized that the assassination was just a pretext. Task 2b was often understood just as a formal linguistic exercise, not an opportunity to really think and ponder upon the deeper causes of the war. The exercise itself was quite elaborate, as the students were given an opportunity both to think and practise the language (they were asked to form sentences with "could" in order to say why three aspects of the war could have happened. They were not asked to form past participles, even though some of them did). My expectations of the outcomes of this exercise were truly far too naïve: not fully realizing it, I wanted the students write philosophical quotes about the nature of mankind. Instead, what I was given was far more simple and some examples follow:

Student 1: "France could have needed allies, England could have been afraid of Germany's armament, Russia could have needed support. Trench war – none of the

opposing side could win. New weapons – the people could need more destructive arsenal to kill each other."

Student 2: "In Russia, there was a new man in the higher-standing – Lenin and he wants to lead Russia in his way. He could look more after his people." Clearly, this student didn't understand what she was supposed to do – she didn't answer *why could Lenin's revolution have happened*.

Student 3: "As of FFD in Sarajevo, it could happened because alliances, new armament." Clearly, this student has no clue why was the archduke assassinated or why there was a war at all.

Student 4: "Trenche wars were there bacuse no one on the western line could move his army forward." This student apparently mixes causes and effects.

Student 5: "Alliance F + E: It could happen because E was afraid of bigger and bigger sea armament of Germany." This is certainly a true statement and possibly the most correct a student of that age can produce: to link very simple causes and effects. It is a folly to expect anything more, such as pondering upon traditional ties between Great Britain and Germany (who were allies in most wars in the 19th and 18th centuries) and the deeper reasons why these ties were broken and why actually Germans started to build a navy that the nominally most powerful nation on Earth could have seen as a threat. Therefore, from the content point of view, this Task was useful in forcing the students to link causes and effects which were discussed earlier, thus getting a clearer picture of the war. The cause – effect link was also done more elaborately, such as in **Student 6**'s answer: "The agreement between Russia and France was because both of them needed some help. France wa a rich country, but when it came to wars, it wasn't strong enough. Russia needed economic help."

Other students: surprisingly enough, there were some interesting notions: "new weapons – people wanted to be stronger." "Trench war started because the war between Germany and France didn't have the end." "In Russia there weren't a lot of food – people was hungry. Russia didn't have a money, because they used most of money for the war. So people wasn't happy and they made a revolution."

"Assassination of F. F. d'Este, because the Serbian people thought they had no equality." These are of course gross simplifications but we can assume they can be accepted from students as young as were these. Some students were clearly fighting with their expressive powers ("people wanted to be stronger" = ""armies wanted to be more powerful"). However, there was a student that actually proved to give some thought to the topic: "Alliances: they could happen because they were scared of them self. I think only DE, A and I could crate a very good and perfectly-working alliance, because we can say that they were relatives. The assassination: It could only happen bacause of that fact, that A-H empire didn't treat Bosna and Herzegovina well. They agressivly took the independence and freedom. So I can understand why they tried to kill F. F. d'Este – the big hope of independence – this was very very strong." This student has fulfilled the task as it was intended: she used the grammar (could) to guess (and hereby think) the causes of the war. Saying that people were afraid of themselves is a very unique thing for a young student to do (even for an older one, for that matter) and it proves that the expectations raised by this exercise were not entirely vain and it was possible for this task to be successful both at a simple (linking causes with effects) and at a more sophisticated level. Of course, there were cases that barely fulfilled the task given, just scribbling a word or two. However, it can be done.

Linguistically, we can se a plethora of grammatical devices. From content clauses to modal verbs, from participles to passive voice, the students seem to be acquainted with a number of grammatical forms. Still, they are not masters but only novices in their use: the frequent misspellings, employment of Germanic equivalents (war instead of was) and so on is the proof of this. Despite that, however, it is clear that students can put to use a vast number of linguistic resources in order to make themselves understood, albeit a little bit erratically This is a good portent, signalizing that the students will be able to deal with the more complicated parts of the project that are about to come.

However, what turned out to be much trickier was Task 3. Namely, Task 3a, as there was no time to do Task 3b. The reason is simple: even though the students were asked to find whatever they could about Nationalism, Militarism, Rivalries and

Alliances in the textbooks, they didn't understand these concepts at all. The aim of this exercise was to bring forth more precise data about the causes of World War One than the students could possibly remember and finally to wrap up the topic and put it on a sounder basis. Unfortunately, the students didn't know what to look for at all, so after seeing this, the teachers diverged from the original plan once more. They couldn't do more than Task 2 and 3a in the second lecture of Lesson One and they decided to dedicate the following lesson only to the concepts of Nationalism and Militarism. The lesson was lead in English only and they were discussing the topics of nation, nationalism and extremism, they were asked to link them to the present and provide answers illustrated by examples (such as the Czechs before and after World War One, Jews, anti-Semitism and their own nationalistic sionism). Even though the students had only limited linguistic means to deal with the subject, they enjoyed it and were able to participate fully and it was only then when most of them finally realized that the assassination of the archduke was just a pretext to the war. It is not surprising, then, that after such a dedicated effort and three lectures spent on just one Lesson, there was no time for Task 3b, which was, in the light of the outcome of most of the project, too abstract for the students, who would have needed a considerable aid to fulfil it.

Be that as it may, the results of Task 3a are quite sloppy. The students' answers were telegraphic and laconic, lacking any more in-depth information that was already stated during the lectures – some students were only recycling the data they have already heard and used before. There are some examples: "Militarism – the cause of disputes between Britain and Germany." "The hidden Alliances were one of the causes too." "Militarism – new weapons, submarines." "Nationalism – ". "One aspect that causes the war was the France-Germany dispute. Germany took the Alsasko and Lotrinsko." Some students could mention a fact but not their causes: "Militarism. Armament of countries."

To conclude, Task 3 was apparently out of place for most students, not really matching their capacities, linguistic prowess or knowledge. On the other hand, the teacher's self-made additional lesson on Nationalism and similar concepts was reportedly a success, so it would seem that Task 3 at least provoked the teacher and

the students to probe deeper into the territory of Social sciences and familiarize them with what is necessary for their future lives. However, even this endeavour proved to be less successful than possibly intended. To make sure that the efforts put into the project will not pass without any tangible assessment, Ms Bojkovská gave the students a test. Here, it was proved that the students had happily forgotten most of what they had learned before. Unfortunately, we can conclude that Task 3 was rather unsuccessful.

Finally, the students were given a homework: to write a short essay on the topic "How to avoid a world war?" There was some debate with Ms Bojkovská whether or not to give the students this task in the very beginning of the project or at its end. There were advantages and disadvantages for both approaches. My reasoning was that, first and foremost, the students should be able to reflect on the general topics discussed above and they should be able to derive some conclusions of their own from them. Conversely, Ms Bojkovská felt that such a task might be too difficult in this early stage of the project and the students would need to hone their skills and minds to fully fulfil the task. Also, she added, this would be a nice ending to the project, a nice punchline for a great topic of her own: "How to avoid wars." It occurs to me now that she was right: it is difficult for the students to instantly deliver philosophical treatises on such an abstract topic – and they were the first to admit that they were just too young to have a say on such a gravely serious topic like this. It would be more appropriate for this Task to be delayed to the very end of the project. Furthermore, it would be more appropriate to ask much older students to responsibly answer such a complex question. Nevertheless, I feel it is important to raise such difficult questions whenever possible, as the students have to be forced to ponder on them repeatedly, given the gravity of the matter. The sooner they get introduced to the topic, the better. We cannot expect perfect answers on their first try, of course – but what we can expect *honest* answers. It is my firm belief that honesty can be delivered by anyone, any time, if they are so willing. As we shall soon see, most students tried hard to be honest both with themselves and the task they were asked to do. In the end, it turned out that this task forced some students more than intended: some of them admitted they had to discuss this issue with their parents first. Engaging adults in the debate is far more than the humble author of

this project might have ever hoped for and, personally, I consider it a great success of this project that it has drawn the family into school issues more closely.

When writing the essay, the students splintered into several groups: some of them despaired about the immensity of the task, some naively pictured international organizations based on the rule of law, self-restraint and the universal equality of all mankind. Finally, there were those that could only recycle the causes of World War One – these students didn't try to think about wars in general at all, they would only speak over and over about armament, alliances and, worst of all, about the assassination of archduke Franz Ferdinand, which was not a cause at all.

Firstly, let us discuss the group I have labelled as the **Idealists**. They were the second largest group, in the total count of 9 idealist essays. However, they are by far the most amicable, so let us start with them. Also, it was this group that spawned defenders of any cause mentioned by the students. Here is an example:

Student 1:

How to avoid a world war?
First, we should limit the armament, production, development and sale of new more efficient weapons, because the wars and other conflicts arised after the use of weapons. I'm not saying that we should completely stop the armament, after all the police is still needed, but the gun can be replaced by teaser.
Second, countries should encourage the development and production of new drugs and vaccines against various diseases which could be use as a biochemical weapon, like nerve gas, used during World War II.
Thirdly, it could be appropriate from an early age to prevent racial and religious conflict and to promote equality regardless of religion, culture and color. And strengthening of global cooperation.

If we look at the form of this essay, it is pretty impressive, given the fact that it was written by a student as young as this. It has clearly divided paragraphs and each of them is dedicated to a single argument or answer to the initial question. Furthermore, the vocabulary used is highly advanced ("strengthening, vaccines, development and sale, arise,...") and mostly used with some skill. The content

draws heavily on information learned in the previous lectures (armament, nerve gas) but the student is able to make conclusions based on these data. Finally, the student clearly expressed her belief that global cooperation and general equality can effectively prevent wars. Sadly, the student gives no explanation why she thinks equality can do that – most students don't do that as well. It is possible that, given the unquestioning certainty of the magical powers of Equality, it is the students' belief that the world really works like that. Because if it doesn't, if this unshakable faith is really just a pipe dream, the world is in fact a much bleaker place than students as young as these might like to endure. Therefore, if anything, the outcomes of this task make me suspect that the students, in the bottoms of their heart, actually feel that the world is a far greater and more incomprehensible place than they can easily imagine. If the students can arrive to this conclusion either from the side of Idealism, Pragmatism or Scepticism, we can be satisfied. To put it clearly, this is what I mean by the concept of honesty: if this tasks helps students realize their place in the world or to question it, it has been a success. Certainly, it was not the aim to find out a solution to all the wars Humanity has yet to suffer – which most students did not realize.

Still, there were Idealist students who were able to advance their idealism even further than Student 1, who limited herself to quoting opinions discussed earlier without giving any explanation to the opinions of her own. The example follows:

Student 2:

I think that, if all states try to trade more with other states and with those, who are unfriendly, relations would improve.
If all states comply with all global rules and do not be hostile to other states, would be far fewer disputes between some countries.
Then, if all states which could trust, they would join the global organizations to help developing countries, military help among them against aggressors.
Then the relationships should be such that the World War did not begin, but of course there will always be some states, which will not be satisfied with peace and friendly relations among all nations.

This student professes his belief in communication, trade and dialogue, believing

that openness is the cure the world needs, even though he readily admits there will always be some who are going to violate whatever agreements the other bind themselves in. Interestingly, similar arguments were used in a different essay. There, that student professed his political belief that these policies of dialogue are well conducted by the EU. It is worth mentioning that there was no contrary opinion in any of the essays, which may indicate that the majority of the class at least partly begins to accept European identity as their own. It is not the aim of this work to discuss whether this tendency is desirable or not; it is, however, a part of the data that needs to be revealed. Also, we have to admit that even though this and other essays are classed as "Idealistic", they are not very much far fetched – most Idealists readily admit that there are bounds to all noble elevation and that sometimes even wars are necessary.

If we should look at the linguistic skills Student 2 has deployed in this essay, we can easily notice that this student does not control his language as firmly as the previous student did. This however, does not prevent the student from successfully employing complex linguistic structures such as conditionals, no matter the fact that the student's misunderstanding of (for example) transitive verbs prevents these structures to come to full fruition (*Then, if all states which could trust, they would join the global organizations)*. However, this is just a small feat, as we can see other, more successful examples of usage of purpose infinitive (*join the global organizations to help developing countries*), existential there (*there will always be some states*) and even some higher-level vocabulary (*comply with*). This student shows the willingness to experiment with a large scale of linguistic devices, albeit sometimes rather clumsily. Actually, this approach by the requirements of the final *maturita* examination and we can conclude that Student 2 is on a good way of gaining some mastery in English, as well as passing the final examination without any serious complications. Frankly, not only does this student overshadow most final graders of a vocational school I am personally familiar with, but, given the current conception of final exams, this essay would have definitely been passable at the Basic level of the exams and most likely even at the Higher level. Therefore, this fact indicates that not only this student but the greater majority of the class is far more advanced than the rest of their peers and, most probably, than the rest of

their superiors. This is important to realize, as it is more and more clear that the entire project the class was engaged in is rather demanding and if tried on a different class in a different school, the results might not have been as satisfactory (or sometimes even triumphant) as they actually were with this particular class at this particular school.

However, if we return back to the essays the students have produced, they proofed to be more diverse than that, and all of them really didn't feel any need for being the shining exemplars of nobility. What follows is an example of the **Pragmatists** category:

Student 3:

How to forestall the war
I think the way how to forestall the war is preparing and making alliances and agreements. States join in some alliance and every states in this alliance can not attack any state, if the alliance doesn't agree with it. So if every state will be in at least one alliance or agreement, the gamble of war get lower a lot. Of course some problematic states don't want to join in alliance, because they don't want to be limitated by other countries. In that states are often terrorsitic attacks and assasination, somewhere it can overgrow to a public war. In that states sometimes helps a revolution.

Even thought this student's form is more than satisfactory, it is his ideas what needs clarifying. As this student is the greatest Pragmatist of them all, he actually advises to make alliances in order to prevent wars. This approach was actually taken also by some of his more idealistic peers, advocating membership in organizations such as the NATO, the UN or the EU.

Conversely, Student 3 advises us to form many alliances, so that they make a balanced network that will be able to prevent wars simply by the sheer fear of unleashing a chain reaction of alliances and agreements. Actually, this is exactly what the idealists before the World War One thought might be the case. Eventually, this was one of the causes of the Great War and it was emphasized during the lectures that it was so. Apparently, it was not enough to convince this student, who

dismisses the states that are not eager to join an alliance, to be prone to be a breeding ground for terrorist attacks or civil war. That is highly incorrect. The United States are the most powerful nation on Earth and still they were targeted by fanatical terrorists. So were Spain and the United Kingdom, the closest allies of the USA. Doubtlessly, there is not civil war in these countries. Apparently, the student oversimplifies the causes of a civil war but that is not where his reasoning ends. Behold the final sentence of the essay: *In that states sometimes helps a revolution.* It is quite a dangerous thing to say, given the fact that revolutions often start civil wars and revolutions in Arabic countries have not brought nothing besides woe both to the Arabs themselves and the West so far, as the Arabs often exchanged one dictatorship with another (what is excluded from this comment are the recent events in Africa, as they are still far from resolution and we are still yet to see what comes of it). Also, who should start the revolution in such states? Their citizens? "Volunteers" from abroad? More powerful states who are actually in one alliance or another and want to use the revolution for their own ends? All of these things obviously do happen and most states were, are and will be involved in some shady deals with even more shady characters. It sometimes backfires, but when all is said and done, it works. Fifty years ago, President Eisenhower warned the American public before the growing power of what he called Military-Industrial Complex, both Western and Eastern powers were and are known to sell weapons to destabilized regions everywhere in the world and there could be even more examples. However, the question is whether such notions should be entertained by 14 years old children. For all these reasons, for all his repeating of the ways and errors of the adults, I have labelled this student as a Pragmatist. On the other hand, as we are yet to see, not every Pragmatist entertained such notions. Before moving on to another student, however, we need to examine the linguistic level of Student 3 a bit closer.

The student is ready to correctly use some advanced vocabulary (*gamble of war, forestall*), but sometimes makes minor vocabulary mistakes (*public war, terroristic*) and sometimes does not follow the natural thematic structure of the sentence (*In that states sometimes helps a revolution, I think the way how to forestall the war is...*). Again, the student employs conditionals, which suggests that the entire class is

familiar with the issue, as students refer to this grammatical structure rather often. However, most have not mastered it yet, as can be seen even with Student 3 (*So if every state will be in at least one alliance or agreement, the gamble of war get lower a lot*). There is also a slight misuse of participles instead of infinitives (*the way how to forestall the war, is preparing and making alliances and agreements*) and the ever-present problem with existential there (*In that states are often terroristic attacks*). However, these problems are relatively minor and, much as with Student 2, indicate that also this student is willing to play with the language and thereby improve his linguistic skills.

Because the Pragmatists group was the largest one in the class (11 essays in total), it is necessary to show one more specimen of a Pragmatist essay to make sure that students could actually exercise a down-to-earth view without turning to cynicism.

Student 4:

How to avoid wars
If I was a ruler/leader of a country and the situation would be indicating a possible war, I would try to deal with all the problems as diplomatically as I could in the first place. I'd try not to make any sudden decisions and think all my actions through. I would want to identify the exact problem my country's dealing with. I would examine my (possible) enemy's/enemies' motives and their wishes and try to come up with a compromise. If their demands would be unbearable, I would try to show them a reason why not to attack my country (and possibly scare them off). If none of this would work, I suppose a war would be the only way.
The thing is, if anyone knew how to prevent wars, the would be no wars. So what I've written here is probably proven as not working already.

This student shows a realistic, cool-headed approach, as it was described above. There are no assumptions or articles of faith (communication is the key to peace, non-members of alliances are likely to undergo civil wars and perpetrate terrorist attacks) – there is only an honest acknowledgement what would that particular student do if she had to deal with the problem. To do that, she imagines herself as a leader – this approach is quite unique, as the vast majority of the class tends to speak or write about leaders as of someone entirely different from them – as of an

entirely different and unapproachable class (and faulty at most times). Having done so, the student suggests an approach based on facts and goodwill – an approach that, if taken to jeopardy, may lead to a war. Clearly, the student understands that the risk of war is ever-present and can therefore be never underestimated because at times, it is just not possible to elude a world war. Because Student 4 is neither captive to the idea that people can just avoid wars if they try hard enough, nor does she think that wars are just a part of human nature and as such they are inevitable, I have categorised her as one of the Pragmatists.

Linguistically, the student shows a similar range of grammatical devices as her predecessors, but unlike them, her mastery of the language is almost perfect. Of course, there is some misuse of conditionals (*If none of this would work*) and infinitives (*and possibly scare them off, and think all my actions through*) but these are minor mistakes. Except for that, the student successfully makes use of passive voice (quite unique in this class – *is probably proven as not working already*), relative clauses (*a reason why not to attack my country*) and the correct sentence structure (*as diplomatically as I could in the first place*). Also, this student's vocabulary is extensive and its usage precise (*indicating, not to make, think through, unbearable, the thing is*). All of this makes the student a highly skilled user of English, ready to undergo any and all tasks this project might have exposed her to.

However, there were also some students that didn't share the zeal or optimism of the others at all. I labelled this group as the **Sceptics**, as they have most readily despaired on the futility of preventing wars, which are, as they say, quite natural to humans. Other students shared this view to a certain degree but these learners would emphasize it as the chief problem of the issue. Also, these are the students who made it quite clear that they are just 14 year old kids who do not know much about the ways of the world, so it is quite naïve to ask them for solutions. There is one example of such an approach:

Student 5:

How to inhibit war?
I think that it is one of the most difficult questions which was ever given. Wars are

as old as human society. When the people from caves became joining to tribes, they started to fight with other groups for food or some area. There we can find beginnings of wars. Of course, that there are some organizations which are triing to prevent war, but I think, that if someone wants war, he will be able to become a new conflict. I think, that a lot of clever people like A. Einstein or S. Freud tried to answer this question, and people were triing too for many generations, but because we still don!t know the answer, I thing, that this is very difficult. So my opinion is, that for this time, there is no realistic and possible answer.

Doubtlessly, students have a right to form such a statement, as this opinion, too, is honest. Definitely, it is more honest than some humanistic message reeled off and learned by rote. There are several reasons for such an evaluation, for hasn't the student avoided fulfilling the task? The answer is no because he was asked to write about his own personal view – which he did. In a way, the student wrote that he was not mature enough to provide an answer for such a question – and to be able to judge upon one's own maturity is quite a mature thing indeed. However, it is not clear whether the student really made himself think about the issue and hid behind the towering shoulders of Albert Einstein and Sigmund Freud, who supposedly gave some hard thinking on the topic. Speaking of which, Albert Einstein was really engaged in the world peace-effort in various ways, ranging from petitioning the Czechoslovak Communist leaders not to execute Dr. Horáková to opposing nuclear bombs. I cannot confirm, however, whether Sigmund Freud ever tried to think about world peace, not to mention to come up with a recipe for preventing wars, as Student 5 would have us have it. Also, it is fairly obvious that the history of mankind is filled with wars and bloodshed and it is certainly realistic to assume that Humanity is going to cling to its old habits. However, there always has to be some effort to bring forth a more peaceful solution – and it really doesn't matter how erratic the solution is, it is still far better than falling to lethargy and apathy, as Student 5 might have us think. This was the moral of the task which the student clearly has not understood, as he let his sceptical side take the better of him. He is the most apparent speaker of the Sceptics Party, as I have labelled this relatively minor group of students which is composed of two students in total, and only two of them are pure Sceptics.

Before examining this student and his essay linguistically, it is important to mention that this particular student complained about his limited linguistic skills which do not enable him to discuss Historical issues as profoundly as he was used to. If we look at what he wrote, however, we can see that if given enough time, the student can produce a fairly comprehensible and consistent text which is able to carry his ideas through. Of course, there are some spelling (*triing*) and vocabulary mistakes (*inhibit, some area, to become a new conflict, I thing*) that indicate either a lack of correct vocabulary (*because we still don!t know the answer, I thing, that this is very difficult*) or some misuse and misunderstanding of the dictionary, but these are rather minor faults that can be brushed up with more extensive reading and so forth. The student successfully uses content clauses, (*I think that...*), existential there when discussing abstract issues (*here we can find beginnings of wars*), past continuous (*people were trying for many generations*) and relative clauses (*organizations which are triing to prevent war*). Moreover, the student uses some range of cohesive devices: *of course, so my opinion is, but I think*. Thereby, the text is far from oversimplified and incomprehensible and even this student, despite his lack of self-conscience in English, is likely to become a successful user of English.

Still, there was one final group that failed at the task entirely (**Failed Party**) and they wrote either solely about the causes of World War One (which was just repeating of what they were taught earlier without any personal input) or they used their eloquence to and high style to say nothing at all. The Failed Party was the smallest in number (three students) and it was comprised of both relatively skilled and unskilled users of English. What follows is an example standing somewhere in between: the author has a relatively small number of grammatical and vocabulary mistakes but her style is not coherent and sometimes it turns upon itself. Observe:

Student 6:

How to avoid a world war?
I think that, the most important cause is an assassination of František Ferdinand d'Este and his wife, which was in July 1914 and it was successful, because both of them died. Germany used that accident to start the First World War, because Germany told Austro-Hungarian Empire what to do. Austro-Hungarian Empire did

it, but Serbia didn't, even they knew, what would happen – the First World War will start. I think that, the war wouldn't start if Austro-Hungarian Empire didn't listen to Germany or forgave one point on the list that Serbia didn't do. But Austro-Hungarian Empire didn't forgive them, because they killed their emperor.

There are several mistakes in the text, and writing the word "Emperor" without the capital "E" is just the least of them. First and foremost, Serbia didn't kill anybody, much less an Emperor. As we well know, the archduke was just a successor to the throne and the assassin Gavrilo Princip was the native of Bosnia, not Serbia and was therefore an Austrian citizen. One of the leaders of the terrorist organization Black Hand, the chief of Serbian intelligence Dragutin Dimitrijevic, was in opposition to his own government, which eventually executed him. Moreover, there were more articles than one "on the list" that the Empire didn't forgive. Germany didn't tell the Empire what to do – not yet. It overtook its military command as the war progressed and the position of the Central Powers and the political situation within the Empire worsened. The decision to attack Serbia was Emperor Franz Joseph's own, even though he was certainly encouraged by warmongers both from within the Empire and from without. Finally, the assassination was not a cause of the war at all, as we have tried hard to show in this project. Not to mention that the students were not asked to write about World War One in any case.

Linguistically, the text is a little bit turned upon itself. There is some redundant information (*the assassination was successful, because both of them died*). There are some mixed hyponyms and hyperonyms / synonyms and antonyms (assassination – accident). Sometimes, there is some level of confusion over the meaning of objects in a sentence (*Austro-Hungarian Empire did it, but Serbia didn't* what did they actually do?). Furthermore, the rules of reported speech are not obeyed (*even they knew, what would happen – the First World War will start*). Finally, the student has some problems with punctuation, being influenced by the Czech punctuation system. This, however, is the common problem of the entire class, as we could have seen in the previous samples. On the other hand, the student's lines of thought are quite straight, there is not much confusion and the student is clearly able to carry through his message, albeit simple and repetitive.

Also, there is almost no basic grammatical error, much like in the vast majority of the essays and even an successful usage of conditional clause (*the war wouldn't start if Austro-Hungarian Empire didn't listen to Germany*) – a fourteen year old student could have done much worse than that.

As we can see, whatever opinion the students hold, whether their linguistic skills were superior or inferior to the rest of the class, they could deal with the topic in a manner that enabled them exercise their reasoning powers and writing skills. Furthermore, there was not a single case of using the Google Translator and if there was, I haven't noticed any. In my experience, many a mischievous student is not reluctant to find help on the Internet, not really bothering with the fact that they are presenting somebody else's work as their own. This is reflected in the honesty of the essays I have already celebrated.

It is necessary to end this section by showing some statistics. First and foremost, here comes a clear figure depicting the proportion of the "Parties" the students established:
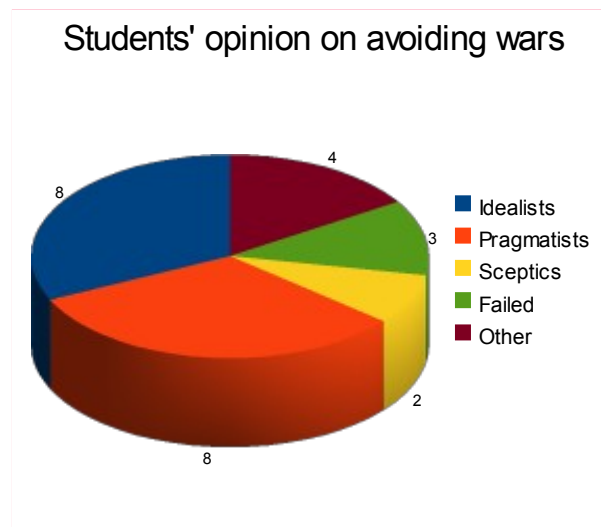
As we can see, the Idealists and the Pragmatists Parties dominate the proportion equally. „The Other" group is a combination of various other groups, not so easily fit into the neat previous categories. Doubtlessly, it is clear that the choice of the Parties was purely arbitrary and subjective and should a different person try to do

the same, they might well have ended with a completely different set of groups. My division was based on several features: the Idealists tended to overemphasize some ideological constructs over reality, the Pragmatists tended to disregard any ideology and the Sceptics openly doubted whether all this had any meaning at all. The Failed Party were writing about something completely different than they were asked to. From the graph we can see that what really prevails among the students is a tendency to solve problems somehow, no matter how grave they are. They equally approach this issue either with down-to-earth attitude or open-heartedness, however, the aim – that is to solve the problem – remains the same. Compared to them, there is only a minority of students who gave up the task beforehand. It is quite encourageing to see that young students can step up to difficult problems with optimism.

Finally, It is necessary to grade the students somehow. Before doing so, I have to warn the reader that when grading the students, I have have been far too lenient, as Ms Bojkovská clearly suggested. That much is true, as I was influenced by the experience of teaching at another, less linguistically proficient school. This is the reason why I haven't marked any of the students worse than with a three. The graph describes the proportion of grades more clearly:

Number of grades
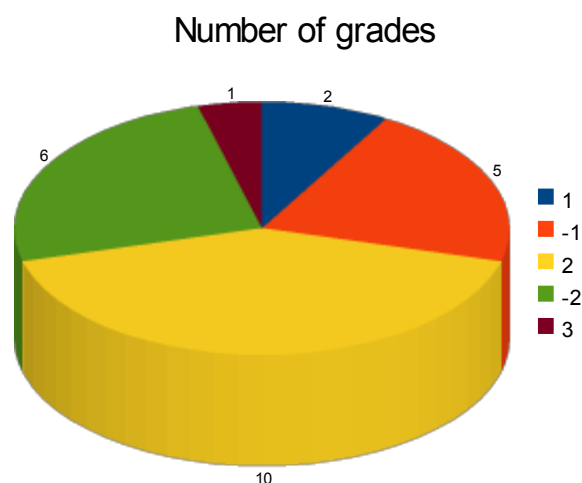
As we can see, the good grades clearly predominate. To understand the grading more fully, it is necessary to mention the requirements for each grade. Firstly, the

two excellent students who were given ones were able to display both eloquent and precise rhetoric and mastery of the form. These students are clearly high above the level of their peers and their linguistic powers are exceptional. Secondly, students who were given a 1- could provide the reader with an intriguing arguments for one Party or another and accompany it with only several minor grammatical or vocabulary mistakes. Thirdly, students evaluated with a two proved they have understood the task and tried to deal with it honestly, with a different measure of success. With some, form was better than the content, others had it the other way round. Either way, they have shown that they are able to do some serious thinking on a serious subject. Fourthly, students who were given a two minus failed somehow either in form (which was too messy or convulsive) or content (which was empty in some way, as the students have shown they have not clearly understood the point of the task, or they tried to mask their ignorance with a greater or lesser success. Finally, the student who was given a three produced serious mistakes both in the form and content, lagging behind the rest of the class by a great deal: both in English, History, and enthusiasm. Clearly, despite some murmur from the side of the students, the learners were able to deal with the task more than satisfactorily, using both their innovation, imagination and knowledge to the utmost.

2.4.2 Lesson Two: Black Propaganda

2.4.2.1 Lesson Two: Teacher's manual

Task 1:

1) Brainstorming activity. Teacher asks: „What do you think propaganda is? Where it can be used? Why? Do you think it is an useful thing?"

2) Teacher encourages the students to bring forth their own definitions and conceptions of propaganda, urging them to write their definitions in their worksheets.

3) It is a whole-class activity when anybody can participate any time.

Task 2:

1) Teacher informs the students that now they are going to see some World War One propagandist videos and posters

2) The first video to show is this: http://www.youtube.com/watch?v=4iFnce-

Text: „*To-day, Germany threatens the World with Bloodshed, Slavery and Death.*"

Voiceover: „*To stiffen the world win, mass propaganda was used for the first time.*"

Albert Powis: „*In propaganda they told us about killing women and children one way or another, ... Hunt the Hun, they called him... and how he goes to these villages, capturing a killing all the people off ... to feed you and get you mad, I guess.*"

Voiceover: „*Attrocities alleged that have been committed by Germans in Belgium, were presented in a melodramatic form.*"

Karl-Henning Oldekop: „*We were furious about the slander. We always said it was evil propaganda and we felt that we Germans were powerless to answer back.*"

1. It is not necessary fot the students to understand the commentary. The teacher just briefly explains what is said
2. Teacher asks questions to make the students pay attention to certain features of the film:
    1. „What do you think was exaggerated in this film? Who is the evil monkey in the beginning? How can you recognize it? What is it doing? Why? Do you think that Germany really wanted to destroy the world?" (the causes for the war can be remembered here)
    2. „What about the scene with the two soldiers and a mother with a baby? Do you think they are normal people or actors? Do you think this is a true event or a false one? Why?
    3. „Does this make you mad, as Albert Powis says?"
3) Propaganda posters follow:

    http://www.kcl.ac.uk/depsta/iss/archives/cartoons/1-05pic2.html

    http://commons.wikimedia.org/wiki/File:The_Hun_and_the_Home.jpg

    http://www.clg-auvray-dourdan.ac-versailles.fr/IMG/jpg/Destroy_this_mad_brute.jpg

    http://web.viu.ca/davies/H482.WWI/poster.WWI.Br.ArmyIsNotAllWork.jpg

1. It is paramaunt the the students understand three basic techniques of propaganda:
    1. demonizing the opponent (He wants to destroy the world, rape or slowly kill your family, or possibly both)
        1. Teacher can underline this by quoting some British war-time headlines: „Belgium child's hands cut off by Germans", „Germans crucify Canadian officer" and German war-time headlines: „French doctors infect German wells with plague germs" and „German prisoners blinded by Allied captors" Source: http://www.historylearningsite.co.uk/propaganda_and_world_war_one.htm
        2. Another means is the war-time gossip: „The story went from monks in Antwerp being forced to ring bells to celebrate the Germans occupation of the city to the monks refusing to do this and being tied to the clappers of the bells and being used as human clappers – and being killed." (same source)
    2. appeal to sentiment („Women of Britain say: GO!")
    3. fighting is funny
    2. Teacher teaches that by telling the students to imagine they are the young men who are being persuaded to join the army. „What do these pictures convince you of? How?"
4) The Patriot trailer follows: http://www.youtube.com/watch?v=-w6M6IIKjWM&feature=related
    1. Teacher informs the students they are about to watch a trailer to a major Mel Gibson movie, The Patriot. The film takes place in the American Independence War.
    2. Students are asked to compare their findings with the movie. Are there any propagandist features in it?
5) The punch line: Chaplin defeats the Kaiser. http://www.youtube.com/watch?v=xtYq2OccnlE

Task 3:

1) Teacher tells the class to make pairs and do Task 3.

2) the correct answer:

1. B, 1914, Japan joins the Entente

2. C, 1915, Italy declares war on Germany and Austria, having been supplanted by Turkey as an Ally of the Central Powers

3. D, 1917, Germany starts unrestricted submarine warfare

4. A, 1918, Germany's allies Austria and Turkey are about to fall. This particular cartoon can be moved to almost any other slot, however

3) Teacher tells the class to make groups of four and do the exercise b)

2.4.2.2 Lesson Two: Analysis

In Lesson Two, students were expected to be quite tired of Lesson One and its high demands both on their linguistic skills and technical knowledge. Therefore, I felt now it was the time to delve somewhat deeper into the topic and provide the students with some detail so that they can better grasp the reality of war. Also, what was very important was relaxing the tensions in the class. The topic of propaganda might have served this aim well, as the old propaganda techniques were rather blunt and they employed the then modern technologies, such as the cinema. Of course, the naïvety of these early attempts has to seem a little bit absurd to the (post)modern audience and might even inspire laughter. This absurd naivety served my purpose well, as it was my intention to use this Lesson to show the students the absurdity of not only war, but of its celebrations. As we shall see, I was not entirely successful in this point and it turns out I might have switched Lessons Two and Three, so that the students would have a clearer idea about the fallacy of the war propaganda because Lesson Three discusses the horrors of trench war in quite a gory detail. In any case, the Lesson also aimed to make students realize some similarities between the propaganda old and new – and, even more specifically, to make them realize that they might still be under some propagandist pressure. Even there, the students failed to make the connection, as it is going to be discussed further on.

Lesson Two was divided into two lectures, first of which was conducted by me, as Ms Bojkovská felt that I should teach at least one class so that I could better understand the way the students respond to the project – in other words, so that I

can get the "insider feeling." Even though the students responded well to my lecture, I couldn't concentrate that much on them and their reception of the topic, as my chief concern was to conduct a meaningful lesson. As it was quite demanding, what I finally got was a teacher's insider feeling: and that was that of fatigue and work well done.

In Task One, students were asked whether they knew what propaganda is at all. It was assumed that they would have no troubles identifying the key aspects of propaganda, as I felt that the context they will have the term related to is that of politics and war. Unfortunately, most students really had no notion of propaganda whatsoever – and if they did, they tended to link it with television advertisements and shopping. There are some examples what the students came up with:

Student 1: Propaganda is a way to persuade people to buy something and make they think that the propaganda's idea is the only one.

Student 2: It's persuading people to do something or think as you want.

Student 3: It's persuading someone to buy somethink or to join something. It's kind of advertising.

As we can see, the students were not able to describe propaganda in detail, their definitions were just too vague, as they have not been supposedly exposed to the worst kind of propaganda, the one spreading hatred and war. I wanted the students to realize that not only is a propagandist's goal to make people think what he wants them to – the goal is also to make people feel and act according to the propagandist's will. In my view, propaganda is a gross invasion to the most private space possible: one's own identity. When I was given such answers, I decided not to lecture students on my views of the subject but to give them an opportunity to revise their notions on their own. Therefore, I moved to Task 2 and presented to the students some World War One posters. This was a diversion from the original plan which supposed that the short documentary on World War One would come first. However, I felt that rather than some shifty images, the students need to see something they could hold on to. All the four posters were presented and all the three aspects of propaganda were deduced from them. I tried hard not just to tell the

students what the aspects are but I worked with the class to that conclusion, which of course took quite a lot of time – much more than I had originally expected. However, I successfully managed to draw each aspect from each poster (as each poster was chosen for being a representative of one of the aspects), summarize the facts discovered on the blackboard and practice it with the students. To underline the idea, I also mentioned the war song "Hunt the Hun," which was supposed to be sung by British troops in the trenches and which basically encourages soldiers to kill Germans because, as the song goes, it is great fun and sport. The students were effectively shocked by this description and, as I felt, finally begun to get themselves into the picture.

To better illustrate the far fetched character of propaganda, the videos followed. The students were shown the German Monster video and asked whether they think this is a true report of Germans and their character. Of course, they answered it wasn't. What followed was the documentary video on WW One propaganda which successfully provided some facts about it and the way it was used. I felt this was important, even more so as the authors of the documentary actually gave voice to the war veterans from both sides: both British and German. Subconsciously, my intention was to very carefully suggest that the traditional view on the Germans as "evil" is far fetched and insincere: not only were they as common as anybody else, the British came up with their portion of atrocities, lies and slander. This careful manipulation was one of the reasons why I have asked the students in the final questionnaire whether they thought this project was also a piece of propaganda of some sorts or not. However, my manipulation was perhaps too careful and too hidden for the students to actually notice anything and it left them untouched. This can be proved by the the results of the written assignments in Lesson 3, as we are yet to see.

Finally, having set and identified the basic aspects of propaganda with the help of the posters and videos, I have set on linking the propagandist techniques of the ages past with those of today. The students were presented with a trailer video of Mel Gibson's major film, *Patriot*. Firstly, the students needed to be reminded of the time and place of the film, as they could remember (un)surprisingly little of the

American Independence War at which time the film takes place. It is ideal for out purposes: it offers us a clear, black-and-white vision of the world: a nice American hero we can sympathize with and an evil British villain we can rightfully hate and feel justified about it. There is a family our hero can draw his strength from and wreak vengeance for – and have a good time while doing so. What can cause us some trouble with identifying Mr. Gibson's film as a piece of propaganda is the general consensus of our culture that the Americans *should have* won their war and the world is better off without the British Empire ruling the entire North America.

It was perhaps this belief that prevented the students from enjoying *Patriot* fully. When watching the trailer, they were asked to identify the aspects of propaganda mentioned earlier in the film. Having done so, they were supposed to discuss their findings in small groups. The fact that the students understood the basic techniques of propaganda is confirmed by their contributions in their worksheets. Ergo, they had some sound basis for their conclusions. However, they were not as harsh on Mel Gibson as I have. There are some examples:

Student 1:
(aspects of propaganda):

- *to join the army before it's too late*

- *to join the army – it's the best thing you can do*

- *to kill the enemies (Germans) → it's the best thing.*

The WWI propaganda said that it's the best, funny, when you join the army. The enemis are evil and the'll destroy your family and homes – so you have to kill them. In the MG trailer it looked like a big work. And you have to enter the war to save your family, because the enemis are evil and will kill everyone they'll see.

Apparently, this student was reluctant to dismiss Mel Gibson as a pure propagandist because he put some effort to show also the darker side of war and glory. She was not alone in this and her opinion – that Patriot is a piece of propaganda to some level – was quite widespread in the class.

However, there were some students who disagreed with it entirely:

Student 2:

Propaganda want to persuade people to join army. Trailer of Mel Gibsons film shows that the war destroy all country, your friends and relatives die. This trailer doesn't support war, propaganda yes. Trailer says that the soldiers are heroes.

Obviously, this student was overwhelmed by the visions of suffering and destruction that are very precisely worked out in the film. This student was not alone in his views – and for me it is a clear failure, as at least this particular student didn't accept what I tried to teach.

Also, there was one interesting student who actually encouraged using propaganda. This is quite a legitimate opinion, as propaganda is clearly necessary if anyone wants to win a war – for good or ill. What appears here is another propagandist aspect of this project: it just presented to the students the idea that wars and propagandas in general are frauds and if they can do anything at all, it is that they deceive anyone who crosses their path. Most students accepted this notion without questioning it – except one:

Student 3:

In trailer, like in the prop. posters, they wanted to tell us, that to best way how to save our country and protect our family is join to army and fight against evil English army.

This student clearly adopts the rhetoric of both *Patriot* and propaganda posters: enemies are evil, our country and family needs to be protected from them and so on. It does not question the means or reasons why are we at war at all and it does not question the leaders that have supposedly brought the war upon us. This student has struck at my problem from a different side. It was not my aim to defile wars and the tools that make them happen. Indeed, there are wars that need to be fought and when this happens, people need to cooperate as smoothly as possible. However, it is my belief that when people fight, they need to know why are they doing it – and relying on oversimplified clichés can only blur the true reasons. This, too, was an insight the students could have realised when dealing with Task 2.

The students could take two wrong approaches to this idea. Firstly, they could just repeat everything that was told to them in the lecture and recite the humanistic mantra that has been repeated to them on every turn without realizing the meaning of that rote at all. Secondly, they could follow the path of Student 3, not willing to budge from their positions either. It is very difficult to say if, when the students agreed with me, they were actually dismissing it without thinking about it but the second approach is far easier to identify. Finally, students could agree with the idea of *Patriot* as a propaganda of some sorts for wrong reasons altogether:

Student 4:

Go to army isn't the best thing, because you won't be able to save your family and your own live. So it isn't funny to fight.

Here we can see that even though Student 4 follows the argument of the majority of the class that in *Patriot*, "fighting isn't funny", she suggests that *Patriot* is ultimately an anti-war film, as families get split apart there. Even though this interpretation is certainly legitimate, it is not suitable in the context of the Lesson and its aims, which is why I have labelled the reasons presented by Student 4 as "wrong." *Patriot* is a pro-war film, as even though Student 4's arguments are correct and "fighting isn't funny" there, it is certainly exciting and adventurous. Moreover, the film seems to suggest that the greater sacrifices the Founding Fathers (that is Mel Gibson) had to make, the more we should appreciate their consequences (that is the existence of the USA). The fun ("The army isn't ALL work", as British propaganda posters informs us) is replaced by adventure, the commitment for the bright future despite the ruinous present remains ("Homes are destroyed. Women are murdered & worse. Childern are dead or slaves", informs us a British poster about Belgium). Therefore, the breakup of the family Student 4 mentions is nothing but propagandist fuel – it helps the viewer to embrace the American identity better.

To conclude, the class was divided into several groups according to their attitude on Mel Gibson and his supposed propaganda. The greatest majority of the class agreed that, to some measure, the film really is propagandist. They suggested that in *Patriot,* soldiers become legends, that they are fighting to save their country (or to create it, to be more precise), but „fighting isn't funny." Also, there was a notable

group of students who disagreed with the notion that *Patriot* is propaganda in any way, using Student 4's arguments that "war separates families." This group was more or less discussed above, the only important aspect they differ from Student 4 is the fact that they have explicitly stated their disagreement, whereas it seems that Student 4 might think of *Patriot* as of an anti-propagandist movie. Finally, there was a group of similar size which had no objections to the idea that Mel Gibson's major film is a propaganda of some sorts. Most notably, these students didn't mention the notorious „fighting isn't funny" argument, which may indicate that they either didn't notice it or they didn't think it was important If the second case was true, these students have seen through it and realised that the propagandist message was, in fact, that "fighting isn't funny, but it is adventurous", as these students might have said. The fact is, however, that none of them expressed this idea fully. For a clearer picture of the students' ideas, a diagram is presented:

Is Mel Gibson's Patriot a piece of propaganda?
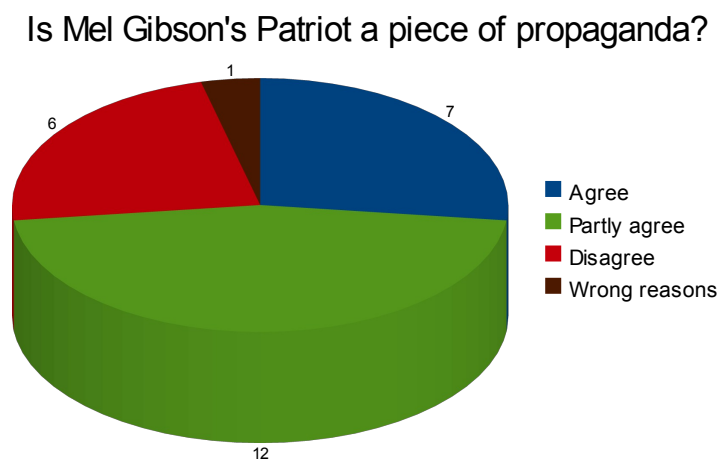
As we can see, most students agreed with what the project was meant to teach them. However, the reasons they used were sometimes superficial, much as were the reasons of the „unbelievers." Even though the Task was a success, students might have had problems with identifying with it, as the topic of American Independence War and a ten years old movie was perhaps a bit alien for them. On the other hand, as this Task was perhaps too difficult to embrace for them, it might have opened entirely new vistas – and there was a couple of students that clearly knew what they

were writing about – whether they were agreeing or disagreeing with the idea.

The lecture was ended by Charlie Chaplin's pro-war film spot, where he beats the pompous German Emperor with a huge sledgehammer to the ground and encourages the viewer to buy war bonds. The short film was discussed and deciphered in class which, unfortunately, couldn't know what war bonds are. After some serious thinking, a student suggested that "war bonds" could in fact mean "war binds together". Even though she was not correct, her reasoning astonished me, as I didn't expect students to use their language skills to reach such logically coherent and comprehensible conclusions. Even though this particular student was the only one with an idea, it shows the level of students I have been dealing with. Clearly, there were some students whose intelligence is above average – even for a grammar school environment.

Finally, a brief mention should be made regarding the linguistic level of students's responses they have scribbled on the worksheets. Obviously, they are rather short and telegraphic, as they were made in the lesson and under a certain time pressure. Still, such laconic means of expression were sometimes contraproductive, as the students bended the language beyond the acceptable boundaries. Noticably, they have misused the bare infinitive (*go to the army*), they have exchanged nouns for verbs (*life – live*), repeated one word in two lines, which tells us of the students' insufficiently broad vocabulary (*join army... against army*) and, finally, sentences are pieced together just with the help of coordinations if at all (overuse of "and"). Apparently, when under pressure and in an shortage of time, the students' writing skills are less reliable than in other cases, as we can see if we compare their answers with their homework in Lesson One. Still, the sentence structure is rather developed with a minimal number of mistakes and the students' replies are more than passable.

The rest of the Lesson was conducted in a second lecture by Ms Bojkovská. This was performed according to the original instructions. Task 3 aimed for the students to return to some hard facts, as they had a rather lengthy discussion of their personal opinions and interpretations previously. Task 3, much as Task 4 that expanded on it, tried to bring into the project a clear timeline of World War One – something that was still missing. Without a clear sequence of events, without some basic overview

of cause and effect, the grounds for any further discussion are not solid. The reason for presenting these rather mundane Tasks at the end of Lesson 2 was that the students were riddled with them previously and they were expected to need some reprieve. This expectation proved correct, as the students enjoyed the change the first lecture of Lesson one brought them and as can be seen in the final questionnaires. Furthermore, I felt that students, after some possibly vague discussions, might need something clear to work on – and working with the textbook might have provided such a satisfaction. Apparently, it did, as the students fulfilled both the tasks.

In Task 3, students were asked to identify four events that were mocked by propaganda posters of various countries and to put them to the correct chronological order. The events were: Austria and Turkey are being commandeered by Germany and about to fall (almost any point of the war ever since Brusilov's attack), Japan joining the Allies (1914), Turkey supplanting Italy as an ally of the Central Powers (1914), submarine warfare (1915 +). I was not sure whether the students will be able to decipher the posters, as they mostly wanted to be funny as they preached their worldview (the Japanese are just fleas in the maimed British lion's fur, as for example suggested a German poster). The vast majority of the students was able to overcome this task and identify the events and dates more or less correctly. Or, if they hadn't, they managed to write the correct answers during the follow-up stage of the Task.

Having done so, it was felt that there is a need of a clearer outline of World War One. Task 3 exercised both the necessities of producing a coherent and complete vision of World War One and the propagandist issues discussed earlier. Task 4 abandoned the theme of propaganda altogether and expanded on Task 3, as the students were asked to produce as detailed an outline of the war as possible. Most students, then, were able to deal with the Task accordingly, writing quite elaborate and minute timelines. There was just a small minority that settled with writing an event or two. To conclude, in Tasks 3 and 4 the students proved they could work with their textbooks, they could work with texts and pick up the information they needed and to present it in an orderly manner. All these skills are necesary for a

student of History and the students proved they could exercise them when needed.

Finally, the students were given homework: Task 4. There, they were encouraged to create a propaganda poster of their own. Thus, after several lectures that heavily focused either on content or language, when students had to exhaust either their memory or linguistic skills, their were given a repreive in the form of a simple drawing. Here, the students were tested whether they really understood the concepts of propaganda. By enabling them to play with those concepts, the students could immerse into the topic even more than they did already. Of course, to really succeed in this task, students had to employ some degree of abstract thinking, metaphor and irony – which they did. To motivate them, Ms Bojkovská announced that the posters will be used as class decoration and the students themselves will vote for the best poster. This motivation worked and frankly, the results sometimes exceeded our expectations – even though some students really didn't bother much with their work.

There was a student who presented a poster with a map of France with a piece of Alsace bitten away. Next to it there was a photograph of Kaiser Wilhelm, saying "I am still hungry!" The overall title of the poster was: "Don't let them eat us!" Even though a little bit childish, this poster was quite sophisticated and it had a funny bottomline that the author should be commended for. But the German sympathizers in the class stroke back with a poster depicting two mice and a loaf of rotten cheese with bugs swarming in it. The title went: "France is rotter and dirty as her cheese." To counter that, somebody else has drawn a picture comparing fat Germans with their sausages. As it seems, gastronomy is quite popular with the class, as a "fan" of Central Powers produced a picture of an extremely fat man, sitting on Europe and gobbeling a hamburger. The title went: "You can be the next, who will USA eat!" Following the food line, there was also apparantly an Austrian poster mocking Russia, showing Russian soldiers sleeping, drinking vodka and dancing typical Russian dances. The title went: "This is your enemy."

Another very popular way to deal with the task was for the students to focus on animal symbols and would-be symbols of various countries. A student drew a map of (a 1990s) Germany and a pig in the typical German Imperial helmet. The title went: "German pigs. Fight them!" There was the German flag floating above it all.

Even though the message is rather blunt, this is one of the more sophisticated posters, as the student in question put some work into drawing the pig, the map and the flag. There were those who settled just with a quick scatch and didn't care to work upon it further on. Similarily, Germany was compared to a dinosaur in another poster, to a monster (a shady looking humanoid figure throwing houses that was entitled as the MONSTER, with the letter S looking like a snake and the letter O remarkably reminding the Eye of Sauron from the *Lord of the Rings*), and, of course, the eagle. There was a poster that showed King George V (whose drawn portait was surprisingly precise) holding the poor German eagle who looked rather astonished at what was going on. The title went: "England defeat German." Finally, there was a bomber shelling the ground and turning some sort of a scared bird into roast chicken. The title went: "Do you want to win? Let's fight against Germany. Soon there won't stay a lot of Germans..." And, last but not least, there was also a poster mocking the Austrians. It showed a walrus wearing the Austrian badge (two-headed eagle) and crawling supposedly over Britain. The title went: "Don't let the Austrian walrus occupy our country! Join the army and fight against him."

Students could also use rather more abstract propagandist methods. One of the most elaborate posters depicted the map of the German Empire (as it was before the WW I) with a dagger pointing on its neighbour: France, which was personified as a chicken. The German eagle hovered above it all, being observed by an astonishingly real German soldier. The poster itself was styled as a metal plaque and it read in pseudo-German: „Join all den glorreichen Sieg unserer Kaiser!!! Trete den deutschen Truppen Reich!" (the author also offered a translation: „Join all the glorious victory of our Emperor. Join the army of the German Empire"). This poster can certainly be applauded for its ingenuity and the work the student in question put into drawing the picture, even though the linguistic part of the poster is rather lacking - both in German and in English.

Of course, not all posters were great. Some of the animal posters did have an idea but what they lacked was any artistic value whatsoever. Except for that, there were students who clearly didn't understand the task and didn't mock anybody and only prepared a recruitment poster. There was a poster that read only: „GUNS ARE

NOTHING WITHOUT ARMY. JOIN ARMY, HELP YOUR COUNTRY." There was no picture, just the text covering the entire page. Also, there was a poster depicting two rather simple-looking ships, one bigger than the other. The title went: „Germany started with bigger armament than Great Britain." This can be seen either as stating the obvious or, crude as the picture may be, it can be ironical: the smaller ship could theoretically belong to Germany and the poster could theoretically a German's ironic comment on Britain's reasons for entering the war. Also, there was a poster of Germany under sea blocade. The title went: „Great Britain mocking Germany." Clearly, this student failed to grasp the basic principles of the task and he remained as untouched by the topic as ever. The last group of misunderstandings were posters that could even be elaborate to a degree but didn't mock anyone either. Even though the task explicitly stated that the students were to make posters dealing with other countries, some students followed the pattern of the posters they have seen in the first lecture of Lesson 2: patriotic appeals. Therefore, there was a student who could draw an impressionist picture of a tank with the title reading: „The impression of peace. Join the army for a brighter tomorrow." Even though the student plays on emotions successfully and her poster could really work as a piece of propaganda, it didn't meet the demands of the task. There were other, similar conscript posters.

Finally, there was a poster that couldn't fit any cathegory, as it was just too unique. It was drawn in the style of Japanese manga and it depicted a pair playing chess: two females, one rather lush, wearing expensive, fairy-tale robes, the other soldierly, wearing a uniform and being rather androgynous. There is no background, only the glances the characters cast. The feminine player looks worried, perhaps she is drinking a shot or suckling a piece that she took from the soldier. The soldier looks calm and complacent as she moves with her knight to take her opponent's pawn and threaten her back lines. The only clue to the poster is the inscription Germany Vs Britain written on the chess table. Germany is the soldier, Britain is the princess. Truth be told, this poster perplexed me and Ms Bojkovská utterly and soon we found ourselves studying the chess board in a search of a possible winner of the match (we couldn't find one) and discussing the gestures and glances of the characters as if they could offer some clues to this puzzle. Who is favoured by the

poster? Who is doomed to fail? We couldn't tell. Not surprisingly, this outstanding, delicate and unsettling picture won the student's prize for the best poster. For us, the author has proved that she was able to think outside the box, expanding over the limited boundaries that her comrades followed and introducing an entirely new viewpoint on the issue. Therefore, I dare say the student in question effectively brought a pinch of art in our midst.

To get a clearer picture of the posters the students produced, a diagram is presented:

Propaganda posters
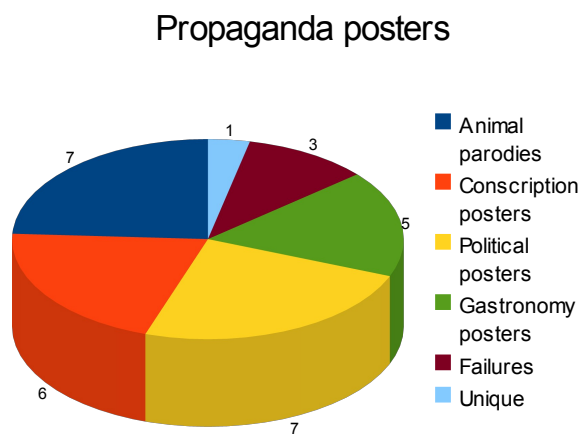
Clearly, there can be distinguished several major prisms through which the students decided to deal with the task. There were only three works classed as pure failures, which corresponds to the overall tendency of the class in this project. If we look at the diagrams of the previous and following debates, it can be suggested that there were two or three students who simply were not interested in the project whatsoever and/or didn't have the capacities to successfully cope with it. Similarly, even in this task there was a couple of outstanding students who were dispersed in every other cathegory and who were able to produce some thoughtful pieces of work. The rest of the students dealt with the task more or less creatively and with humour but they didn't put so much effort into drawing their posters or into their overall graphic design. Therefore, we can conclude that this Task was a success, as a vast majority of the class was able to play with it and produce their own visions of propaganda. To support this notion, a selection of student's posters is presented in Appendix B

2.4.3 Lesson Three: In the Trenches

2.4.3.1 Lesson Three: Teacher's manual

Task 1:

1) Teacher says: „How do you think it was to fight in the First World War?"

2) Students say something.

3) Teacher says: „Imagine how it was for the people in the First World War. Lets do Task one."

4) Whem students read the task, the teacher suggests they have just three minutes to fulfill it.

5) When they are done, the teacher elicits several answers

Task 2:

1) Teacher introduces the word *should*, asking the class what does it mean?

2) If the class is familiar with the word, the teacher encourages students to come up with a couple of sentences containing the word and write them on the blackboard.

3) If the class is not familiar with the word, the teacher writes the following 3 sentences on the blackboard, encouraging the class to come up with the meaning of *should*:

   1. I should leave now, or I will not catch my train.

   2. We shouldn't be here. It is too dangerous.

   3. People should be nice to each other.

4) When the meaning is discovered, the teacher writes *I should = měl bych* on the blackboard, so that students keep it on mind.

5) Students read the article

6) Teacher tells the students to do task 1a, 1b and 1c respectively. Each person sitting at a desk should have either version A or B

7) When the students are done, the teacher checks their answers.

Task 3:

1) „The Screen" activity. If there is time, the teacher can show the students a 1:55 minutes long video to get them into the right mood. The video is available on: http://www.worldwar.estranky.cz/stranka/videa-z-druhe-a-z-prvni-svetove_-z-www_youtube_com_

2) The teacher retells the instructions to the task 3.

3) Suggested starting sentences:

1. „So the story starts. There is a lone soldier in a trench, smoking a cigarette and looking dull."

2. „So the story starts. A rat is eating the rotting flesh of a dead boy when it suddenly stops."

3. „So the story starts. The bombardment stopped and all the soldiers in the trench knew that now it is the time to attack."

4) Teacher makes sure that students understand that introduces something new happening on the screen.

5) The activity is run till there is time or till the story is not ended. It cannot end before everybody has made at least one contribution to it.

Task 4:

1) Teach reads or re-tells the following story to the students:

The Czechs and Slovaks took part in the First World War, too. Originally, the fought for the Austrian Empire, but about 100 000 of them joined Austria's enemies to fight for an independen Czechoslovak state. Some of them formed Czechoslovak legions in Italy, fighting bravely against Austria. One day, a group of them captured a fortress-hill Doss Alto. Doss Alto was a nasty place, one day it belonged to the Italians and one day to the Austrians and lots of blood have been spilled there. Under the hill, there was a dark, cold tunnel where soldiers could hide. After a couple of days in the tunnel, soldiers returned white, pale, sick and with blood-shot eyes. People could die just by living in that place.

But one day, when the Austrians learned that Doss Alto has been captured by the Czechoslovaks, they have sent large forces against them because they knew that when they defeat them, it would destroy both Italian and Czechoslovak morale. So they bombed the hill and attacked the Czechoslovaks in huge numbers...

2) Teacher asks comprehension questions:

1. In which country did the Czechoslovaks in Doss Alto fight? Against whom?

  2. What was Doss Alto like?

  3. Why did the Austrians attack?

3) Teacher says: „Now you are going to finish the story. Make two groups, Austrians and Czechoslovaks. Each group has 5 minutes to compe up with a plan how to win and tell it to me.“

4) The group that makes their plan first actually has the advantage. When they tell it to the teacher, the teacher informs the other group what is happening (if anything), asking them: „What do you do about it?“ If they manage to modify their plan to meet the new needs, the teacher informs the first group and they have to re-modify their own plan, and so on. The game ends either when the time runs out (the Czechoslovaks win) or when the Austrians corner the Czechoslovaks, in which case they win. Time suggested is 5 minutes.

  Note: The teacher is the final arbiter and determines the consequences of the various actions that the students trigger.

  1. If the Austrians choose to wait and call an air-strike, it reduces the time the Czechoslovaks need to win by a minute or two. A successful bombardement can kill several people in the tunnel and/or destroy some supplies.

5) As a reward, the winnig party announces what they are going to do with the surviving enemies (if there are any).

Task 5:

1) Teacher tells the class to do the homework

2.4.3.2 Lesson Three: Analysis

The aim of Lesson Three was to put the students into shoes of common foot soldiers, nurses of Legionnaires and let them feel how their ancestors might have felt one hundred years ago. For that purpose a series of Tasks was devised. Firstly, the students were supposed to be drawn into the topic by assuming a role (of a German soldier, a leader of a warring country, a Legionnaire, a Russian revolutionary) and comment on the ideal outcome of the war. Later on, the students were meant to be given more detailed information on trench life, so that they could

follow the more imaginative stages of the Lesson: co-writing a war movie, fighting the Battle of Doss' Alto and writing a letter from the trenches.

However, what didn't occur to me when planning this Lesson, was the fact that before assuming any roles, the students first need a thorough lead-in, so that they can first imagine the war and only after that they can project these imaginations into a role. This was fairly obvious to Ms Bojkovská, who had devised a sophisticated warm-up of her own: first, the students were asked if they knew what was the trench war at all and why it actually occurred (revision of Lesson One). Having answered that, the teacher gradually drew a typical World War One trench on the blackboard, forming it with the students, adding first and second lines of trenches, minefields, wires and so forth. Just drawing the trench fortification took about 15 minutes. Also, they were discussing the function of various parts of the trenches – and it should be noted that everything was conducted in English. Having done so, the students were positively tuned to the topic and were ready to do a brainstorming activity. In pairs, they were asked to think about the topic Dangers and problems in the trenches. The students have dealt with this activity to the teacher's great satisfaction, as they could think about various psychological aspects of trench warfare, were able to draw the metaphorical picture of trench life in their minds and support it with new ideas. Of course, these activities were quite time-consuming, therefore Task 1 could be brought to attention no sooner than at the end of the lecture. After such a thorough immersion, it could be expected that the students will deal with the task with finesse and elegance. There are some examples of what they have written:

Student 1: "Czechoslovak legionnaire: While this war died many people, so there shouldn't be another world war because another world war can be the end of the world." This attitude is, I dare say, more fitting to a 21th century person than to a solider fighting for the birth of his new country. Even though it is true that especially a Legionnaire travelling all over Siberia might have easily said that, this statement can be taken as a proof of identification of students with Czechoslovak legionnaires, projecting their own world views on them. This is understandable, given the fact that the students discussed thoroughly all manner of horrible things soldiers might have encountered in the trenches and worse was still yet to come.

However, it also indicates the fact that some students didn't understand what being a Legionnaire was about – that there was a great deal of zeal to it. This failure is understandable, as the project was focused more on the general experience of the War and less on the Czechs in it, no matter which side were they on. Linguistically, Student 1 proves to be quite adept, as he can employ a complex sentece containing an adverbial clause of concession (*while this war...*), a modal verb (*should*) and an adverbial clause of reason (*because another world war...*). As the only substantial mistake here is the missing preposition (in *this war*), we can think of this student as highly skillful.

Student 2: "Czechoslovak legionnaire: My attitude isn't good at A-H Empire, I don't want to fight but I must." This is a far more accurate attitude, even though it is more fitting for a Czech Austrian soldier than for a legionnaire. As we can see, the students have a rather blurred distinction between the two. Linguistically, the answer is much more simple than the previous one. The first two compound clauses, miss any conjunction at all and the second two adversative clauses are content just with the conjunction *but*. In terms of vocabulary, Student 2 has just recycled the wordstock from the task, providing a bare, even though correct answer.

Student 3: "A leader of a warring country: My country should win the war and gather as much land as possible. Me: the defenders should win." In this statement, the student clearly sets apart the role of a careless politician, attributing only the most selfish motives to him and openly sympathising with "the defenders." It is a commonplace notion in our culture that the defenders are Serbia and its allies. This attitude has some serious catches. Firstly, not all leaders wanted to annex as much territory as possible. For example, the Austrian Emperor Karl wanted to end the war (or Austria's part in it) for almost any cost, including the loss of some territory. The British leaders were not keen on expanding their territory, too – in Europe, at least. Such an attitude betrays a simplified view on history and reality. Given the fact that the students are just 14 years old, it is certainly not alarming but it can advise us some aspects to focus on in the later stages of the students' education. Secondly, the student tells us that he sympathises with the victors and follows their interpretation of history – most notably, that Germany bears the full guilt for the war. This was a

notion that the Germans were quick to speak against after the war and it was also one of the causes of the World War Two. Also, as most citizens in all the warring countries actually welcomed the war, it seems a bit hypocritical to blame just the Germans for causing it. Teaching this to the students can be therefore scheduled for the later stages of their education, too. Linguistically, Student 3 uses simple or compund sentences but they are highly developed: there is a subject pre-headed by a possessive pronoun (*my country*), there is a modal verb successfully correlated with a lexical verb (*should win*) and there is also an object (*the war*). Also, in terms of vocabulury, there is some unique co-location (*gather land*) accompanied by a higher-level usage of superlatives (*as much as possibl*e instead of *a lot of* or *very much*). Clearly, this student has some ways to carry out the intended meaning.

Student 4 supports the observations we have made on Student 3's attitudes above: "German soldier: We have to defeat our enemies, because Germany is the best country, so I must fight strongly and I hope we'll win this war and Germany will become the biggest empire." Clearly, this student is oblivious to the fact that the typical German soldier from the front lines hated the war as much as anybody else and fresh and eager reinforcements from the heartland were despised by the German veterans, as they knew that their eagerness will bring nothing more but bloodshed. The Germans are looked upon very much as the monsters from the propaganda films the students have seen in Lesson Two. This is quite disappointing, in fact, as one of the goals of Lesson Two was to make students realize that the Germans were people too, not an especially evil breed of monsters. This might have been done too subtly for students as young as these, however, and later such education needs to be more straightforward and specific. Linguistically, Student 4 is probably at the same level as Student 3, as both successfully employ modal verbs (*have to* in this case) and the sentence structure is developed, possessing an object (*our enemies*). Further, Student 4 uses a complex sentence containing an adverbial clause of reason (*because Germany is the best country*), an adverbial clause of result (*so I must fight strongly*) and a declarative nominal content clause (*I hope we'll win this war*). In terms of vocabulary, there are some rather simple co-locations (*fight strongly, biggest empire, Germany is the best country*) that would suggest that Student 4 needs to brush up his or her wordstock.

Student 5 shows a curious mixture of empathy, realism and prejudice in her statement: "A front line German soldier: some country don't like Germany, so they are trying to destroy Germany. So I have to try to live as much as I can, because I want to see my family again. I want my family and me to be happy, because the Germany will win. Germany started the war, so we want to be successful, so I want to win." As honing the skill of empathy was one of the goals of this project, such a mixture of empathy and prejudice shows that the students need to be more clearly reminded that the Germans, from the greater part, saw it that they were *forced* to fight by the Western powers. Linguistically, the syntax of Student 5 resembles that of his predecessors, even though here it seems to be yet more simple. There is the favourite adverbial clause of reason again (*so they are trying to destroy Germany, so I have to try*). There is perhaps used an adverbial clause of purpose but with a wrong conjunction, as it makes little sense (*live as much as I can because I want to see my family again. Because → so that*?). Perhaps there was an attempt for a conditional sentence which failed due to the lack of linguistic powers (I *want my family to be happy because Germany will win → if Germany wins*?). Adverbial clause of result is overused (so we want to be successful, so I want to win), which turns the utterance of Student 5 into a chain of causes and effects. However, the chain holds together well as there are few mistakes and loose links in it. Moreover, there is an infinitive used as a part of the objective in an *apo koinou* structure (*I want my family and me to be happy*) and there is one instance of present continuous (*are trying*). One the other hand, the text is not lexically advanced, as its characteristic feature is repetition, both of sentence structures (adverbial clause of result) and wordstock (the overuse of *Germany*). Because of this repetition that masks the lack of the student's linguistic devices, the meaning is somewhat unclear. Despite fo that, it is still mostly carried out.

Clearly, it can be seen that even though the students were provided with enough evocative material to envision the trench life as early as in the warm-up for Task 1, they couldn't put it into the proper shape: the lessons were just too general so far. The lectures on propaganda should have proved to the students that soldiers of various nationalities differed in their political motivations but except for that, they shared everything else: the hate of the war, the miseries of the trenches, the

fellowship of their comrades and so forth.

This notion was to be expanded by the next Task. There, the students were asked to study more information on trench life and to work with the text. Reportedly, this Task was a success, as the students seemed to be interested in the issue and spent 25 minutes working with the article and vocabulary. When they were asked to guess the meaning of some rather opaque and technical words, they were given dictionaries to check their guesses only after they have actually guessed the meaning. The reason behind this activity was that it would make the students think about the unknown words before translating them (often too poorly) and teach them a successful way to deal with unfamiliar texts. Arguably, these goals were achieved, as the students filled the figure in T2a thoroughly and it is apparent that they were able to make their understanding of the text more precise. There are some examples of their learning process:

Word	My guess	Dictionary
Rot	*Pohřbít*	*Hnít*
	Ohřát	*Hniloba*
Swell	*Omrznout*	*Vzdouvat se*
Lice	*Bolest*	*Veš*
	Omzlina	*Vši*
Comrade	*Poražený*	*Kamarád*
Troops	*Vláda (řídící války)*	*Eskadrona*
	Činy	*Vojáci*
	Vynálezy	*Vojsko*
	Vojáci	*Hordy (lidí)*
Shell	*Mušle*	*Mušle*
	Náboj/nice	*Granát, náboj/nice*
Nozzle	*Rozstřikovač*	*Tryska*
Blister	*Krvácet*	*Puchýř*
	Závrať	
Respiratory	*Fatální*	*dýchací*

As we can see, some misconceptions were revealed and dealt with. Other than that, the students were usually able to catch the meaning of the selected words and with enough time, the Task proved both beneficent and suitable for them.

Having clarified the meaning of the two articles, the students have completed the jigsaw activity, telling each other what they have learned. Just doing so took another 20 minutes, which means that the Task 2a covered an entire lesson. However, the students seemed to be quite engaged in the debates, discussing the various aspects of trench life they have discovered in the articles – this is reflected in the final questionnaire where many students expressed more than clearly that they were quite aghast from the horrors of the trench life. For many, this was the strongest experience of the whole project. Doubtlessly, the students were tuned to this by the warm-up in the previous lecture and were therefore more likely to appreciate the texts. Tasks 2b and 2c were given as homework, which of course means that the students failed in completing them.

The next lecture was comprised only of Task 3 and 4. Reportedly, Task 3 proved to be a bit troublesome for students as young as these: the students were supposed to imagine a movie screen on their blackboard. The students took turns in describing what they could "see" on the "screen", thus co-creating a story. The aim of this lesson was to make sure that the students personalize both information and emotions they have come through in the previous tasks. Linguistically, they were given more freedom here, as it was thought that in fulfilling the previous tasks they would be just jotting down ideas and filling in the gaps. However, the students seemed to have difficulties with such a freedom, as it turned out that some of them just cannot follow the pace the rest of the class had. The result was that the contribution of some students was just a simple sentence "and they died." This is not very exciting either linguistically or historically, not to mention from a playwright's point of view and it effectively ruins the entire activity. Therefore, the teachers had to start retelling the stories over and over, coming with new introductory lines each time, so that this activity took about 15 minutes to come to a satisfying end. As there were two teachers in this lecture: Johann and Ms Bojkovská, there were several stories. Of course, some students didn't take the activity quite seriously and turned the story into a Marvel comic-book chapter, rather than an Academy Award film. It surprised me a bit, as such a load of horrifying information should have made the students to express them in the story. It seems I have underestimated (or overestimated) students and their sense for

humour and exaggeration.

Finally, in Task 4, the students were meant to contribute to World War One more actively. In this role-playing activity, the students should have used everything they have learned and put it into use. Now they were expected to have enough information to imagine a battle scene and its consequences on the minds of soldiers they were now entrusted with. Having discussed the topic quite thoroughly, they were supposed to be prepared for Task 4 both from the content and language point of view. It seems that they actually were prepared and passed the Task to the teachers' satisfaction. Moreover, it is here where the students could learn some more information on Czechoslovak Legionnaires, who (and the Czechoslovak resistance in general) were mostly omitted from the project. Also, the topic discussed was fairly marginal (the battle of Zborov would have been more appropriate from a historian's point of view, as it was far more iconic) but it best served the purpose of the activity. Finally, the purpose of the introductory part (setting the stage for the battle) was to transmit the feeling of youngsters gathering around a tribal elder, eager to listen to his stories of death and glory that happened a long time ago. This part is the only moment in the entire project where the teacher actively transmits the information to students and the information itself is so marginal and half-forgotten (yet important) that, if given correctly, it might really seem as an ancient secret now passed on the new generation. Or in its ideal version, at least. Reportedly, the students payed attention in this stage but there are no further clarifications of what happened in more detail. Apparently, Ms Bojkovská didn't consider this stage as anything worth more discussion.

There is no written evidence how the students dealt with the task, as they didn't write their plans on the worksheet as they were asked to do, so we have to rely mainly on the report of Ms Bojkovská. First of all, there was a major change in the plan of the task. The lecture was lead both by Johann and Ms Bojkovská. Johann dealt with the task according to the instructions provided, whereas Ms Bojkovská tweaked them a little. Johann followed the exact instructions. In his version, both groups, the Austrians and the Czechoslovaks, were asked to make a plan and to continuously remodify it as the "siege" progressed. This approach proved to be a bit

clumsy, as the students were suddenly presented with a large volume of information (i.e. the opponent's plan) and they were asked to deal with it.

However, Ms Bojkovská's group was more successful, as she chose a different approach: students from each group disclosed one part of their plan and the other group had to react immediately. Of course, the time limit was still present, so they had to react swiftly, and the result was a fast pace of the activity, with a more spontaneous linguistic outcome from the part of the students.

Technically, it was not clear to me whether this activity will be successful or not, as it needs a great level of immersion on the students' side, who, except for a great level of enthusiasm, also need some measure of technical knowledge and much more than a spoonful of imagination – unlike in the previous Movie Screen activity, they have to respect reality when coming up with their plan. All this puts great demands on the student's maturity and their linguistic skills. As Ms Bojkovská reported, the students *were* able to deal with the task. Therefore, we must conclude that if given enough support both in the form of necessary data (articles on trench life etc.) and enthusiasm, they can deal with the task nicely. However, the task was not mentioned at all in the final questionnaire by a single student, wherefore we can conclude that the students themselves didn't see it as a crucial stage of the project. On the other hand, it was one of the peaks of the project's group activities, which were mentioned quite frequently by the students – it is possible that in the end they considered Battle of Doss' Alto as just one of them.

Finally the students were given Task 5 as their homework. The reason behind this task was to determine to what extent the students have understood the topic discussed, whether they can truly personalize the data. Also, they were given an opportunity to give voice to their feelings about the war. This voice, however, was to be heard from the lips either of a nurse, soldier or a general. Curiously enough, no student chose to write a letter from a general's point of view. The reason for this is probably the fact that the students were lead to sympathise with the common footsoldiers throughout the project – all the Tasks were mostly directed at them. The question is, whether or not the students got the feeling that being a general is something undesirable for a moral man.

Be that as it may, the students provided the teachers with a bounty of letters, some of them rather ingenious, some of them rather not. In general, the students were focused on ordinary life in the trenches – something that the Task actually expected them to. They would write about rotten food, rats, blood and gore, better equipped enemies and their continuous bombardment, and so on. Where they differed was the measure to which they let themselves to loose within their characters. The scale of immersion was very broad: from simple enumerations of grievances to almost authorial writing, the students have shown to what degree they are able to personalize the subject, pushing their imagination to boundaries perhaps never explored before. Some students have shown a great deal of invention and playfulness: for example, there was a nurse that fell in love with a handsome soldier, or there was a letter that the student himself censored. He would write, for example, "war is terrible", scratch it but only so that the original was still recognizable, and write "war is great" instead of it. However, this was the only case of dealing with or mentioning propaganda.

To really appreciate the results of the task and to really understand the students' complaints about it in the final questionnaire, it is necessary to provide the reader with some examples of the students' writing, both good and bad. They are as follows:

Student 1:

Dear Tom,

I have been in France. I think we are near Verdun. I should sleep but I can't – I'm afraid of German attacks so I'm writing you.
I hate it here. When I joined the army I thought it will be easy, every poster said that it is funny to kill Germans but it isn't, I know it.
E are hungry because we have problems with supplies, there are rats and lots of soldiers have got some illnesses. We usually eat rotten food. It is disgusting. I had a photo with you and our family, but rats ate it. You know I joined the army with my friends – Jim and Will. We were attacked by Germans 5 days ago. They killed Jim! They shot him into the stomach. Maybe he could survive but there is no doctor. I killed the German soldier who shot him. The soldier was to young – about 18 years

old. I promised Jim that I'll write his family about his death. I'll do it when I write
this letter.

Lots of my friends have got illness. We don't know what it is they are very weak and
they often vomit. One soldier vomited next to me yesterday. I'm frightened of this
illness. I think I can get it, too.

Write me back soon.

Love

Matthew

This student proved a great deal of mastery of the language: as he is supposed to be an A2 level student, his sentences are rather bare with a minimal usage of cohesive devices. He employs a variety of structural forms: modal verbs (*should sleep, could survive*), present continuous (*I'm writing to you*), passive voice (*we were attacked*) and existential there (*there are rat*s). There is an adversative sentence structure (*I should sleep but I can't*) and frequent copulative compound sentences (*they are very weak and they often vomit*). Even though logically coherent while relying on copulatives, the text lacks any elaborate cohesive devices. This doesn't prevent the author from summoning more complex sentence structures from time to time: a nominal content clause used as an object (*what it is; I can get it*), an adverbial clause of time (*when I joined the army*), reason (*every poster said it is funny*) and result (*so I'm writing [to] you*). Moreover, there is an infinitive used in an *apo koinou* structure (*it is funny to kill*). All these strucures are used correctly, with only occasional mistakes, most of them related to reported speech – and issue that is beyond the author's level. The handful of minor mistakes includes: *I'm writing **to** you, the soldier was **too** young, I'll write **to** his family.* However, even when using as simple means as this, the student was able to convey a compelling and authentic message. He reported back to the time before he joined the war, commenting on the false propaganda that persuaded him something he instantly recognized as hell on Earth, he described the blood and gore of trench life, only to move to the most personal subject in the letter: the death of a friend and his killing of the murderer. Finally, the letter ends with fear of death delivered by a far more subtle enemy: a disease. Such a message is truly compelling and we can commend the author for employing both data learned during the project and his personal view on them,

nothwithstanding the fact the means for arriving to such a result were rather simple. However, it was possible for some exceptional students to exceed the A2 level and write something entirely different, both in the terms of linguistic mastery and thought. Here comes an example, written from a standpoint of a nurse:

Student 2:

Dear friends,
Oh, how glad you can be to be at your homes, safe and away from this madness.
It is truly terrifying. There are days when I wish that this would be just a nightmare and I would wake up from this horror.
Most of the soldiers are just boys, their lives are wasted on this nonsense. Though my job is to nurse them, try to fix their injuries, too many of them turn out to be fatal. A lot of them go mad. That's no surprise. Everybody is scared down here and I can't imagine how's it when you go up, to the real fight.
I just hope you're safe and wish for myself to survive this.
Best wishes,
Summer

This, in my opinion, is the best work of them all: not only is the student able to use a great range of grammatical devices (turn out to be, go mad, down here, my job is to nurse them,...) and vocabulary (fatal, nightmare, madness, though,...) but also it is clear that the student is the master of her own language, not really relying on dictionaries or grammatical rules learned by heart. The very first sentence prepares us for something exceptional: it is an exclamative sentence with an adjective (*glad*) following the initial *how*. Even though the compound sentences are again copulative (*soldiers are boys, their lives are wasted*) and there even isn't the otherwise frequent adversative sentence, Student 2 has a number of other devices at her disposal. There are conditionals used (*I wish this would be just a nightmare*), passive voice as well (*lives are wasted*) and there is even an adverbial clause of concession (*though my job is to nurse them*) empowered by an aposition (*try to fix their injuries*) with an infinitive in a role of a subject complement (to nurse them). The play with infinitives continues, as there is one used even as an object *(too many of them turn out to be fatal*) and a nominal infinitive clause (*I wish for myslef to*

survive this) with its subject correctly precedet by the preposition *for*. Not only that, we can also find some skilled use of a nominal relative clause (*imagine how's it*) complemented by an adjective relative clause (*when you go up to the real fight*). Student 2 can expertly use verbs of transition (*go mad*) and asyndetic nominal content clauses (*I hope you're safe*). Clearly, this student by far overpowers her peers as far as their linguistic skill is concerned. As for the content, even though, the student does not use a lot of data learned during the classes but this is balanced by the authenticity of the letter: easily, it could have been a real letter from the trenches, as the student does not focus on the description of facts but actually on the emotional outcomes of these facts. This student does not quote the previous lessons on trench war; in fact, she expresses her own opinion. However, not every student was as excellent as the the students shown here. What follows is an example of a student who had some problems both with the vocabulary and personalizing the issue:

Student 3:

Hello family,
Here in trenches it is very bad because there are a lot of dead people. Everywhere are dead people and everywhere are rats which eat those dead bodies. We hate hem. I am afraid that some enemy will kill me very soon. Now is the weather all right but in winter the weather is very cold. We must eat a disgusting food because there is not any other food. Water is bad too and toilets are here very terrible. I hope that you are fine and I hope I will come back soon because I hate it here.

Here, we can see that the student didn't care too much for the formal side of the work: there are no paragraphs in the text, the letter is not signed. The student just settles for enumeration of several problems of the trench life, not really emphasizing how is he dealing with them. There is no hierarchy in the problems, there is nothing to persuade us that a real person is trying to pass their experience onto us. The style is fairly simple: what we can see is actually a parade of simple sentences, not really linked stylistically or logically: both coherence and cohesion of the text are a bit clumsy an insufficient. The vocabulary is scarce, too, as the student's descriptions are rather superficial and lack detail. Frankly, this work as

assessed as the worst of all, as it was felt that the student in question just didn't care about the task and settled with recycling the data from previous lessons. However, even if that is true, the student was able to put together a meaningful text on a given topic – a text that, despite some mistakes, is quite intelligible and fairly comprehensible. There are copulative compound sentences as everywhere (*everywhere are dead people and everywhere are rats*), as well as adversative compound sentences (*but in winter the weather is very cold*). Also, there is an extensive use of adjective relative clauses (*rats which eat those dead bodies*) and nominal content clauses (I hope that you are fine). Also, Student 3 can employ adverbial clauses of reason (*it is very bad because there are lots of dead people*). Otherwise, the sentence structure is rather simple, as the student leans on description, thereby assuming the subject-verb-complement pattern (*in trenches it is very bad; water is bad too*) with an occasional inverted subject-verb-adverbial pattern (*everywhere are rats*) with the existential there missing. Except for some misspellings (*hem → them*) and misplaced indefinite articles (*a disgusting food*) or missing definite articles (*winter*) there are few mistakes. As far as the simplicity of the structure of the text is concerned, declarative sentences prevail and cohesive devices, as it is common in this class, are rather lacking.

Finally, what is missing is an example of a letter that is rich both in grammar/vocabulary mistakes and in ideas:

Student 4:

21ᵗʰ June 1916

Deary my mum,
I write you from a place, where I have to be: hospital. This 'hospital' is very, very small, dirty, uncomfortable and ugly. I work here during a day and during a night. I can't sleep, I cant eat, because I'm very stress. I try to be strenuous, but I can't – I'm tired. People from a war place, bring a lots of people, which are injured or some of them are dead! Lots of these people don't have an arm or leg – it's terrible!!! I'm really looking forward to see you, to be in your embrace, to be with you...

Your daughter

Ivana

Clearly, this student has problems both with grammar and vocabulary: articles are obviously not understood (*I work here during a day, a war place, a lots of people*). Student 4's wordstock is rather limited, as we can see from the frequent repetition (*very, very small*; the subject *I, place*), even though there are some more skilled usages, such as an phrasal verb (*look forward to*) and more advanced vocabulary, perhaps correctly imported from a dictionary at some point (*embrace*), less correctly at some other (*strenuous*). Still, repetition predominates, which can be said even for the sentence structure (subject-verb-object as in *I write you*; subject-verb-complement as in *I'm very stress; it's terrible*). However, there is some more advanced sentence structure used: there are restrictive adjective relative clauses (*a place where I have to be; people which are injured*) that are treated as non-restrictive. There is even an infinitive in a position of an object (*I try to be strenuous*), which suggests that the class in general is familiar with such a structure. However, the student relies on simple declarative sentences, no matter how many exclamation marks shes uses, which makes her looking surprised that some people are dead – an astonishing thing indeed, in a war. The description of the "very, very small" hospital is rather brief, same as the depth of detail the student/nurse has described her position in the war. However, she could still provide the reader with some personal insight – that is, she could personalize the issue, no matter how limited her linguistic skills might have been. We can read this in the lines describing her lack of sleep and nutrition – thus, we can imagine what it is to be a war nurse and how one might respond to a continuous stream of mutilated bodies. Therefore, it is possible to say that even the linguistically weaker students were able to use their imagination to overcome their inferior skills to successfully personalize the issue discussed.

As we can see, the students handled the task variously, from simple enumeration of facts to touching comments on human condition in a dire and inhuman situation. The skills they have employed for the job were both crude and elaborate. In their letters, they have addressed nobody at all, family, parents, children, friends. They would telegraphically describe the war, or emphatically ask whether the young

brother Paul can read by now. Some of them would recall old friends, only to laconically inform the reader that they have passed out ("Do you remember Adam? He died two weeks ago."). Some of them would comfort the crippled soldiers they now have to look after ("Their blood is everywhere and even if I close my eyes, I can see their faces full of pain and suffering.") and have waking dreams – or rather horrors – about it. Some would write empty phrases they have learnt by rote ("I hope that the war will be finished early and we will be able to meet each other."), others would write about the "working conditions" in the trenches, albeit clumsily ("I don't like my chef.") or, in some other cases, the reader could almost imagine that the letter was written in a muddy trench by a lone and frightened soldier in a khaki raincoat scribbling it in a rain so heavy that it might have been sent by God to wash away the madness his children have unleashed upon Earth ("We have just been with my unit assigned to defend the northern position, which has been under attack yesterday. We think that another attack is coming, we pray to God to we survived. We are only a handful against the enemy … every night I fear the enemy bombardment. And brother, I hope that the war will end sooner than you grow up..."). To express these thoughts, they would use both simple, bare sentences and elaborate language, direct translations from Czech and a wide variety of tenses and expressions, sometimes wrong ("Yesterday we have built a mine field"), sometimes more or less correct ("Fortunately, I haven't had some bigger illness").

In their essays, the students would also express their level of maturity: interestingly, when most girls write, they talk to female addressees. As they are not usually specified, we can assume that they are their best girlfriends – they seldom write to their families and writing to a lover is almost unheard of. Boys, on the other hand, tend to write to their parents, not friends, or to their families and there is only a few examples of letters to a lover/wife. Also, in general, when the students are writing about bad or downright horrible things, these misfortunes always happen to other people – there is not a single letter from a soldier lying in a hospital with leg and arm torn off by a shell or friendly fire. We can say that most students are horrified by the scene they can see *around* them, not by the horrors that actually happened *to* them. Of course, there are exceptions and they have been mentioned above. Obviously, it was very difficult for most to write a letter they could be satisfied

with. The point is, however, that they tried and in doing so, they have tested their own limits – or, perhaps, pushed them a bit farther.

Finally, to make things more clear, a summary of the characters the students have (hopefully) tried to immerse in is presented:

Characters in Essays
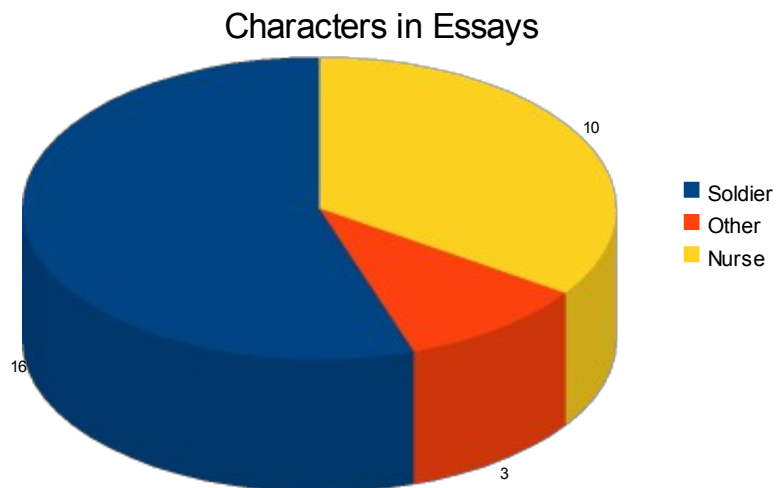
As we can see, the sympathies of the class are clear. It is worth noting, however, that the number of Nurses does not equal the total number of girls in the class: some of them played the role of a common soldier. The group Other consists of three different people: one of them assumed the role of a German soldier (an outstanding feat indeed), a doctor and finally there was an unidentifiable letter which could have been written by anyone.

Finally, there comes a graph discussing the grades the students have been awarded for their efforts. The proportion is different from the previous essay discussed in the section on Lesson 3 but the requirements for the respective grades are basically the same. To get a one, students had to prove they could handle their language admirably and they could simultaneously create authentic, touching texts. Similarly as in the final task of Lesson 1, the more unbalanced their texts were in any of the aspects mentioned, the worse grades did they get, with a three being assigned to texts that would raise some confusion. The results were as follows:

Number of grades
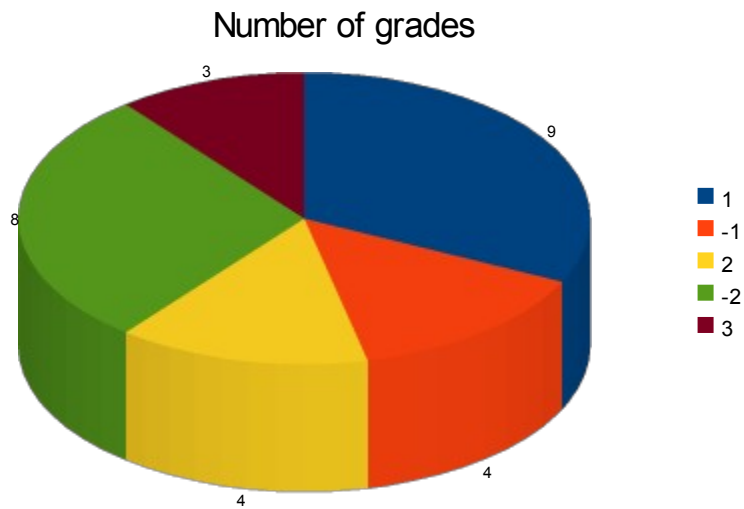
As we can see, the proportion among the grades as far more balanced than as it was with the essay. The reason for this can be found in the different nature of the task: where were the students asked to think and argue in Lesson 1, they have been asked to empathize and feel in Lesson 3. Therefore, the students could rely more on the known vocabulary, as discussing emotions is a part of the basic curriculum. Some students benefited on this, as we can see a far greater number of excellent marks than in the previous essays. Furthermore, it can also be as sign of bolstering of the students' skills, as this task was given to the students towards the end of the project and it can be assumed that their skills were honed a bit by then. Be that as it may, the fact is that as the project drew to its end, some mediocre students started to be better than before. Still, this conclusion can suffer from the distortion caused by my leniency and subjectivity when I was grading the essays. Nevertheless, the presented results prove that the task was a success at least to a certain measure and that there can possibly be found some progress on the part of the students during this monthly project.

2.4.4 Lesson Four: Versailles

2.4.4.1 Lesson Four: Teacher's manual

Task 1:

1) The teacher informs the class that today we are going to end the World War

One once and for all.

2) "But before that, we need to know how the fights really ended. When and how?"

1. Answer: *In 1918, when Austria-Hungary collapsed and the final push of German army failed. The Germans could use a lot of new troops in the Western Front now, because they defeated Russia previously, but the USA helped the Allies utterly defeat them. Then the victors set up a peace conference in Versailles, France.*

2. If the students are just not able to provide the answer quickly enough, it doesn't matter and the teacher can just tell them. The point of the activity is to set the stage for the following two activities which are quite time-demanding

3. The end of the war is shown on the map either by the teacher or by the students

    Note: All the time, there is a historical map of World War One hanging on the wall/blackboard. The students can get up and go to see it any time they need to get their bearings when discussing Task 2 and when they feel that the map provided on their worksheets is just too vague.

Task 2:

1) Teacher informs the students that now they are going to solve the war once and for all.

2) Teacher says: "Imagine you are the three winners of the war. Have a discussion on the peace treaty and write one of your own."

3) Students make groups of 3.

4) Teacher hands out the character sheets of Lloyd George (Great Britain), Georges Clemenceau (France) and Woodrow Wilson (USA) to each group. The teacher assigns the characters to individual students, or makes them free to do this by themselves, as the character sheets are being distributed.

5) Teacher says: "Imagine you are these characters, sitting in Versailles. You need to solve the Main Problems that you all have on your sheets. Plus, your country has some demands – try to realize as many of your demands as possible."

6) Teacher teaches the students the basic negotiating phrase: "You can do it very easily by saying 'If you give me this, I give you that.'"

    1. Teacher writes the phrase on the blackboard, asking what does it mean. No theory on the conditionals needs to be mentioned, it is sufficient when the students can understand and translate the phrase.

    2. "Now you can agree or not and debate until all of you have something to agree on.

7) Students study their character sheets and the teacher is going around, explaining and helping when necessary.

8) When they are done studying, the teacher makes sure the students understand the goal of the task, the limits and agenda each of the characters has, and the means how to achieve them.

9) Finally, the teacher makes sure that the students understand that they need to write down their own version of the Versailles Treaty at the end.

10) When they are done, elicits two or three Versailles Treaties but not all of them and then asks the other groups if they have anything differently.

11) The real Versailles Treaty should be introduced by the teacher at the final stage of the task. It is not necessary to revise the entire treaty, only to compare the students' results with reality.

The Versailles system was as follows:

    1. Land of North Schleswig given to Denmark after a vote

    2. Land of Eupen and Malmédy given to Belgium

    3. Germany not allowed to keep troops in the Rhineland

    4. Saar controlled by League of Nations

    5. Alsace-Lorraine given back to France

    6. Germany forbidden to unite with Austria

    7. Part of Upper Silesia given to Poland

    8. Poland given a "Polish Corridor" to the Baltic Sea. This cut off East Prussia from Germany.

    9. The port of Danzig became a "free city." It gave Poland a sea port.

    10. Lithuania Estonia and Latvia became independent states.

    11. Germany lost all her colonies and all land gained from Russia.

12. Germany's army was limited to 100 000 soldiers, with no armoured vehicles or submarines and only six battleships

13. Under the "war guilt" clause, Germany had to accept full responsibility for causing the war. She had to pay £6 600 million in cash and materials (reparations) for damage done during the war

14. *Treaty of St Germain dissolved Austria-Hungary and established Austria and Hungary as two separate countries.*

15. *Treaty of Trianon dissolved old Hungarian kingdom, with Hungary loosing 2/3 of inhabitants and ¾ of territory to Romania, Czechoslovakia and Yugoslavia.*

16. *Treaties of Sevres and Neuilly were arranged with the defeated Turkey and Bulgaria on similar terms.*

    (Stimpson, Bea. A World of Change. 1900 – 2000. Stanley Thornes (Publishers) Ltd. Chatham 2000.)

Task 3:

1) Wrapping it up. When all is said and done, the teacher asks the students if they think their treaties and the final treaty could lead to another war? Was there one country that could be offended by the treaty (Germany)? Was the treaty fair?

2) Together, the class tries to suggest what should have been changed, so that there is no other Great War.

   1. The teacher reminds the class the very first lesson of this project, when the causes of war were under scrutiny.

2.4.4.1 Lesson Four: Analysis

Lesson Four was supposed to be the end of the entire project. As such, it should provide an end similar to the beginning: a political one. Having witnessed the mud both of propaganda press and the trenches, the students were now elevated to the position of chief representatives of the victorious powers so that they could decide the fate of Europe and of the world.

Before doing so, however, it was paramount to give a solid factual basis to the students again. In Task 1, the class was asked to do so. They were able to jot down

both some simple ideas and the minutiae of the Versailles Treaty: „new countries were created, economical crisis, less population, chaos, German colonies were given to Italy, Japan, Britain, Greece. Germany had to pay large reparation, Europe wasn't the strongest continent, Austro-Hungaria broke up, Balkan states became independent (???), Germans returned Alsace, Wilson's program, Russia became a republic, death of 100 000 people (it was ten times more, actually), nobody was happy and everybody was angry (??), we became and independent country." Even though the students were sometimes rather vague, the successfully managed to put together the main outcomes of the war. It was not the aim of this Task to ask for a detailed analysis, as it was considered chiefly as a warm-up activity to the focal point of the Lesson, which was Task 2. What the students produced here was basically everything a teacher could ask a secondary school student to know about the topic.

Task 2, then, was the acid test of the project. It was a role-playing acitivity and it was felt that role-playing of such a topic can be very difficult for the students. That is why the entire project can be seen as a preparation for this Task: firstly, the students were getting used to discussing issues outside their normal scope. They had to pass through politics, trench war and propaganda, none of which is generaly taught at schools. They have passed admirably. Secondly, they were getting used to using English in their History classes and employing a variety of skills while doing so. Gradually, the students didn't find it out of ordinary debating History in English extensively, as it is confirmed by some responses in the final questionnaire, which is being discussed below. Therefore, after a nearly month's effort, the students were, in my opinion, prepared to sit around the round table and discuss the fate of the world.

To help them, the students were provided with character sheets that clarified their roles. There, the students could find Opinions, or wishes of their characters – some attitudes that they could discuss and make compromises about. Furthermore, they were also given Demands – something they just couldn't abandon. Thus, empowered with relatively historicaly accurate motivations, the students could set forth. Hence, they started talking and it seems that they never stopped: they kept discussing the issue till the end of the lecture. In the next lecture, they couldn't do

anything more but continue in their discussion. It was at this time when I approached them with my final questionnaire and the students had to be assured that this does not mean that the project ends for, indeed, they needed half a lecture more to finish their discussions and present the results. Such a zeal is astonishing, as I certainly didn't expect the students to embrace the role-playing so tightly. Ms Bojkovská confirms that the students were using English all the time and were concentrating on the topic, stressing their linguistic skills willingly to the utmost. However, as the students mostly spent their time with discussions, they didn't manage to write down virtually anything, they left us with little to discuss here. Still, we can conclude that this Lesson was a success – a much greater success than expected, in fact. Thus was the project ended.

2.5 Conclusion of Analysis

The analytical part has presented the often-mentioned CLIL-History project and set out its boundaries, aims and goals. Each individual Lesson and Lecture was analysed both from the linguistic and historical point of view. Apparently, students produced a wealth of data to be analysed and despite some limitations, nowhere it was seen that they utterly failed to deal with the topics presented. As a group, the class could summon a surprising wealth of linguistic devices at their disposal and should they encounter any high-level obstacle in fulfilling the communicative and content goals, the problem was solved by the teacher either by a thorough pre-teaching stage that sometimes covered entire Lectures. Thereby, we can conclude that the participants were able to deal with the project with dignity.

3. Evaluation

3.1 Introduction to project evaluation

In this final part of the thesis, the entire project will be looked upon and judged. Three points of view will be presented. First, the students will be given their say. Second, Ms Bojkovská's view will follow. Finally, the author will conclude the issues the thesis has suggested and provide the answer for its central topic.

3.2 The students' point of view

In the end of the project, the students were given a questionnaire in order to discover their own view on the entire undertaking. In the questionnaire, the students were asked 10 questions, which were as follows:

- **Did the project help you to deepen your knowledge about World War One? How?**

- **Are you able to see this project as some propaganda of its own? In what sense?**

- **Did your understanding of wars and their impacts change? How?**

- **Please express what was the most difficult part for you in the project.**

- **Do you consider any part of the project as uninteresting or meaningless?**

- **Why did you have problems with expressing your thoughts and answering?**

- **Did you manage to overcome this problem even a little bit (i.e. problems in the question above)? In what manner?**

- **Did you learn more about World War One from conventional History classes or from this project or did you learn something from both?**

- **Would you like to continue with combined education of History and**

English? Would you prefer to have it in History classes or in English Conversation classes?

– **What was the benefit of this project for you?**

Students were asked in Czech and they could answer back in Czech, too. What follows is the analysis of their answers.

3.2.1 Did the project help you to deepen your knowledge about World War One? How?

Only one student reported that this project didn't broaden his knowledge in any way. One student suggested that even though he or she didn't learn anything new in the historical point of view, he or she was given the opportunity to enhance his or hers linguistic skills. Another student hinted that even though she didn't learn much, she welcomed getting familiarized with several minutiae, most notably with World War One propaganda posters. Four more students revealed that they could at least revise the last year's curriculum, admitting that, all in all, they could learn some new information. Now it is important to state that all these students either excel in History/English or they actually don't excel at all, being rather poor students of at least one of the subjects in question, as can be seen from their respective questionnaires. These students were either already familiar with World War One and in no need of revision, or they have forgotten most of the curriculum and couldn't get their bearings during the lessons. In total it is eight students from the edges of the spectrum.

Except for them, seventeen other students clearly stated that the project was beneficent for them and a vast majority of them agreed on the fact that even though the project didn't bring any exceptionally new information, it did bring some interesting details, most of which are impossible to deal with during the conventional History classes. By "details", most of them meant the Black Propaganda and In The Trenches Lessons, which is a fact that three more students clearly expressed and appreciated. These 21 students were more or less satisfied with such an outcome, some of them stressing the entertaining value of the lessons, suggesting that information can thus be learned better. From an abstract and

detached point of view, this is quite a surprising statement, as the project was not *meant* to be entertaining – historically, the goal of the project was for the students to really immerse themselves into the historical period in question, so that they are able to personalise World War One. Linguistically, it was meant to be very communicative and it was supposed to bring the students' skills to their limits. The fact that the students themselves have seen these criteria as entertaining, is certainly worth noting: in fact, it tells more about the students than about the project itself and, last but not least, it is a proof that the teachers involved in the project could carry it out successfully.

1. Did the project help you to deepen your knowledge about World War One? How?
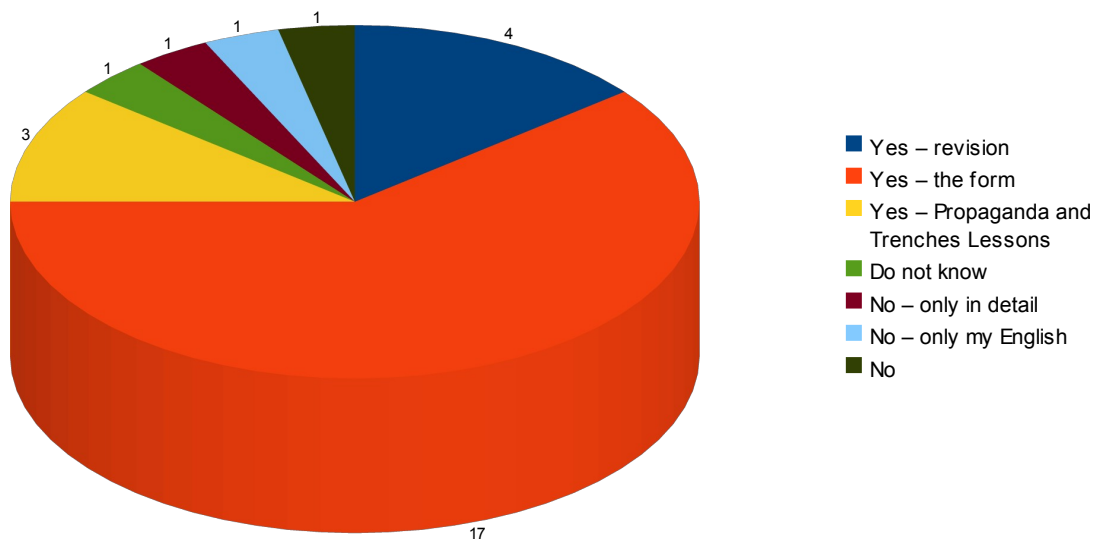
3.2.2 Are you able to see this project as some propaganda of its own? In what sense?

The aim of this question was to determine whether or not the students have understood the concept of propaganda and its sneaky ways of influencing the behaviour of people. As suggested earlier, originally, the students could link "propaganda" only with TV advertisements, shopping and so on, whereupon they were given a thorough lecture on it by Ms Bojkovská.

Myself, I hold the view that this project can be seen as propaganda: if anything, it is

moderately pacifist (even though it reveals the atrocities committed by both sides, it enables the students to slaughter the insurgent Czechoslovak rebels in very much the same manner it criticises) but most importantly, the Black Propaganda Lesson was meant to show how horribly the Allies have exaggerated the Central Powers, most notably the Germans, branding them as the incarnation of Evil. Compared with the rather amusing and witty German posters that were presented to the class, it can be assumed that the project actually supports the German Empire, suggesting that it was not so bleak as the hypocritical Western Allies might have us thought.

If this was the aim of my intricate and cunning propaganda, then it failed completely. One student admitted that he couldn't tell whether this is propaganda or not, two even stated that if anything, the project was a little bit pro-British and anti-German (one of them even remarked that he could ignore this!). Six students happily reported that the project certainly is a little bit propagandist because it shows how horrible wars are, which, in my opinion, is just a bare fact. Another student proposed that the project is propagandist because it reveals the pros and cons of both parties and the war itself – I hold it that this student clearly misunderstood the concept of propaganda, which certainly never describes pros and cons of anything and if it does, only to pervert the original meaning. Still, one more student stated that this project can be seen as propaganda of World War One, which is probably the most astonishing opinion in the whole questionnaire. One more student only remarked that this project is propagandist, giving no explanation of his view at all. Finally, a student with exceptional knowledge of the issue remarked that yes, this project is propagandist – much as every other historical book, documentary, textbook or lecture is, which could be the most sensible opinion offered. In total, we have 13 students that this project can be seen as propagandist, for whatever obscure and mistaken reasons.

Finally, 13 more students clearly stated that this project definitely is not propagandist, one of them saying that "I even don't know what it could advocate at all." Remarkably, a great number of students also noted that even though this project is not propagandist, "I enjoyed it." Curiously, they link "propaganda" with "amusement", which is most perplexing: when some students write this, it sounds

almost apologetic, as if they wanted to say that this project was not very much propagandist, but they enjoyed it nonetheless. Clearly, it has to be concluded that the students didn't understand the concept of propaganda, bringing forth one of the project's failures.

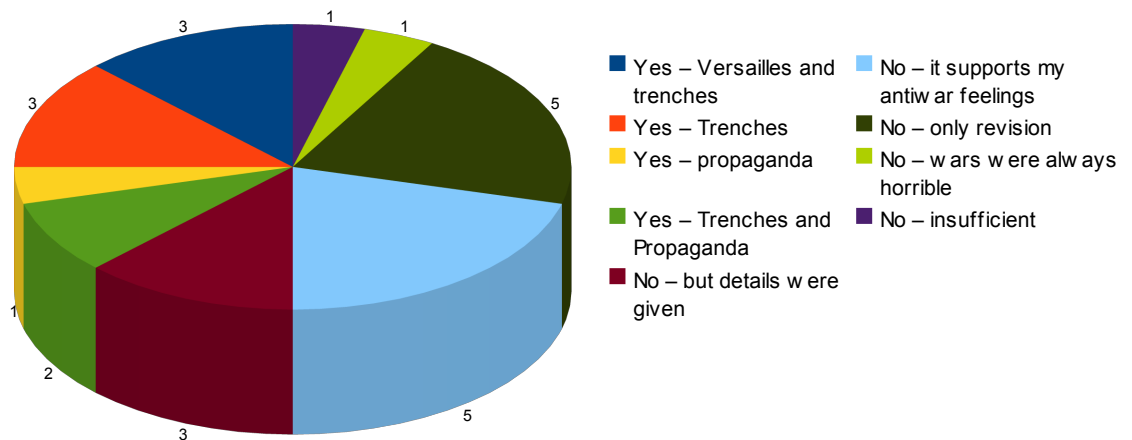2. Are you able to see this project as some propaganda of its own? In what sense?
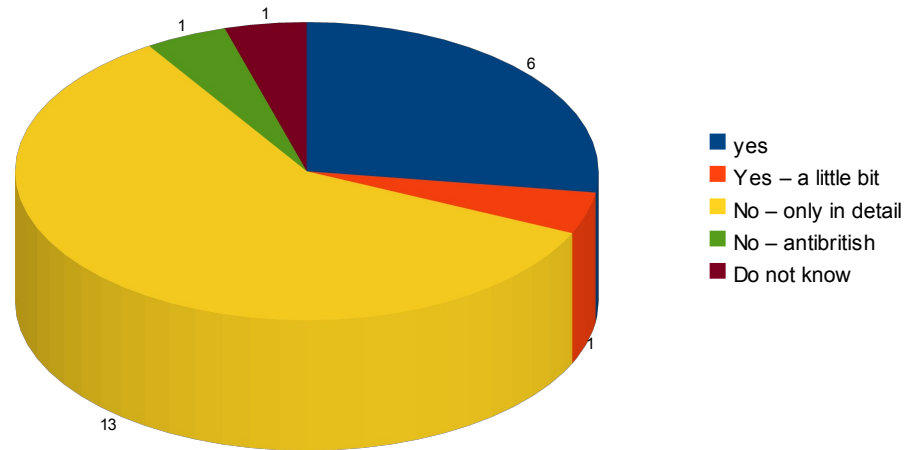
3.2.3 Did your understanding of wars and their impacts change? How?

As one of the goals of the project was to personalise the war for the students, this question was aimed at the measure of change the project invoked in the students' views and, hopefully, hearts, having established more solid emotional ties to the war. The preferred answer to this question was: "Yes, now I can imagine the war more clearly – and it was more horrible than I ever thought." In total, 9 students admitted that the project did change their views, most of them stressing the propagandist and trench aspects of the war, one of them even admitted that now he is now able to see how difficult it is to maintain peace and what a daunting task it was to organize Europe after the war. Two more students clearly stated that they were absolutely horrified, most notably by the trench war and the life of soldiers amidst rats and a sea of decaying bodies of their comrades. "I can't understand how could humanity let this happen! Isn't this against human nature?!", cries one of them. These students have clearly understood the message the project – and its teachers – tried to convey.

In contrast to these 9 students, 15 other students reported that their view on wars was left unchanged. One of them even confidently remarked that this project not only didn't teach him anything new, it even didn't mention the worst aspects of the war. It is unclear what that particular student means by this statement, as he didn't specify it any further. Supposedly, it might by a critique of the omission of the odyssey of Czechoslovak legionnaires in Siberia, who really weren't mentioned at all. Three other students admitted that even though the project didn't change their opinion on wars, it helped them broaden their views and five more students acknowledged that although their opinions did not change, they now refuse wars more heartily than before. Finally, five more students stated that they could have already imagined the war from war documentaries and films and therefore the project couldn't help them very much. In my opinion, these students did not appreciate fully Task 3 in Lesson Three: The Screen Activity. There, as we recall, they were asked, as a class, to imagine a war film, each of the students describing it in one sentence, so that the class, as a whole, can still expand the scene. As it has been reported, some students had difficulties with this activity, as their linguistic skills were not sufficient to really participate to the full measure. Therefore, this activity was not as successful as it might have been and the teachers had to repeat it over and over to get some meaningful outcome. Also, students, being what they are, made fun of the activity, turning it from a gruesome and heartbreaking war movie into a rather light-hearted sci-fi. It is my view that it is here where most students failed to personalise the issues discussed in previous parts of the lesson because they didn't realize they could learn anything new from it. The reason for this might be low age of the students or an inappropriate lead-in.

3. Did your understanding of wars and their impacts change? How?

Yes – Versailles and trenches
Yes – Trenches
Yes – propaganda
Yes – Trenches and Propaganda
No – but details were given
No – it supports my antiwar feelings
No – only revision
No – wars were always horrible
No – insufficient

3.2.4 What was the most difficult part for you in the project?

The aim of this question was to find out which lesson, or which aspect of a lesson the students found most difficult. It was suspected that they might have seen as the most difficult the first Lesson, as it took place immediately after the holidays but it was still necessary to determine whether they thought of any other lesson, or an activity in a lesson, as more difficult than they could handle. There was only one student saying that there was nothing difficult for him at all, which might suggest that the project itself was not very easy at all.

However, the rest of the class reported something different then might have been expected. Only some students mentioned concrete tasks, such as reading the article about World War One (1 student), one student found it difficult to draw a propaganda poster as he cannot draw and two students mentioned writing essays. Finally, five more students stated that the first lesson was the most difficult for them, thus confirming the original hypothesis. The rest of the class found it difficult to use their language skills: two of them complained they couldn't express themselves as they would have liked to, another student even added that hereby he couldn't convey his knowledge to the rest of the class, as it is above-average, four more students admitted they didn't have sufficient vocabulary to express their meanings. One found it difficult even to understand the questions the teachers and worksheets asked. Seven more students had difficulties with remembering the last

year's curriculum.

The list of complaints is rather shattered, with the greatest foci of complaint being: remembering events of WWI and Lesson 1 (13 students in total), vocabulary (12 students in total) and speaking skills ("expressing" as the students put it. By that, I understand the grammatical and communicative ability to form a sentence. 6 students were complaining about it). Note: some students mentioned more problems.

It can be concluded that, given the measure to which the students were complaining about their own linguistic powers, the project itself was above their standard level and it can be suggested that it is actually more suitable for the students of the final year of grammar schools, and not for people who have not yet passed their basic education, no matter how talented they are. The answer to this suggestion can be found below, in the section discussing question 7 of the questionnaire. For now, suffice it to say that whatever the answer might be, it is undoubtedly true that the project was high-level. The question was, whether grammar school students could cope with it. Whether they did or not will be concluded in the end of this evaluation.

4. What was the most difficult part for you in the project?
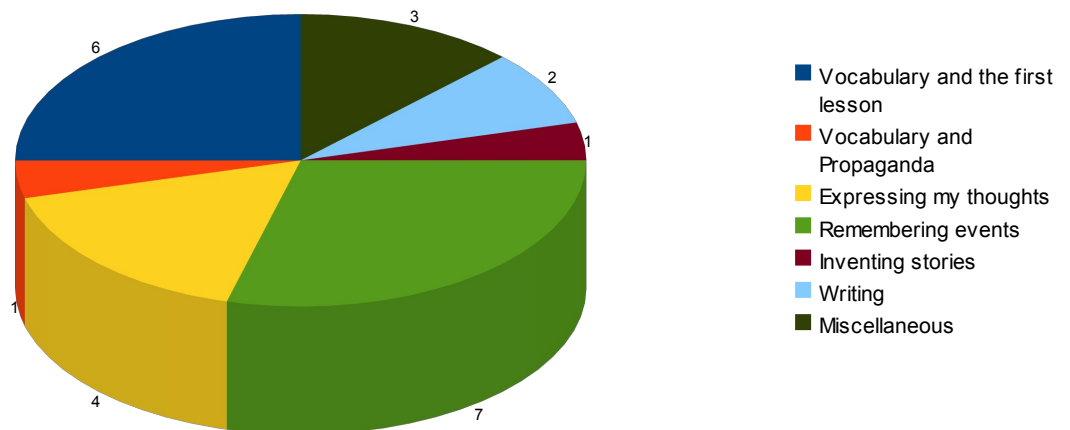
3.2.5 Do you consider any part of the project as uninteresting or meaningless?

If the aim of the previous question was to find out whether or not the patterning of the project was unbalanced in the student's point of view, this question was meant to discover whether or not they considered the project, or its parts, meaningful at all.

One student remarked that writing a letter from the trenches was a little bit annoying for him, as he would have rather read a genuine letter, which, of course is a fair argument. However, the point of this activity was to personalise what the students have learned about the trenches war, which was, as most students agree, more than enough, an not to learn any new data. Three more students agreed that they could see little meaning in writing essays, most notably the essay on the topic "How to avoid wars." One of them admitted that the essay was difficult for him because he couldn't come up with the ideas to write about. Clearly, this proves that for some students the task was above their level, as some of them are too young, to really be able to grasp the subject and ponder upon it. However, even though it is my understanding that it is not possible to expect philosophical treatises from students of this age, I hold it that the point of both History and English is to make learners think. Therefore, if a student admits that it was difficult for him to *think* about the task, it is safe to conclude that he *made the effort* – and this, in my opinion, is what really counts in education, especially in the Humanities. When asked to think, students should strive for overcoming their current level. A problem occurs if they are asked to aim too high – and whether or not that was the case here is being discussed in the section on Lesson 3. For now, suffice it to say that only one student found the task overpowering.

Two more students stated that Lesson 4 and its discussion on the Versailles Treaty wasn't really their cup of coffee and one more student, even though he reported that nothing was really meaningless or dull, suggested that the Versailles Treaty Activity should have run smoother had a member of the defeated party been present on the negotiation. Frankly, it was surprising that some students had objections against the last Lesson at all, given the fact that they managed to spend two classes and a half discussing the subject. The point of the activity was both to personalise the subject

and to make the students realize how difficult it was to reach a peaceful and just conclusion of the war. If anything, there could have been a negotiator for Germany present – without being permitted to influence the negotiations. This would have been frustrating and it could have spoiled the entire activity for some students but it would reflect the historical reality more clearly and precisely. One more student stated that propaganda was uninteresting for her, as she couldn't understand it, hereby further proving that most students really didn't grasp the subject at all. In total, it is 7 students that had some objections towards the project and its organization. Given the reasons they have supported they views with, it is safe to assume that most of these complainers are rather moderate.

In comparison to them, 20 more students agreed on the fact that no part of the project was meaningless and even though some parts were more entertaining than others, none of them was really boring. By "entertaining" we can understand that the students really meant "useful" because as expressed above, they were not meant to be entertained. Most students agree that all the parts of the project were necessary and, surprisingly, none of them complained about Lesson 1, which was supposed to be the least entertaining by far. One student even enthusiastically remarked that "I definitely couldn't work the project out any better", which is a nice satisfaction for the author of the project, even though the student is by no means asked and advised to prepare such a project on his own.

5. Do you consider any part of the project as uninteresting or meaningless?
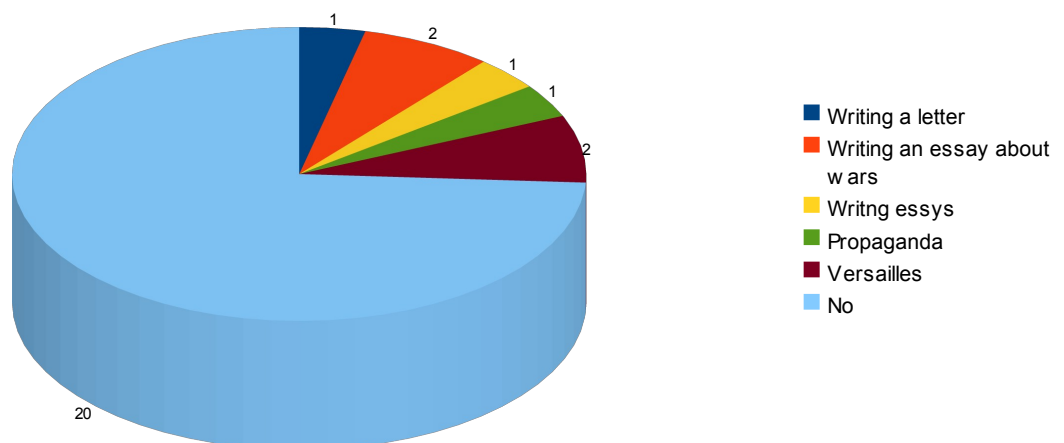
3.2.6 Why did you have problems with expressing your thoughts and answering?

Having identified the most complicated aspects of the project by the previous question, the teachers aimed at discovering what was the most difficult for the learners in the aspect of communicative skills, as it was felt that these might cause the greatest problems in dealing with the difficult tasks described above.

To that end, five students reported that for them, there was no problem in using their communicative skills at all: one of them even boldly remarked that "with our knowledge, I think we shouldn't have any problems at all." It seems that this student overestimates his classmates to some degree. Out of these five, two students stated that they had more problems with their knowledge of the historical data then with language skills, one of them clearly stating that "it is difficult to say anything about a subject if I don't know very much about it." This argument can be seen as rather marginal and appropriate only for the first lesson, as the point of the project was revision, rather than teaching new data.

The rest of the class had far more difficulties with expressing their thoughts than these three or five students. Two students reported great problems in their speaking skills, one of them even noted that she really disliked being forced to use English all the time and the other student soundly and repeatedly complained about his inferior linguistic skills that were not able to convey his superior knowledge on History. Three students admitted they had problems with their speaking skills, four students reported problems with vocabulary, six students stated they had problems both with vocabulary and speaking skills (one of them even admits that she doesn't like speaking in English), two students identified their problem as vocabulary and not being able to react immediately to teachers' questions and in dialogues. This, in my opinion, is what most other students mean when they say they had problems with their "speaking skills." Three more students stated that it was difficult for them to use both proper vocabulary and remember the last year's curriculum and one student only complained just about the curriculum alone. The complaints about the curriculum seem to suggest that the most foreboding part of the project was in fact the first lesson, when the students were asked to draw on their past knowledge

immediately after the holidays. For these students it even eclipsed the rest of the project, which seems to suggest that, in the end, their speaking skills didn't prevent them in participating on the classes as much as their lack of knowledge. This most probably means that even the students who lacked the linguistic prowess of their more advanced classmates managed to survive the project safely and that they haven't been petrified by demands levied against them after all.

Two students openly admitted that their shyness was the greatest obstacle for them, as they were often asked to speak in English before the entire class. In total, we have 20 students who had some problems using their linguistic skills, which suggests that the issues discussed didn't match with the topics they are traditionally being familiarized with.

6. Why did you have problems with expressing your thoughts and answering?
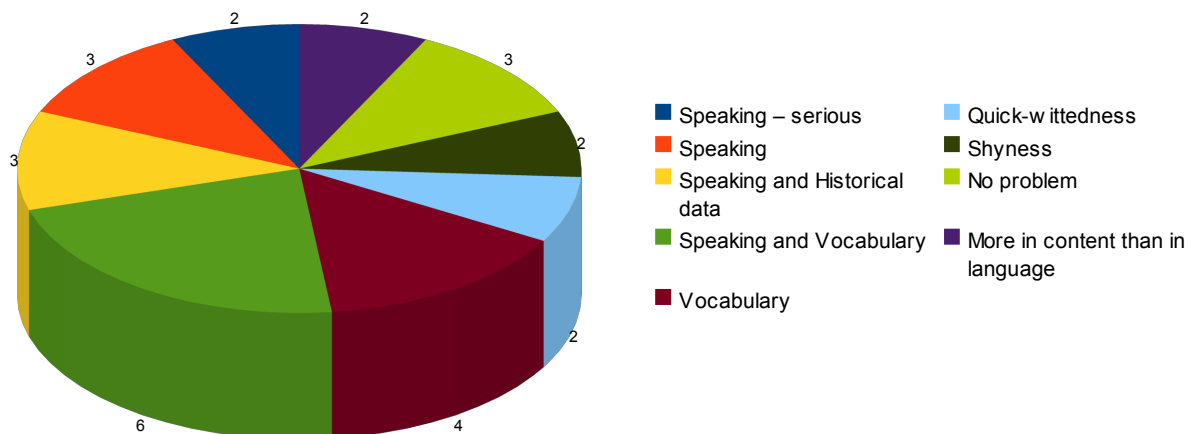
3.2.7 Did you manage to overcome this problem even a little bit (i.e. problems in the question above)? In what manner?

Having identified the most problematic patterns in the project and the reasons for it, this question endeavours to determine whether or not the students were able to overcome the difficulties and to what extent were they able to deal with the tasks that clearly aimed above their level.

Out of the five students that in the previous question stated they had no problems with their language skills, four students repeated that they really didn't have any

problems at all. One of them, most probably a Vietnamese student, remarked that she can use English quite well and if anything, she has problems expressing herself in Czech. Therefore, it is safe to assume that out of nigh thirty, only four students have already mastered their English to the level that enables them discuss the issues without any greater difficulty. Given their age, it is quite an astonishing feat. However, the aim of the project was not for the students to *revise* their English but to strengthen and empower it and, as it seems, except for these four, the rest of the class was given an opportunity to brush up their skills quite a bit.

This statement is supported by the responses the students gave on question number 7. Three learners stated that first and foremost, the project helped them to revise their knowledge. This was not the primary goal of the project, as more than anything else, it was aimed at expanding the communicative skills of the learners. If we can say that only three students misunderstood this point to a large extent, the primary goal of the project can still be thought of as accomplished successfully. As opposed to them, five students admitted that their speaking skills gradually got better, often with the help of their expanding vocabulary. One of them even reported that she could overcome her troubles with prompt answering. Eight students stated that they could learn the new and unusual vocabulary, thus being able to express their thoughts more clearly. Five more students admitted that even after initial problems with speaking English in History classes, they managed to overcome it and English was just natural in History classes in the end. One of them even stated that speaking English was easier with every lesson for her. Finally, one student acknowledged that she was able to surpass her shyness, seeing that "we are all just humans and everybody makes mistakes."

In total, 24 students acknowledged that they were able to surpass their problems, most of them emphasising their new vocabulary. If we compare these claims with the results of the previous question, the survey makes it clear that most students feel that they were able to deal with the problems they have encountered, thus being rather optimistic at the end of the project and when writing responses to the questionnaire. Therefore, we can assume that even though the project was very difficult for most students, it was still within the scope of their abilities.

7. Did you manage to overcome this problem even a little bit? In what manner?
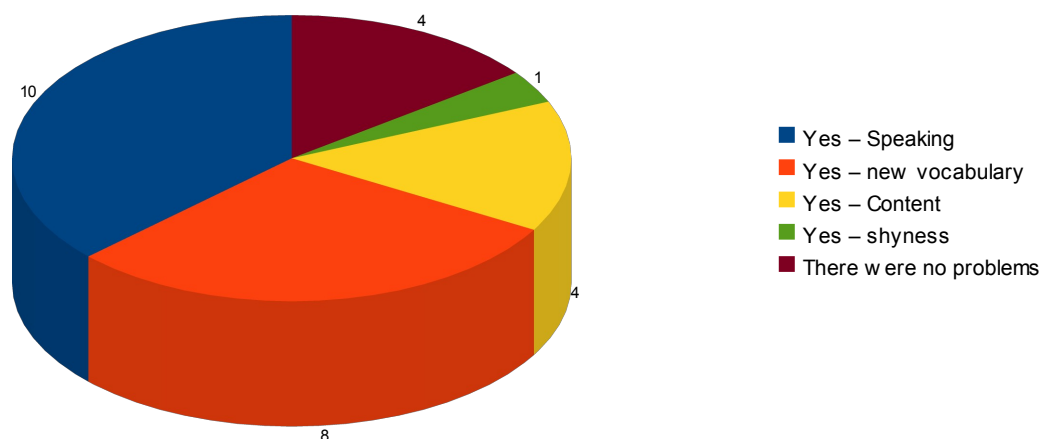
3.2.8 Did you learn more about World War One from conventional History classes or from this project or did you learn something from both?
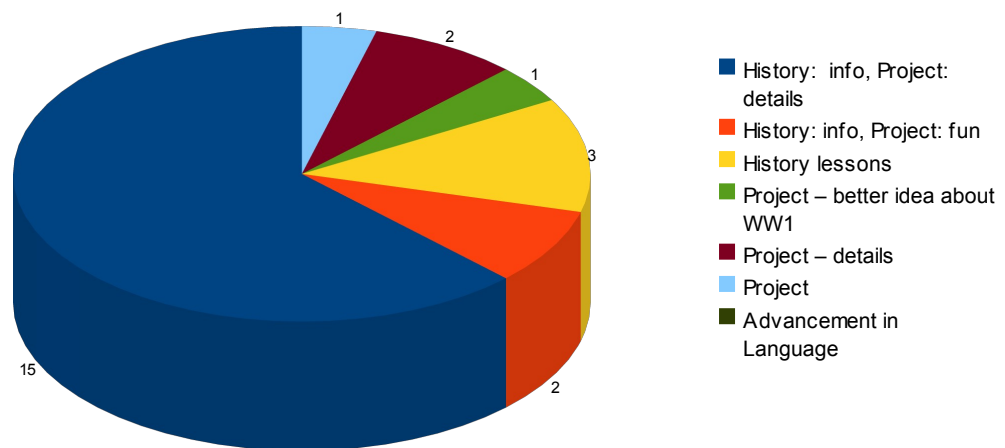
Having identified the level of the linguistic input the students had to invest into the project, it was necessary to find out in what manner the learners perceive the proportion of the content information learned.

In total, only four students stated that the project was more beneficent for them than conventional History classes, even though two of them admitted that the project was richer in details than History classes that are more suitable for offering some basic and necessary data. One of these four students explicitly stated that the project gave her a better idea about the war, that she could project herself into it better. Needless to say, this student managed to understand the core of the project the best from the class, making the efforts of the teachers come into fruition in their fullest. One more student stated that even though he didn't learn anything new in History, he did make some noticeable progress in English. The question is whether this student was already familiar with the aforementioned details or not or whether he could appreciate them but given his prowess in History, we can assume the former. Nonetheless, even this student considered the project a success.

Except for these six students, 3 more students stated that they have learnt more information from conventional History classes, two other students declared that

even though they learned more from the traditional classes, the project was much more entertaining (which helped them to remember the old data better) and one student proposed that both types of educating had something in them, even though he was not able to pinpoint what it was. In addition to that, 15 students clearly stated that even though the traditional classes were more information-heavy, the project was far richer in details. Given the disparate views of their classmates, these students represent the majority (albeit close) that managed to identify the point of the project and appreciate it. Given the previous responses of the learners, it is safe to assume now that for most of the class the goals of the project were identifiable and sensible and the students could identify themselves with the project quite a bit.

8. Learn more about WW1 from conventional classes or from the project?

Legend:
- History: info, Project: details
- History: info, Project: fun
- History lessons
- Project – better idea about WW1
- Project – details
- Project
- Advancement in Language

3.2.9 Would you like to continue with combined education of History and English? Would you prefer to have it in History classes or in English Conversation classes?

Before going any further, the teachers wanted the students to reveal whether they have seen this project more as an experiment of sorts or whether it was sensible for them enough to be willing to undergo this sort of education on a more regular basis.

Only two students clearly stated that they would prefer to return back to the normal organization of education, one of them supporting his statement by saying that everyone can understand the issue under scrutiny in conventional History classes. One more student declared that she really didn't care, saying she could both talk and

understand in Czech and in English.

Ten students agreed that they would like to continue with combined content and language learning with integrated History classes. The reasons supporting this view were always not clear, the two most frequent being unwillingness to talk only about history in conversation classes and the fact that for some students traditional History classes are less interesting and amusing. Given the fact that the students are not meant to be amused, the last argument can be disregarded and we can assume that most of these ten students based their preferences on personal affections to the subject and not on the utility of the proposed educative system.

Finally, 14 more students were either willing or eager to continue in combining content and language in their education, stating that they would prefer having Czech history classes, as they would be able to understand the basics more clearly and then they could engage in combined History and English in their English conversation classes. The arguments supporting this view were more varied and, so to speak, responsible (irrespective of the fact that one of the students thought they might be given easier tests this way). Students usually argued that they would be able to practice their vocabulary and speaking skills better, as it is easier to debate and discuss with half the class than when they are in their full numbers. Finally, some students reported that they would be less reluctant to speak before a smaller audience, as they are rather shy – a factor that should not be underestimated. However, some of these students stated that even though they would be willing to undergo a further combined education, they would not prefer to have it all the year. In fact, it was a frequent notion that projects like this could be introduced at the end and at the beginning of the school year. Again, we can attribute this opinion to the personal preferences of the students, as well as to the fact that this approach is rather new to them.

In the end, it can be concluded that most of the class is willing to continue with CLIL education and a majority of students would prefer to use their English conversation classes for that. Moreover, their arguments have a sounder basis than that of the former group, therefore it can be advisable to follow the propositions of the letter group.

Finally it is necessary to deal with the uncertainty about the whole-year CLIL programme that some students mentioned. CLIL, as a method, is doubtlessly the most efficient when used on a regular basis – and not only at the beginning and the end of the year, as the students would have it. Therefore, it might be advisable to follow the learners' wish and exercise bigger CLIL projects to open and then close their yearly History/English courses but to implement CLIL on some conversation lessons as well. For example, it seems sensible that conversation classes could be used to discuss and expand on greater topics, as students finish exploring them in their conventional History classes. This pattern would both provide the orderliness and regularity both the teachers, students and education itself need and would also appease the students who prefer learning basic historical data in Czech and shun from the monotonous History-Conversation classes. This conclusion, however, is by no means general: it is advised to be applied only on the class under scrutiny, as it is based on their own specific responses. General conclusions will be discussed later on.

9. Continue with CLIL? In History or in Conversation classes?
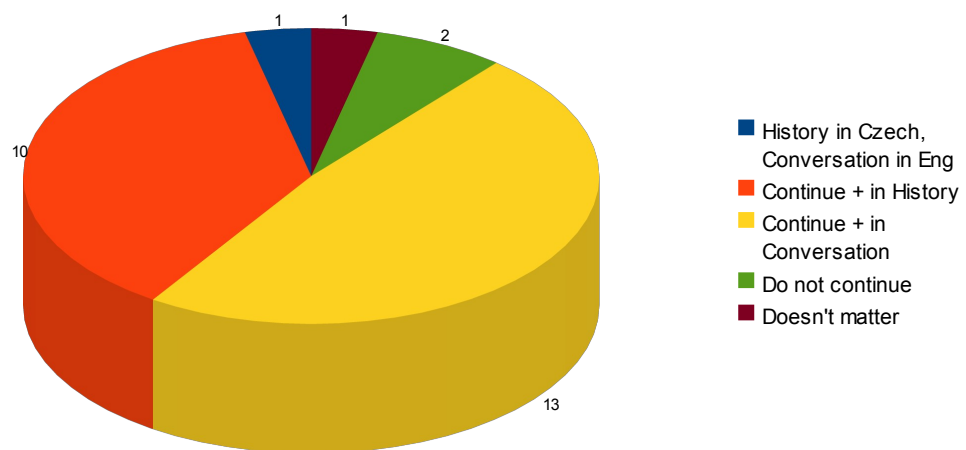
3.2.10 What was the benefit of this project for you?

Finally, the last question aimed at the personal gain the students have earned from investing their efforts in, at least for them, such an unusual and extraordinary project.

Three students appreciated being given the experience at all, one of them saying that "it was an interesting experience and a well-used opportunity." Two more students appreciated that it was far more useful for them to probe into less data and into more detail and more entertainingly than to cover as much information as fast as possible. Even though minor, this opinion is worth noting, as it is safe to assume that most students will eventually forget the vast amount of historical data they have been exposed to during their secondary school studies. If some crucial data can be highlighted and personalised by time-consuming projects such is this one, we can deduce a conclusion that, based on the research data discovered in this questionnaire, students will be more prone to accept the educative message that is at the very core of History. Consequently, they might not view History as a sum of data, but as what it really is: an inspiration for their own lives. This approach can be seen as more suitable for learners with little interest in History of their own and it is possible that it can be ignited by such an approach. Conversely, it might not be as appropriate for students with some interest in History (or whatever content subject a language can be integrated with).

One more student appreciated the manner of learning English, as she found it very appealing that she could use English in context, as well as she could employ new vocabulary and that she could ponder on more important things than usual. If anything, this student very pregnantly expressed what might be the Holy Grail of CLIL teachers, proving that combining content and language has lead to fruition.

Other opinions on the project were more various. Two students acknowledged that they could revise their previous curriculum and explore more details about the life of common soldiers and that, last but not least, it was fun. One more student stressed the benefit of the details again, mentioning expressly the various battle simulations and working in groups. Two other students cheerfully say that most of all, the project was entertaining and unusual.

However, a great majority of 17 students has agreed on the fact that the project was beneficent for them both linguistically (they could exercise their speaking skills) and in content (they learned new detailed information), one of the students stressed that she was given the opportunity to talk more than usual. Therefore, we can

assume that almost the entire class found the project highly meaningful.

10. What was the benefit of this project for you?

Legend:
- Information + Language
- Speaking
- Details and activities
- Fun
- Experience
- Thinking about serious things
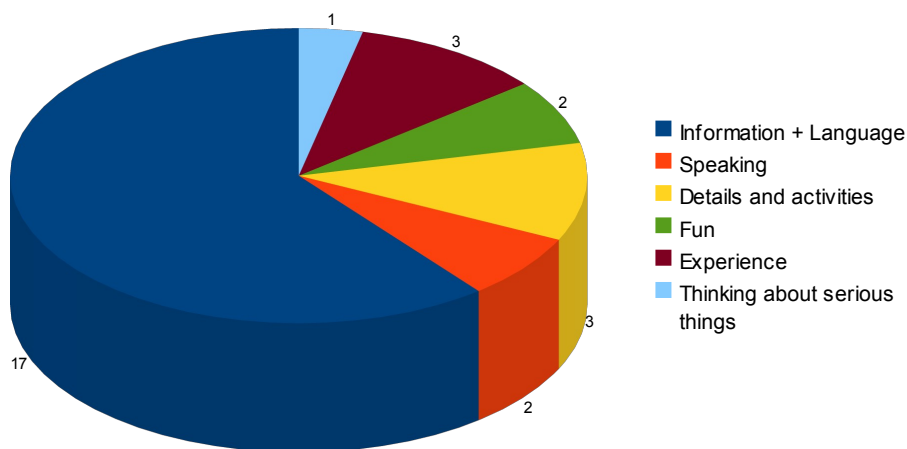
3.3 Teacher's view

Having seen the students' opinions on the project, we can move on describing the view of Ms Bojkovská. Notably, the data for this short survey were collected before the students were even given any questionnaire at all, which means that she couldn't be influenced by her students' opinions in any way.

Ms Bojkovská didn't refer to the time-consuming nature of the project, which was both for its author and for her. Rather, she noted that at times, there were problems running the project in History lessons, when the entire class was present. However, she wanted to have this notion confirmed from the students and that is why there was a question in the questionnaire whether the students would prefer any further CLIL projects in History or in English Conversation lessons. Further, she held the view that this project was more suitable for more advanced students, most probably as an optional seminar for seventh and eighth graders. This notion will be further discussed in the final conclusion of this thesis.

In terms of History, Ms Bojkovská reported that the project was highly beneficial, as the students didn't have to think only in dates and notions (1914: the war starts, one of the causes: militarism), but also they could delve deeper into the topic exactly in those aspects that were the most suitable for such an immersion.

As far as the linguistic aspect of the project is concerned, Ms Bojkovská reported that she had appreciated the fact that students were given the possibility to raise

their linguistic skills (which they did) and to talk about things that are usually left unnoticed in a traditional EFL class. Finally, and most notably, she reported that due to this project, some students discovered powers they never thought they had: that they could talk about serious, scholarly topics without being dismissed as too inexpert. Often, they found their notions appreciated, which was emphasized even further by the fact that they were actually expressing these complex and unusual thoughts in a non-native language, that is English. To discover these capacities had to have a positive effect on forming the self-consciousness of the students that arrived to such a revelation. That there were such students indeed is conformed by the previous section of this thesis. However, Ms Bojkovská stated that there were about only ten such students in the whole class – that is about one third. For these students, she said, the project is the most meaningful and it is because of them that there is any sense in running the project at all. Frankly, this notion was just the spark that lead to the formulation of the central question of this thesis. If there is only a minority of students profiting from education, is there any sense in running that form of education at all? Shouldn't schools, especially the schools backed by the state, provide the same chances for every student? These are the bigger questions that, so far unspoken, have hovered above this thesis. The answer will be suggested in the final part of this thesis.

Finally, PhDr. Bohuslav Dvořák was also asked whether he could assess the project in question. He reported that the tasks the students were given were in accordance with the contemporary approaches to instruction of History and praised the work with authentic materials, most notably the propaganda documents and posters. He appreciated the focus both on empathy and historical facts. As far as History was concerned, he expressed his doubt about the usage of the term "Czechoslovak", as there was no Czechoslovakia during World War One. However, as both Pichlík (1996) and Galandauer (1998) point out, even though there was not Czechoslovak Republic yet, the Legionnaires and the Resistance were fighting for it and they were presenting themselves as such. As far as the tasks were concerned, PhDr. Dvořák praised that they were rather appropriate to the age of the students and they were also short – which, as he noted, was quite sensible, given the fact that the demands on the vocabulary were quite high. Reportedly, they were too high even for an

average student of the final year of a grammar school. That is why he suggested that the solution would be either pre-teaching of lexis (which was done by Mgr. Bojkovská) or to perform the project at an English-focused grammar school or as an optional seminar at an elite grammar school. His remarks, of course, address the central question of this thesis and will commented on in the Final conclusion that is to follow.

3.4 Final conclusion

Before concluding this thesis, it is necessary to set the mode of our discussion. The central hypothesis this work has proposed was whether or not classes should be exposed to highly-demanding approaches such as CLIL if it can be assumed that only the top brass students will be able to utilize these efforts fully? Indeed, can we sacrifice the not-so-gifted students on the altar of elitism? Is one man's ascendancy worth the descend of ten thousand? To publicly answer yes to this question is, of course, in today's society virtually impossible. Perhaps we claim it is our sense of self-righteousness that prevents us from doings so, perhaps it is our democratic principles. Be that as it may, do we realize the consequences and implications such an answer brings forth? Can we really say that we understand the question if we dismiss it first-hand? Full of such doubts, I am going to play the role of an *advocatus diaboli*, first claiming that it is indeed the elite who should claim the greatest proportion of resources in an educational process. This notion will be then disputed and from this dispute, the final conclusion of this thesis will be arrived to.

3.4.1 The *Advocatus diaboli*

One man is worth ten thousand. Clearly, it is suggested by the evidence brought up in the analytical and evaluation part of this thesis. Only a minority of students was able to fulfill the teacher's expectations to the fullest, as it can be seen both from the proportion of the grades awarded and from the answers students have provided in the questionnaire. There was only one student in the whole class who admitted that the greatest benefit of the project was that the students could finally "think about serious things." The rest of the class settled with an enhanced language practice, seeing no further horizons. There were three more students who were mature

enough to appreciate the extraordinary experience they have been provided, and it is fair to admit that at least one of them commented that such an approach is not a path for him to make. Further, there were reportedly only four students who reported no problems either with grammar or vocabulary in the project, which means that it was only them who could appreciate the project in its fullest and gain the insights it was meant to inspire and which were discussed in the previous sections of this thesis. Moreover, 15 students claimed that the project didn't change their views on the war at all. Supposedly, what these students wanted was data. They didn't learn much about the proceedings of the war, there were not many memorable characters playing surprising parts in the larger story of the war. For these students, the project was a month-long revision. However, these 15 students failed to realize that the project actually attempted to explore some reaches of human nature that might have eluded the students so far. There were nine students who realized this, two of them clearly stating their astonishment on the things humans were capable of. Finally, it was Ms Bojkovská herself who stated that there were only about ten students in the whole class who really benefited from the project and it was because of them why it was meaningful to finish the project in the first place. Clearly, she was right, as it was shown that only a minority of students was able to stand up to the expectations the project has raised. Therefore, we can arrive to the conclusion that it is only by the grace of accepting the fact that the majority of the class was forced to deal with something above their station that the minority could flourish.

3.4.2 The *Advocatus angeli*

Not only is not one man worth ten thousand, but also such a simile cannot be used in educational contexts at all. It is the aim of this final part to point out evidence for this statement. The evidence is based both on the theoretical survey the thesis has presented and on the data that has been collected from the project itself. Let us begin with the theoretical side of the argument.

First of all, it was stated that one of the CEFR's general competences is Knowledge and that this competence is of an organic nature, which means that new knowledge is not simply added one on top of another but all of them together form an interdependent system. This, of course, lowers the difficulty of any approach by a

great deal if the educators realize that before overwhelming students with new data both linguistic and content, it is necessary to build up on the data and skills the students already possess. Certainly, this approach was used in Lesson One of this project and the educators took pains to apply it also at the beginning of every lecture. Thus, the initial difficulty of CLIL was a bit diminished, having prevented the participants from being totally browbeaten. But what of the other competences: skills, existential competence and the ability to learn? As it is apparent from the analytical part, they were used too, indeed, all of them were referred to in the students' replies to the questionnaire. Therefore, it is clear that all the students, not only the elite few, were forced to muster their powers – which means that all the students, or most of them, were engaged in the project. Hence, despite the fact that there was only one level of difficulty applied on all of them, they all have met their individual limits of these competences. Thereby, it was not just the various tasks the students have worked on, it was the students themselves. This is in accord with the goal of the project, which was aimed primarily at exploring the human nature – both in general and that of the students themselves. Both in content and in linguistic powers. Therefore, the high demands the students had to face are justified, as they have come into fruition. Notably, when analyzing the tasks the students had to stand up against, there were always only one or two instances classified as failures. If the students were met with so unexpected and high demands and if only two of them had failed to meet them, their performance can indeed be accounted for as successful.

It has been mentioned in the theoretical part that the chief difficulty of the project could be found in the fact that students were asked to produce comprehensible input with added value (i + 1) on their own. Also, it was promised that as the thesis concludes, it would be discussed whether or not such a demand was feasible. Now we can say that the students were able to produce (i +1) inputs *on their own level* and were able to deal with them. Thus, they were able to adjust the difficulty of the project to their own means and thus they were also assessed. Therefore, we can say that the demands the students had to meet were generally above their level, but they were also in most cases just about at the level the students could aspire to, just as Vygotsky would have approved while his zone of proximal development was

appeased. Of course, there was a lot of pre-teaching involved but this is precisely how Steward's requirement for "gaining control over the technologies of representation and communication [in order to] gain the capacity for higher order intellectual functioning" (Steward 1995, 13) was met. Thereby, while communicating with one another, students became each other's teachers, as they were set to constantly re-negotiate the intersubjectivity Vygotsky and Plaskoff mention. Further, Plaskoff states that "If 'holes' in intersubjectivity are explored and new views of reality are constructed as a result, the system progresses" (Plaskoff 2003, 165). The holes were dealt with in the exercises testing the students' competences, who, while communicating, were thus co-creating the "language bath" that was all too often mentioned in this thesis. This is in accordance with Lorenzo and Moore's requirement that "language should not be taught as a system but should be made available to learners" (Lorenzo and Moore 2010, 24). Further, it supports Vygotsky's notion that education is not essentially a private but a societal undertaking, as it is by communication and cooperation that the societal signs are being transmitted and internalized. This was supported by the project, which built its tasks in such a way that frequently it was not possible for an individual student to complete them, which meant that not only students had to band together but also they were practicing a whole set of intelligences, the interpersonal among them, while doing so.

Interpersonal, as well is intrapersonal intelligence is closely linked with the concepts of culture and narrative. As it was shown earlier, when employing narratives students can modify their access to the competences and by constant re-negotiation of intersubjectivity. To facilitate this, students could use the arts of sub-creation and Secondary Belief which were supposed to make their access towards culture easier. As predicted, they have entered Tolkien's Cauldron of stories and when asked to produce a story, they returned with narratives that had been there ages before them, now modified by the students' own hand. Thus, they have again used what was familiar to approach the unknown and define it somehow, or grasp it. This is supported by the students' reports that they could remember the historical data better.

Another argument for the relative nature of the project's difficulty is Lorenzo and Moore's suggestion that, as I have put it, "in order for students to deal with a topic, they need theoretical linguistic devices (grammar) in a lesser extent than they need at least some level of mastery of abstract cognitive systems necessary for dealing with the topic in question" (page 24). This means that if students are asked to solve virtually any tasks, it is necessary that they have the means for that, or the resources necessary for arriving to those means, in their first language. The second condition is pivotal here, as it refers back to Krashen's idea (i + 1) comprehensible input. This is supported by Cummins' Interdependence Hypothesis and the Threshold Hypothesis, as well as by the Notional Approach. Because the students have produced a mass of data in the project and because most crucial issues were largely understood (with the notable exception of propaganda), it can be concluded that students had the necessary abstract concepts in their minds *to some degree* (which might have differed from student to student) and their linguistic powers were sometimes less, sometimes more sufficient for approaching these concepts and bringing them a bit further. This is supported by the essays the students have written, where only a minority of them recycled the data from the Lessons without any personal contribution at all. Arguably, it is this personal contribution that brings forth the affective side of knowledge, what hints us that students are undergoing some progress with the notions they had when entering the CLIL project itself.

This concludes the theoretical basis for the argument of the *advocatus angeli*. These notions are supported by the facts that were uncovered by the analysis of the project, namely that even though sometimes lacking, the students' grammar and vocabulary was in most cases sufficient for them to produce meaningful outcomes that, most importantly, the students themselves could be satisfied with. This is supported by the generally positive attitude students have assumed towards the project, as there were only two students who advised against any future implications of any additional CLIL projects. Further, a large majority of students (17) acknowledged that the project was beneficent as far as both new information and their linguistic prowess were concerned. Finally, even though the students acknowledged they had linguistic problems with expressing themselves in various ways, there was not a one student who would claim that he or she couldn't see any

progress in his or her linguistic and historical skills at all.

Finally, we have to conclude that the *advocatus diaboli* is wrong when assuming that the project had some true meaning only to the selected few. As it was shown above, even though CLIL is difficult, by cooperation and, in the case of History, with the use of narrative approach students can adjust that difficulty for themselves provided they fulfill the criteria suggested by the Notional Approach and Threshold Hypothesis. Thus, the more capable students can give a hand to their less gifted colleagues and together, they create something greater than anyone could have done by himself or herself. This brings us to the final and pivotal question: whether or not state schools should provide the same chances for every student? The answer is "yes, they obviously should." However, as it was proved in this thesis, "the same chances" does not mean mediocrity. If every individual student is supposed to reach his or her limits, they need to be exposed to fairly difficult tasks – and be given a chance to help each other. Thus, we can conclude our little dispute between the *advocati diaboli* and *angeli* by saying that yes, it is true that one man is worth ten thousand because he elevates them to the levels they have difficulties imagining. Simultaneously, we cannot really say that one man is worth ten thousand, as without the multitudes, he is nothing. Thereby, in this reconciliatory manner, this thesis is concluded.

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Appendices

In the Appendices, additional material is presented. In Appendix A, the reader can find all the worksheets the students were given. There were two versions of the worksheet in Lesson Three, both are listed. Finally, the reader can see the Character Sheets for the Drama activity in Lesson Four.

In Appendix B, the reader can find a selection of the propaganda posters the students have created in Lesson Two. The posters were chosen to represent both the best, average and the worst examples the students have produced. However, the quality is impaired due to the scanning process.

Appendix A

Lesson I: Welcome to the **World War 1**

"... and in the sky

The larks, still bravely singing, fly

Scarce heard mid the guns below."

Task 1:

What do you think of first when somebody says World War One? Work with your class and complete the mind-map.
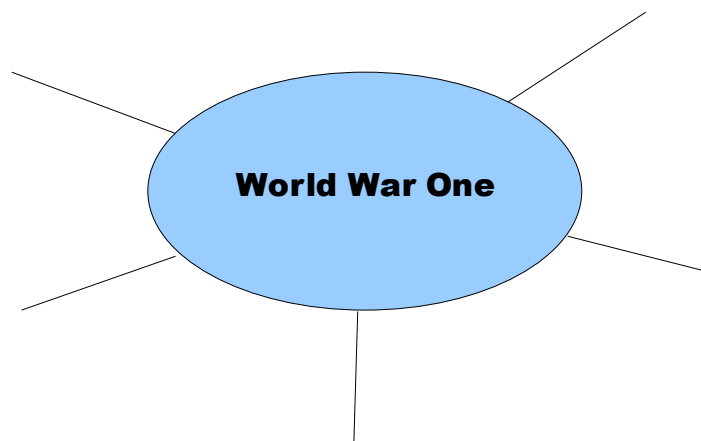
World War One

Task 2:

a) What do you think were the causes of the war? Write at least one:

b) Choose three aspects of the First World War from the mind-map above and imagine why they could happen. Write the reasons on this sheet of paper and use the word „could" in each

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c) In groups, search your textbook for one of the aspects that caused the First World War: Nationalism, Militarism, Rivalries, Alliances. In English, write down what you find out.

⚞ ⚞ ⚞ **Task 3:**

a) In groups, search your textbook for one of the aspects that caused the First World War: Nationalism, Militarism, Rivalries, Alliances. In English, write down what you find out.

b) When you are finished, compare your findings in your group. Collectively, try to determine how were these causes affected by geographical reasons. The map is provided.

c) Choose a spokesperson from your group. The spokesperson teaches your findings to the rest of the class. Note what the other groups teach you.

⚙ Task 4: Homework

Write a short essay (about 100 words) on the topic „How to avoid a world war?" Consider the causes re-discovered in this class, choose the most important ones (in your opinion) and think how to avoid them.

Lesson 2:
Black Propaganda

„In Flanders fields the poppies blow

Between the crosses, row on row

That mark our place…"

Task 1:
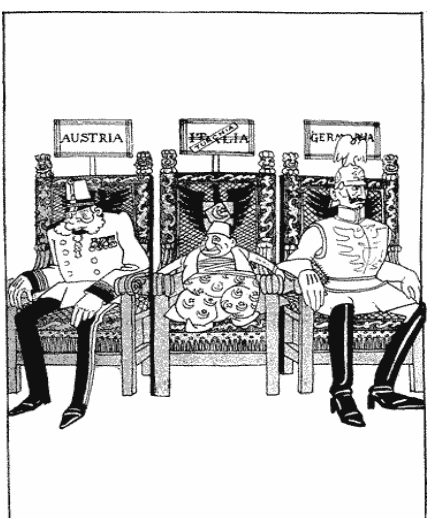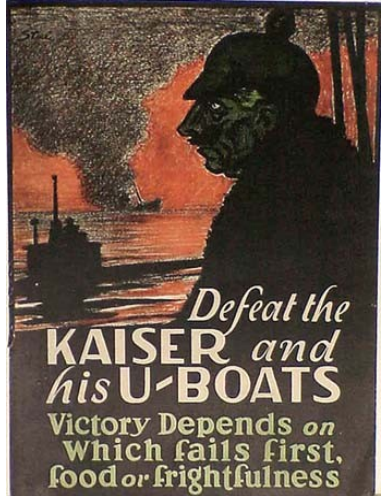
What do you think propaganda is? When do people use it? Why? Discuss with the class. Write down the final definition.

Task2:

Watch some World War I propaganda commercials and posters. Compare them with a trailer to a Mel Gibson movie. Do they have anything in common? Discuss with the class and write down your ideas.

a) Look at the following propagandist posters. Identify which major event in World War One they represent and put them in the correct order. You can search your textbook for help. Work in pairs.

A

B

C

D

Picture	Event	Date
A		
B		
C		
D		

b) Complete the time-line of World War One. You can work with your textbook. Work in groups.

1914	1915	1916	1917	1918

🔫**Task 4:**

Homework. Draw a propagandist cartoon of your own. Choose an event in the

World War One, take the role a propagandist of a country involved in the event and

make fun of the opposing country.

See some examples:

Italy mocking Germany	Germany mocking Great Britain
„A new form of paving for French and Belgian cities."	*„Because the German barbarians didn't fire on churches, England has worked out a jolly little plan for coast defense."*
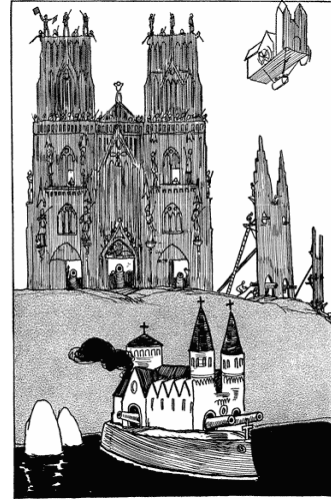
Lesson 3a:
In the Trenches

"We are the Dead. Short days ago

We lived, felt dawn, saw sunset glow,

Loved, and were loved, and now we lie

In Flanders fields"

Task 1:

Imagine you are living during the World War one. What is your attitude towards it? Take the role either of a front line German soldier / a leader of a warring country / a Czechoslovak legionnaire / a Russian revolutionary. Write down what should be the best end of the war according to you.

Example: *Russian revolutionary: The war was caused by Capitalism, so the war should bring a world-wide Communist revolution.*

Task 2:

Read the article about the life in a British trench:

When no battles were being fought, time was divided between **sentry duty**, **trench** maintenance, rifle cleaning and looking for food. Food was always the same – usually beef, biscuits and jam. Life at times could be very boring. There were not many washing facilities and not many working toilets. People lived in dirt and were often very ill.

The **stench**, particularly in summer when dead bodies were **rotting**, filled the air. In winter, after standing long hours in the cold and wet, the soldier's feet **swelled** inside their boots. As circulation was cut off, the feet began to rot and were called

"trench foot" - often toes had to be cut off. All soldiers had **lice**. But the most hated was the rat. Soldiers shot, bayoneted, clubbed and poisoned rats because they ate dead human flesh. The bodies of **comrades**, that were lying everywhere, offered plenty.

All soldiers knew that at any time they could be required to go "over the top" of the trench into no man's land. Some people went mad because of it. It took great mental and physical courage to face this cruel lottery – that of life or death.

(Bea Stimpson: A World of Change, 1900 – 2000, p 36. Adjusted)

a) Try to guess the meaning of the words written in bold. Then compare with the meaning provided by a dictionary.

Word	My guess	Dictionary
Sentry duty		
Trench		
Stench		
Rot		
Swell		
Lice		
Comrade		
Go mad		

b) Write what people should do better to make their lives in the trench easier:

Example: <u>Soldiers should not stand in wet and cold</u>, so that their feet do not swell.

1. _____, so that they do not be very ill.

2. _____, so that they do not go mad.

3. _____, so that there is no stench in the air.

4. _____, so that there is less rats.

c) Find out information about new weapons in World War One. Ask your partner.

1. What new weapons were used?

2. What was the main danger of gas and flamethrower?

3. How did the flamethrower work?

4. Was there a defense against these two weapons?

🔫🔫🔫🔫 **Task 3:**

Look at the blackboard and imagine it is a movie screen. The teacher says a sentence and sets up a scene of a movie. You and the other students finish the story: in turns, each of you says a sentence, describing what happens next in the scene. When you are finished, choose a title for your movie and actors that will play in it.

🔫🔫🔫 **Task 4:**

The Czechoslovak legionnaires were an important part of the First World War. Listen to your teacher telling you a story about the battle of Doss' Alto.

a) Finish the story. Make two groups.

– Group A: You are the Czechoslovak legionnaires and the Austrians press hard on you. Will you face them or shut yourselves in the tunnel?
  You must defend yourselves from the Austrian soldiers. You have got gas masks, a heavy machine gun and some explosives. Each of you has a rifle. There are some crates with ammunition in the tunnel. There is only one entrance. Prepare your defenses. You must survive for how long the teacher tells you to win – help will come by that time.

b) Choose a captain in your group. The captain will write down your plan and the result.

🔫 **Task 5:**

Homework. Assume the role either of a common soldier from the trenches, or a nurse tending the remains of such soldiers, or the role of a general. Write a letter home from the front. The letter must be 100 words long.

Lesson 3b:
In the Trenches

"We are the Dead. Short days ago

We lived, felt dawn, saw sunset glow,

Loved, and were loved, and now we lie

In Flanders fields"

Task 1:

Imagine you are living during the World War one. What is your attitude towards it? Take the role either of a front line German soldier / a leader of a warring country / a Czechoslovak legionnaire / a Russian revolutionary. Write down what should be the best end of the war according to you.

Example*: Russian revolutionary: The war was caused by Capitalism, so the war should bring a world-wide Communist revolution.*

Task 2:

Read the article about the new weapons: gas and flame-thrower:

Both sides were inventing new weapons: tank and others. The use of gas was considered uncivilized, but the Germans released **lethal chlorine** gas in the second Battle of Ypres in April 1915. Carried by the wind, it caused total panic and terrible deaths from **respiratory** failure in seconds. The German **troops**, however, shocked by the destruction caused, did nothing. Despite protests from countries such as the USA, which was then neutral, the Germans continued with the use of gas.

The drawback of gas was the need for ideal weather conditions. If the wind changed direction, so did the gas. Gas in **shells** was more effective, and a variety of gases

were used in this form. From September 1917, the Germans introduced the use of odourless mustard gas. It delayed and masked symptoms such as **vomiting** or internal and external **blistering**, often leading to death. Gas masks, at first primitive, soon became an effective protection.

There was no protection against another new weapon – the hand-held flamethrower, although it couldn't fire too far. The Germans used this as standard from July 1915. In this weapon, oil was forced through a **nozzle** and fired up by a spark to create a sheet of flame. One British eyewitness of an attack said that men caught in the direct **blast** of the fire "were never seen again".

(Bea Stimpson: A World of Change, 1900 – 2000, p 38. Adjusted)

a) Try to guess the meaning of the words written in bold. Then compare with the meaning provided by a dictionary.

Word	My guess	Dictionary
Lethal chlorine		
Troops		
Respiratory		
Shell		
Vomit		
Blister		
Nozzle		
Blast		

b) Fill in the gaps. Use the word *should* in each sentence.

1. Soldiers _____ use _____ because it caused respiratory failure.

2. When the soldiers were attacked with gas, they _____ wear _____ because it could save them from _____.

3. There was no protection against the flamethrower, so people _____ run because _____.

4. In a flamethrower, oil _____ be _____ through a _____ and fired up by _____.

c) Find out how was the life in the First World War. Ask your partner.

1. Where were the soldiers living most of the time?

2. What were there doing there?

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3. How healthy was it to live there?

4. How could they bear it?

⚒ ⚒ ⚒ **Task 3:**

Look at the blackboard and imagine it is a movie screen. The teacher says a sentence and sets up a scene of a movie. You and the other students finish the story: in turns, each of you says a sentence, describing what happens next in the scene. When you are finished, choose a title for your movie and actors that will play in it.

⚒ ⚒ ⚒ **Task 4:**

The Czechoslovak legionnaires were an important part of the First World War. Listen to your teacher telling you a story about the battle of Doss' Alto.

a) Finish the story. Make two groups.

– Group B: You are the Austrian soldiers. You need to capture the hill – you can either kill the Czechoslovaks or they can give up. If they retreat into the tunnel, it will be difficult for you the get them out. You have explosives, gas masks, gas, and a flamethrower. Each of you has a rifle. If you wait a bit, you can call an airplane to bomb the hill. Prepare your attack. You must win in 5 minutes

b) Choose a captain in your group. The captain will write down your plan and the result.

Task 5:

⚒ Homework. Assume the role either of a common soldier from the trenches, or a nurse tending the remains of such soldiers, or the role of a general. Write a letter home from the front. The letter must be 100 words long.

Lesson 3: Versailles

„Take up our quarrel with the foe:

To you from failing hands we throw

The torch; be yours to hold it high.

If ye break faith with us who die

We shall not sleep, though poppies grow

In Flanders fields.“

Task 1:

How did the fights in the World War One end? Why? Discuss with the class and write down the answer.

Task 2:

Imagine you are one of the powers in Versailles, discussing the fate of the world. In a group of 3, take the role either of President Wilson (USA), Prime Minister Lloyd George (Great Britain) or Prime Minister Georges Clemenceau (France) and try to make your own peace in Europe.

Rules:

1. You can negotiate about anything but you cannot give up the demand WRITTEN IN CAPITALS.
2. Respect the Opinions of your character.
3. Woodrow Wilson starts the discussion. Wilson presents his Opinions and Demands and then you start discussing Common Problems.

4. Try to persuade the others about your Demands, but the Common Problems must be solved!

5. When your agrees with everything, write the answers to the Common Problems.

A map is provided to help you with your negotiations:

(http://worldhistoryatyhs.wikispaces.com/World+War+I, Adjusted)

🛎 **Task** 3:

Do you think your treaty and the real Versailles Treaty could prevent another world war? Answer these questions:

a) Was there an important country that was dissatisfied with the Treaty very much?

b) Which parts of the Treaty could cause another world war?

   c) With the rest of the class, try to suggest a treaty that would avoid a new world

war.

Character sheets:

Prime Minister Lloyd George (Great Britain)

Opinions:

a) What the USA say is nice, but sometimes unrealistic

b) Britain wants to be independent on the continent as much as possible

c) Countries like Czechoslovakia, Hungary, Austria, Yugoslavia and Poland are not very much important

d) USA is powerful – we need to respect it, France wants too much, Germany is beaten too much

Demands:

a) WE WANT THE GERMAN COLONIES IN AFRICA

b) GERMAN WARSHIPS MUST BE DESTROYED

Common problems:

a) Poland wants to have a sea. Germany blocks it. Poland wants Danzig / Gdaňsk

c) Poland wants German Silesia.

c) Germany won three Baltic states (Latvia, Lithuania and Estonia). Will they be returned to Russia, or will they remain in Germany, or will they be independent?

d) Germany is still too powerful. It has big army and big industry.

e) Which country caused the war? The guilty country will pay large reparations.

f) Austria wants to join Germany. Is it safe?

President Woodrow Wilson (USA)

Opinions:

a) Each nation should have its own state.

b) Everyobdy should reduce their armies.

c) The defeated countries should pay low reparations.

d) everybody should have access to the sea

Demands:

a) AN INTERNATIONAL *LEAGUE OF NATIONS* WHERE ALL THE NATIONS OF THE WORLD COULD SOLVE THEIR PROBLEMS PEACEFULLY

Common problems:

a) Poland wants to have a sea. Germany blocks it. Poland wants Danzig / Gdaňsk

c) Poland wants German Silesia.

c) Germany won three Baltic states (Latvia, Lithuania and Estonia). Will they be returned to Russia, or will they remain in Germany, or will they be independent?

d) Germany is still too powerful. It has big army and big industry.

e) Which country caused the war? The guilty country will pay large reparations.

f) Austria wants to join Germany. Is it safe?

Prime Minister Georges Clemenceau (France)

Opinions:

a) Germany caused the war.

b) Germany destroyed France a lot, so Germany should pay a lot, too.

c) Germany was too powerfull and too big. It needs to be reduced.

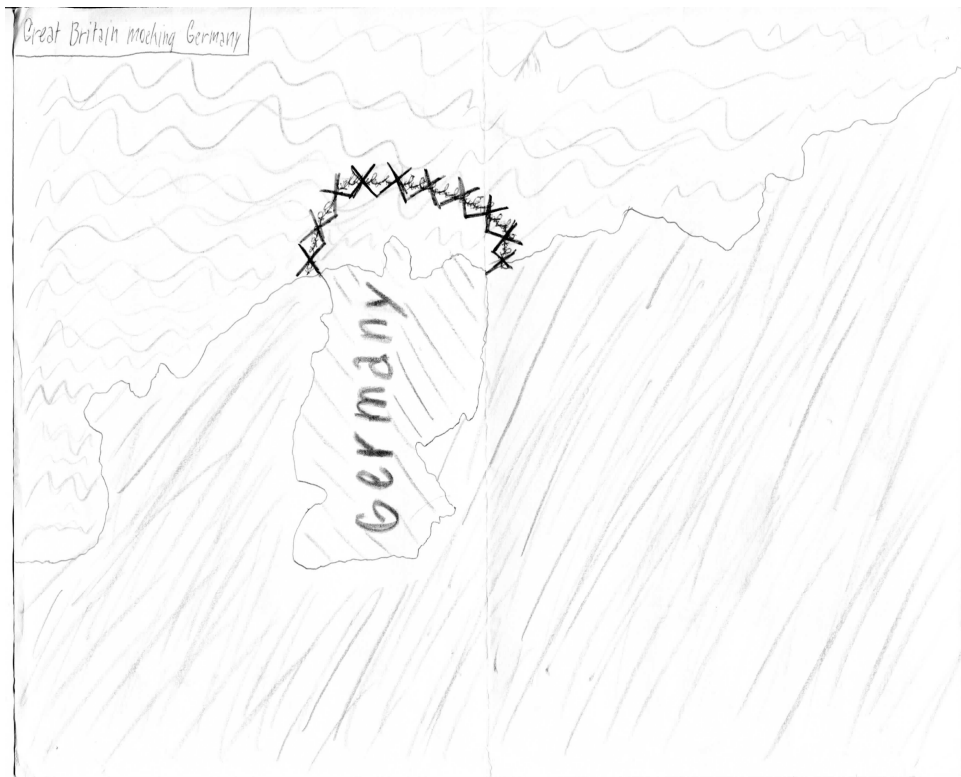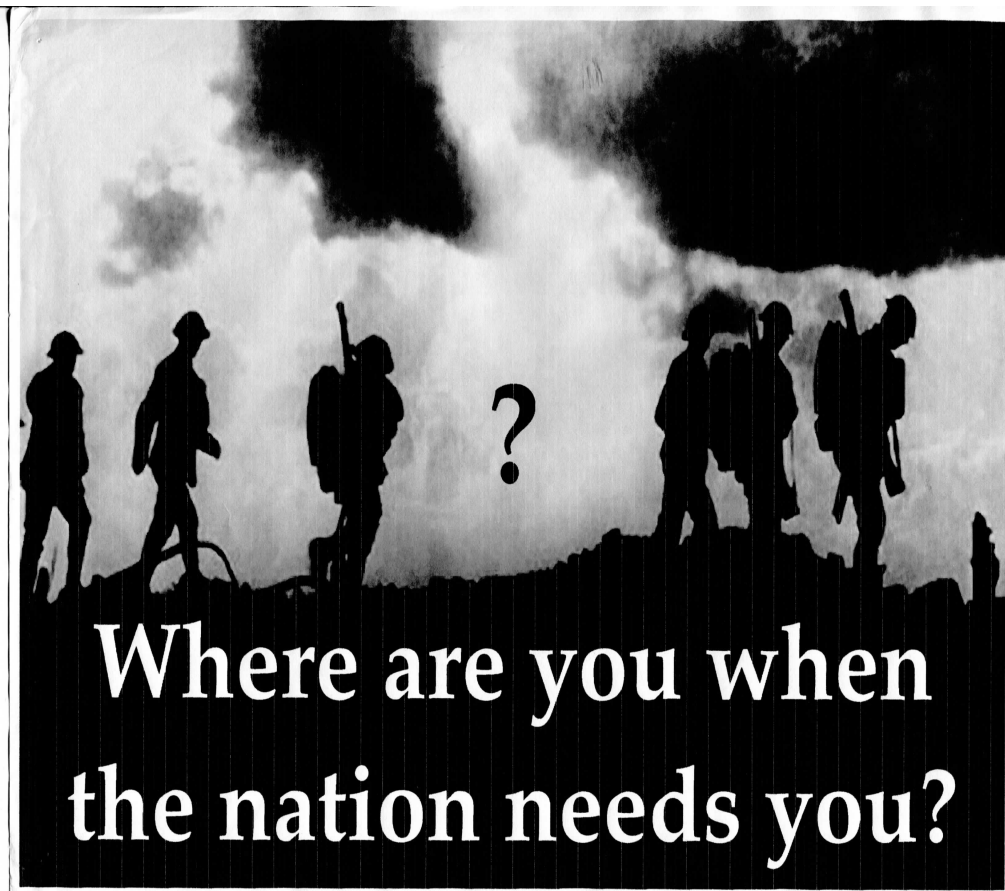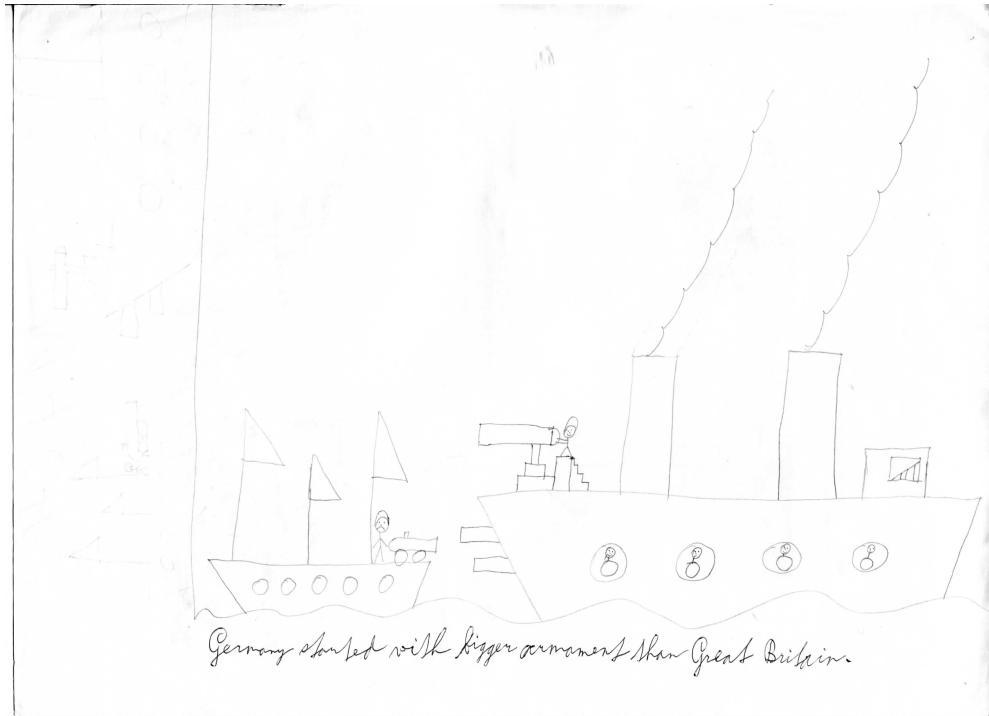d) France needs a strong Poland, because it damages Germany.

Demands:

a) FRANCE WANTS ALSACE-LORRAINE

b) FRANCE WANTS TO BE SAFE FROM GERMANY

c) France wants Saar, because there is a lot of coal.

d) Rheinland, in Germany, is too rich and too close to France. France wants Rheinland, or to have soldiers there.

Common problems:

a) Poland wants to have a sea. Germany blocks it. Poland wants Danzig / Gdaňsk

c) Poland wants German Silesia.

c) Germany won three Baltic states (Latvia, Lithuania and Estonia). Will they be returned to Russia, or will they remain in Germany, or will they be independent?

d) Germany is still too powerful. It has big army and big industry.

e) Which country caused the war? The guilty country will pay large reparations.

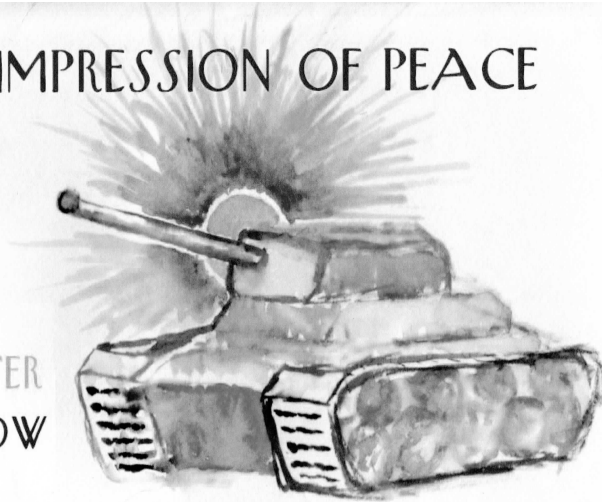f) Austria wants to join Germany. Is it safe?

Appendix B

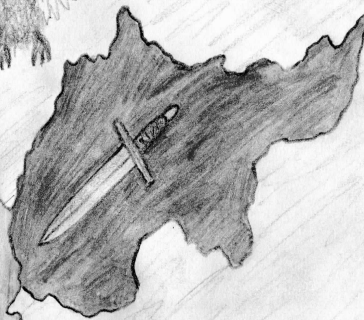The UK mocking Germany.

So Similar!

GERMANY
SAUSAGE
8D

Great Britain mocking Germany

Germany

Germany started with bigger armament than Great Britain.

Where are you when the nation needs you?

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