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„Improving students’ foreign language competence
through Content and Language Integrated Learning
(CLIL) in Physical Education”

A case study conducted
in a lower secondary school in Upper Austria

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Declaration of Authenticity

I confirm to have conceived and written this diploma thesis in English all by myself. Quotations from other authors and any ideas borrowed and/or passages paraphrased from the works of other authors are all clearly marked within the text and acknowledged in the bibliographical references.

Karin Gruber

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List of abbreviations

CLIL - Content and Language Integrated Learning

EAA – Englisch als Arbeitssprache [English as a working language]

FsAA – Fremdsprache als Arbeitssprache [Foreign language as a working language]

PE – Physical Education (school subject)

SLA – Second language acquisition

EFL – English as a foreign language

EAL – English as an additional language

ELT – English language teaching

CLT – Communicative Language Teaching

SCT – Sociocultural theory

ZPD – Zone of proximal development

L1 – Mother tongue, first language

L2 – Second language

IRF – Initiation-response-feedback

IRE – Initiation-response-evaluation

CEFR – Common European Framework

BrE – British English

AmE – American English

T – Teacher

S – Student

C - Class

SS – Several students

S-S – Pair of students

S-S-S(-S) – Group of three (or four) students

T-C – Whole-class interaction

T-S – Teacher-student interaction

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1. Introduction

In Austria, German is the national language as well as the official language of instruction and therefore it holds a central position compared to languages spoken by recognised ethnic groups (Croatian, Slovenian, Hungarian, Czech, Slovakian and Roma) and immigrants (primarily from ex-Yugoslavia and Turkey)¹ (BMUKK & BMWF 2007: 19ff.; Dalton-Puffer 2005: 41). Nevertheless, foreign language teaching forms an integral part of the Austrian school curricula, ranging from primary to tertiary education, nowadays. While the language focus in pre-school education mainly lies on children's acquisition of the official language (BMUKK & BMWF 2008: 35), schoolchildren are gradually exposed to more and more foreign languages from primary education onwards. According to Abuja (2007: 14), foreign language teaching in secondary education has gained greater importance since the 1980s, resulting in the foreign language education policy that every schoolchild should learn at least one foreign language at the lower secondary level and two or more foreign languages at the upper level (cf. BMUKK & BMWF 2008: 36ff.). This was not just a national trend but rather a general development throughout Europe based on the measures of the Council of Europe to promote multilingualism (Nezbeda 2005: 7; Abuja 2005: 5). Since the 1990s the implementation of Content and Language Integrated Learning (CLIL²) has become a primary issue within the European Union (Eurydice 2006: 8f., quoted in Coyle, Hood & Marsh 2010: 8). Over the last 15 years CLIL has become a kind of brand name that stands for innovation, modernism, effectiveness, efficiency and prospect (Dalton-Puffer, Nikula & Smit 2010: 3f.).

Although CLIL enjoys great popularity and distribution in school subjects like Geography, Biology and History, the application and research of the relatively practical school subjects including Physical Education still lag behind (Hofmann & Radicke 2009: 6). As recent publications show, there is a slowly growing interest in Physical Education as a bilingual content subject (Rottmann 2006a: 74; Hofmann & Radicke 2009: 6). One advantage of combining foreign language learning with sports is that it facilitates holistic learning (Trömel 2006: 42), which again can increase students' retention and recall of the subject matter (Wensen 2007: 45; Hofmann & Radicke 2009: 9). Nevertheless, the fact should not be disregarded that the use of a foreign language increases the complexity of the tuition, which

¹ For exact figures see table 3 in the appendix of the Austrian country report [English version] (BMUKK & BMWF 2007: 122).

² CLIL is a teaching method that aims at integrating foreign language learning with content teaching in order to increase students' exposure to foreign languages. In other words, CLIL is a new and attractive possibility to promote foreign language learning in content teaching (Hofmann & Radicke 2009: 6).

might result in a reduction of students' movement time (Rottmann 2006a: 80). These are some of the arguments for and against the implementation of CLIL in Physical Education. Hofmann and Radicke (2009: 10) point to a great need for research with regard to bilingual teaching in Physical Education, for example, to find out whether CLIL in Physical Education can effectively contribute to foreign language acquisition. Furthermore, Hofmann und Radicke (2009: 10) mention that a professional exchange of CLIL practitioners' experiences and didactic methods would be highly desirable.

Due to this conspicuous lack of research, this case study assesses Physical Education for CLIL implementation. More specifically, this diploma thesis deals with the question of how students' competency in English can be improved through an interdisciplinary CLIL project in Physical Education at the lower secondary school level in Upper Austria. In order to answer this research question, eight interdisciplinary CLIL lessons conducted by the teacher-researcher herself were audio and video recorded. For the analysis of the recordings, specific input, output and interaction opportunities were selected to be able to qualitatively examine how the teacher creates such language learning opportunities in this particular CLIL setting, how the students take up these opportunities and which means the teachers and students use to communicate effectively in the foreign language. As mentioned above, the data analysis had to be confined to input, output and interaction opportunities, which are assumed to foster the acquisition of a foreign language, because otherwise the analysis would have gone beyond the scope of this thesis. The study also encompasses a slightly smaller quantitative part to investigate to which extent students' foreign language competence was improved during this two-week CLIL project as well as to assess the study participants' attitude towards this kind of teaching. In short, the quantitative research should depict the outcomes of this particular CLIL project. Moreover, it seems important to add that this CLIL project only dealt with English team sports to increase the probability of authentic language use.

Concerning the outline, the first theoretical chapter of this diploma thesis discusses the definition of the internationally recognised umbrella term *CLIL* and the Austrian term *EAA* and their broad differences as well as their common goals. Chapter 3 thoroughly examines Austrian CLIL practice with regard to its different forms, subjects and languages, teaching resources and the role of language in the CLIL classroom. The fourth chapter carefully considers input, output and interaction theories in connection with SLA as well as verbal and non-verbal means of communication applied by teachers and learners alike. The fifth and last theoretical chapter summarises the current research findings, publications and theories concerned with CLIL in Physical Education. Chapter 6 provides a detailed description of the

CLIL project combining the school subjects English (as a foreign language) and Physical Education. In this chapter the setting, the project design, the project itself (organisation and materials) and its process are explained. The next chapter deals with the research methodology from the data collection via the research questions through to the analysis of the obtained data. In chapter 8 the qualitative and quantitative research findings are illustrated. More precisely, the first sub-chapter examines distinctive input, output and interaction opportunities found in the present research project. The second sub-chapter is concerned with the analysis of students' language outcome and the last sub-chapter discusses students' feedback. The following chapter summarises and discusses the obtained research results in relation to the research questions. Then a brief outlook and pedagogical implications for the future of CLIL practice in Physical Education are given. The last two chapters provide the references and the appendix with all the teaching materials of the present CLIL project, respectively. Finally, this diploma thesis aims at shedding some light on CLIL practice in Physical Education in Austria and hopefully encourages readers to try out CLIL in their own content lessons. In short, I hope to have many motivated "copycats" who might make further use of my self-designed teaching materials.

2. Defining *Content and Language Integrated Learning (CLIL)* and its goals

According to Coyle, Hood and Marsh (2010: 9), English has become “a popular vehicular language in non-Anglophone areas” and therefore there are serious efforts to equip young people with a good command of the English language. In Austria *Content and Language Integrated Learning* became known under the term *Englisch als Arbeitssprache* [*English as a Working Language*] or the acronym *EAA*, referring to the employment of English as a medium of instruction in content teaching (Abuja 2007: 16f.). However, the term *EAA* was later modified to *Fremdsprache als Arbeitssprache* [*Foreign Language as a Working Language*] or *FsAA* (BMUKK & BMWF 2008: 55), presumably not to restrict this teaching approach to the English language only.

Additionally, Mewald (2004b: 41) rightly points out that there seems to be no official or universal definition of *EAA* or *FsAA* available at present. Therefore this section is devoted to closely analysing individual definitions obtained from the literature with regard to their similarities and differences. In this context, I would like to point out that these few available definitions are rather short descriptions explaining the underlying concept of *FsAA* or how it is put into practice. Furthermore, Mewald (2004b: 41) adds that there are no official translations of the terms available, which in the opinion of the author can be seen as a consequence of their undefined states. However, indications show that the Austrian terms *EAA* and *FsAA* are commonly associated with the international term *Content and Language Integrated Learning* or *CLIL* for short³. For instance, the Eurydice report on CLIL in Austria (2004: 3) lists *EAA* amongst the national terms related to *CLIL*. Similarly, Mewald (2004b: 41) states that Austrian theorists tend to translate *EAA* with *CLIL* or *bilingual teaching* for an international audience. Therefore it can be said that *EAA* and *FsAA* appear to be the Austrian equivalents for *CLIL*, though minor differences exist in their conceptualisation, which will be discussed in the following paragraphs⁴.

³ The CLIL Compendium (2001c: “CLIL Milestones”) states that the term was first introduced in the mid-1990s. In this thesis the abbreviation *CLIL* is mostly used instead of its full term.

⁴ Disregarding the minor conceptual differences, *EAA*, *FsAA* and *CLIL* are used interchangeably in the further course of this subsection. From section 3 onwards, the Austrian terms *EAA* and *FsAA* are replaced by *CLIL* in order to follow the international terminology. Exceptions to this rule are made, if it seems to be of importance for the reader to recognise the distinction between *FsAA* and *CLIL*.

2.1 Definitions

As the terms themselves indicate, a major distinction between *FsAA*, *Fremdsprache als Arbeitssprache* [*Foreign Language as a Working Language*], and *CLIL*, *Content and Language Integrated Learning*, lies in the ratio of content teaching to foreign language teaching. The ensuing analysis of various definitions first examines the currently available Austrian definitions and then compares them with a fairly recent international one.

Abuja (1999: 2) defines *Arbeitssprache* [*working language*] as follows:

Arbeitssprache bedeutet, dass die Schüler(innen) eine Fremdsprache (in Österreich vorwiegend Englisch) in natürlicher Weise als Lern- und Arbeitsmittel in nichtsprachlichen Gegenständen einsetzen lernen. Die Sprache wird dabei als Instrument bei der Bewältigung fachspezifischer Inhalte herangezogen, in der (zeitweiligen) Verschmelzung zwischen Fachunterricht und Sprachlernen sollen fachspezifische Situationen in einer Fremdsprache gemeistert werden.

[Working language means that the pupils learn to employ a foreign language (primarily English in Austria) as a means of learning and working in a non-language subject in a natural way. Thereby language is used as a tool to deal with subject-specific content; in the (temporary) amalgamation of content teaching and language learning subject specific situations should be overcome in a foreign language. (Transl. by Karin Gruber)]

Similar to Abuja (1999: 2), Nezbeda (2005: 7) and Gierlinger (2010: 6) also regard the foreign language as a *tool*, *medium* or *instrument* that is applied to teach or learn subject-specific contents in the FsAA lesson. Abuja (2007: 21) emphasises that the main focus lies on content teaching, while the foreign language is used as a means of communication. In other words, although subject teaching and language learning are key elements of FsAA, they are not given equal weight. Nevertheless, all of these Austrian CLIL experts concur that the integration of foreign language instruction in a non-language subject is intended to promote students' foreign language development as a positive side effect (Abuja 1999: 3; Nezbeda 2005: 7; Gierlinger 2010: 6f.). This implies that FsAA like CLIL enables students to get 'two for one' (cf. Bonnet 2012: 66). In this context, Abuja (2007: 21) suggests that it is necessary to combine the methodologies of both school subjects in order to promote both components of FsAA to some extent.

By comparison, Mewald's definition (2004b: 42) highlights the natural use of the foreign language in FsAA classrooms, as the first paragraph of her lengthy definition shows:

Englisch als Arbeitssprache (EAA) ist eine motivierende Strategie, verbesserte mündliche Fremdsprachenkompetenz zu erreichen. Dies geschieht durch ein vermehrtes Angebot an Kommunikation und durch das Anwenden der

Fremdsprache in natürlichen Situationen unter Einbeziehung der Muttersprache der SchülerInnen in Fachgegenständen. [...]

[English as a working language (EAA) is a motivating approach to improve students' oral competence in a foreign language. This goal can be achieved through increased opportunities for communication and through the use of the foreign language in natural situations, also including students' mother tongue in content subjects. [...] (Transl. by Karin Gruber)]

Analysing Mewald's definition, it becomes obvious that language is not defined as a tool, like in the definition above, and foreign language tuition seems to be at the centre of interest. More specifically, the main emphasis lies on improving students' oral communicative competence and gives suggestions on how this goal can be achieved. Beside the creation of numerous communicative situations, natural language use is also regarded as essential for students' language development, in which the employment of students' native tongue is accepted in order to achieve its communicative purpose. In the second paragraph it says that EAA enables students to acquire a foreign language in a subconscious, faster and more effective way than conventional foreign language instruction (Mewald 2004b: 42).

As the previous Austrian definitions have indicated, the principal focus of EAA or FsAA is on content teaching, while students' potential language gains are mentioned as positive side effects. Although the basic concepts of FsAA and CLIL are more or less similar with regard to the set-up and the implementation, there is one significant difference that a fairly recent definition of CLIL by Coyle, Hood and Marsh (2010: 1) clearly reveals:

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language⁵ is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is *an innovative fusion* of both [emphasis added].

In contrast to FsAA tuition, foreign language teaching is to be given more attention in the CLIL classroom, because both content teaching and formal language instruction are integral parts of the CLIL concept. Unlike foreign language teaching, "CLIL is content-driven" (Coyle, Hood & Marsh 2010: 1) and therefore content learning receives greater emphasis. Therefore, CLIL can be seen as a combination of content teaching and foreign language instruction, because both elements should receive equal attention. In other words, language is not reduced to a mere tool, because it is considered to be as important as content in this

⁵ According to the CLIL Compendium (2001b: "Key Terms"), the term *additional language* "refer[s] to any language other than the first language" and is "increasingly used instead of terms such as foreign, second or minority language".

integrated approach. Although one or the other might receive more weight at any given time, both elements should be well-balanced overall, i.e. at a ratio of 50:50. Consequently, this implies that content teachers are also responsible for their students' language development (Coyle, Hood & Marsh 2010: 7). Therefore it is important that teachers combine the pedagogy and methodology of both disciplines, on the one hand, and that both content and language teaching are consciously planned and integrated in the CLIL lesson, on the other hand (Coyle, Hood & Marsh 2010: 6ff.).

2.2 Aims

Due to the merging of content and language teaching in the dual-focused approach, a considerable number of linguistic and educational aims have been established. The *CLIL Compendium*⁶ (2001a: "The CLIL Compendium Rationale") states the following objectives for the language dimension of CLIL:

- Improve overall target language competence
- Develop oral communication skills
- Deepen awareness of both mother tongue and target language
- Develop plurilingual interests and attitudes
- Introduce a foreign language

Regarding the language dimension, it can be said that the overall goal is to improve students' foreign language competence through the use of a foreign language in content teaching and learning (Abuja 1999: 3). In this respect, a special focus of CLIL lies on the development of students' communicative competence (Abuja 2007: 17), including the linguistic, sociolinguistic, discourse and strategic competence (cf. Canale & Swain 1980, quoted in Dalton-Puffer 2005: 236f.⁷). This shows that students' verbal performance is given high priority in CLIL teaching. As Abuja (2007: 17) points out, CLIL also intends to broaden students' general and specific knowledge of a language other than their mother tongue. Still, the CLIL concept does not forbid the employment of students' mother tongue (Abuja 2007: 16), because it is considered to be a useful means for reflecting on linguistic as well as intercultural differences.

⁶ The *CLIL Compendium* (<http://www.clilcompendium.com>, 26 Aug. 2013) is a website that is supported by the European Commission and provides useful information, references and links related to CLIL.

⁷ Dalton-Puffer's survey (2005: 236ff.) examines Austrian CLIL classrooms especially with regard to these sub-competences.

Moving on to the content dimension, the *CLIL Compendium* (2001a: “The CLIL Compendium Rationale”) lists three essential aims for content teaching and these are:

- Provide opportunities to study content through different perspectives
- Access subject-specific target language terminology
- Prepare for future studies and/or working life

Beside extending students’ specialised knowledge, another crucial goal of content teaching through a foreign language is to equip students with subject-specific terminology and special skills in order to adequately prepare them for their future studies, careers and lives (Abuja 2007: 17ff.; Coyle, Hood & Marsh 2010: 10). The other dimensions specified by the *CLIL Compendium* (2001a: “The CLIL Compendium Rationale”) concern the cultural, environmental and learning aspect of the CLIL concept, respectively. Regarding the cultural aspect, Abuja (2007: 18) brings up another conceptual aim of CLIL, which is to raise students’ awareness for cultural differences between the native and the non-native cultures. For instance, this could be promoted through the provision of specialist texts from foreign countries. Abuja (2007: 18), like other educationalists, states that a further intention of CLIL is to enhance students’ motivation. Abuja (2007: 17) argues that the increased relevance of language through its functional use in content teaching might raise students’ motivation for learning languages. On the other hand, Coyle, Hood and Marsh (2010: 11) point out that CLIL has the potential to boost students’ motivation towards the content subject itself or content learning on the whole, if pupils are free to choose whether they want to attend CLIL classes or not.

To conclude, the Eurydice report on CLIL in Austria (2004: 3) states the following interrelated objectives of this connected approach: “EAA seeks to achieve functional proficiency in the foreign language, enabling learners to communicate in it on topics appropriate to their age group, while also mastering subject content in accordance with the curriculum”. Such aims have already been discussed in a similar way above and some aspects might be elaborated on in the further course of this thesis. I agree with Dalton-Puffer (2005: 9) that these aims are formulated in a very basic and unspecified way. For example, it is not clarified which proficiency levels CLIL learners should achieve at a certain age, which methods should be employed to improve students’ communicative competence and what is meant by preparing students better for their future lives. In addition, I am of the opinion that the proportion of content teaching to foreign language teaching deserves further consideration in Austria in order to improve students’ language attainment in the future. This obviously calls for a specific CLIL pedagogy and methodology.

3. CLIL practice in Austria

National and international CLIL experts stress that this new teaching approach does not intend to alter modern language teaching, but that CLIL is seen as a valuable addition to or extension of conventional language classes (Abuja 1999: 3; Nezbeda 2005: 7; Coyle, Hood & Marsh 2010: 11ff.). Likewise, Abuja (2007: 21) stresses that foreign language teaching should remain an integral part in the Austrian school curricula and coexist with CLIL projects. Coyle, Hood and Marsh (2010: 11) point out that foreign language instruction serves the prime purpose of teaching learners the basics of a language, such as vocabulary and grammar, and comment that there are usually not enough opportunities for students to apply their linguistic knowledge in natural language learning environments. From this it can be inferred that regular language lessons and CLIL lessons have the potential to complement each other well by enabling students to experience language in two different contexts, of which one mainly focuses on language acquisition and the other on language application (Coyle, Hood & Marsh 2010: 11).

3.1 Forms of CLIL in Austria

First of all, CLIL activities can be grouped into two main organisational forms, which differ in duration, legal bases and regulations (cf. Nezbeda 2005: 9ff.). More precisely, CLIL programmes vary between short-term projects and long-term tuition⁸ in Austria (Abuja 2007: 16). Loosely speaking, the legal basis for the shorter form is the respective national school curriculum⁹ while the other organisational form is set by statute (Nezbeda 2005: 9). This shows that there are no uniform regulations and/or specially designed school curricula for CLIL teaching in Austria. Therefore Austrian CLIL experts call for the development of a new national CLIL curriculum, adapted for the individual types of school and specifying clear CLIL objectives in order to increase its quality. For instance, Mewald (2007: 167ff.) comments that such CLIL curricula should aim at second language acquisition and regards the pursuit of explicit CLIL goals as essential in order to increase students' language output. Similarly, Dalton-Puffer (2005: 249) expresses the urgent need for a language curriculum with explicit language goals in addition to the respective subject curriculum in order to enhance students' foreign language skills.

⁸ In chapter 2 Nezbeda (cf. 2005: 10-20) describes each subform of these two broad categories in detail and provides a clear account of their specific regulations. The table on page 40 gives a good overview of the individual organisational forms, their required actions and legal bases as well as lists some practical examples.

⁹ The Austrian school curricula vary depending on the type of school and are composed of the syllabi of each single school subject.

Besides choosing the right CLIL programme, Austrian teachers are also responsible for selecting an appropriate group of pupils at a certain school level. Gierlinger, Hametner and Spann (2007: 99-107) point out that Austrian teachers have differing views about students' adequate foreign language level in connection with CLIL. On the one hand, some teachers are of the opinion that every pupil benefits from CLIL instruction, because it seems to motivate even weak students (Gierlinger, Hametner & Spann 2007: 107ff.). On the other hand, others believe that it is only suitable for good students, because it might overtax low achievers (Gierlinger, Hametner & Spann 2007: 107ff.). Hence this fundamental difference of opinion seems to be a decisive factor for whether teachers provide whole-class CLIL tuition, also called non-selective CLIL teaching, or only offer it to a carefully selected group of students, referred to as selective CLIL implementation (Gierlinger, Hametner & Spann 2007: 108). The following subsections are devoted to examining the two main forms of CLIL organisation in greater detail.

3.1.1 CLIL-Type 1: Short (intensive) course

CLIL-type 1 constitutes a phased, interdisciplinary or transdisciplinary teaching project, combining content learning and language learning and lasting only for a limited amount of time (Nezbeda 2005: 9). More precisely, CLIL action can take place in one or more content subjects and the instruction needs to be given in a language other than German (Nezbeda 2005: 9). The time period is not explicitly specified (Nezbeda 2005: 9), but usually ranges from a single lesson, or parts of a lesson, to a whole semester depending on the complexity of the topic (Gierlinger, Hametner & Spann 2007: 114; cf. Dalton-Puffer 2005: 42). Furthermore, CLIL projects can be held in individual classes or across classes and grades (cf. BMUKK 2012c: 16), albeit it is preferably practiced in individual classes (Gierlinger, Hametner & Spann 2007: 114) presumably due to administrative matters.

Gierlinger (2007: 80) mentions that this organisational form is usually a “voluntary enterprise” on the part of the teachers. However, CLIL teaching is strongly recommended in the Austrian school curricula nowadays (Nezbeda 2005: 9). In other words, the broad national curricula as well as the distinct subject-based syllabi provide a number of stimuli and suggestions for interdisciplinary teaching (BMUKK 2012c: 16). In detail, in the general part¹⁰ of the Austrian curriculum for secondary schools¹¹ it says that the task of schools is to deal with complex subject areas, which extend over several school subjects, in its entirety and puts

¹⁰ For a more detailed account see section 5 entitled ‘Interdisciplinary and transdisciplinary tuition’ of the 3rd part called ‘School and lesson planning’ of the Austrian curriculum for secondary schools.

¹¹ The most recent version of the curriculum was published on May 30th, 2012.

forward the cooperation and integration of the concerned subjects as the ideal solution (cf. BMUKK 2012c: 16). Hence this consideration of a broad subject matter as a whole and the amalgamation of different disciplines should enable students to recognise thematic and semantic relations independently and further their multidisciplinary thinking (cf. BMUKK 2012c: 16). For example, the syllabus for Physical Education advises to teach theoretical themes dealing with sports and sport science in conjunction with practical experience and preferably in an interdisciplinary way to broaden students' knowledge of a certain subject matter (BMUKK 2012c: 93). However, these are only vaguely formulated ideas about how teachers could integrate the temporary type of CLIL in their content subject. Hence it can be said that the current Austrian school curricula do not put forward concrete goals for CLIL teaching in Austria, which Dalton (2005) and Mewald (2007) justifiably criticise.

With regard to this particular form of CLIL organisation, no legal requirements need to be fulfilled and no official notification has to be given to the respective federal school inspectorate (Nezbeda 2005: 9). The only prerequisite teachers need in order to be able to carry out modular CLIL projects is the students', parents' and the head teacher's consent (Gierlinger, Hametner & Spann 2007: 115). Due to the fact that the federal school inspectorates have hardly any information about this particular form of CLIL, it is difficult to collect any nationwide statistical data in order to examine the current situation of modular CLIL practice in Austrian schools (Nezbeda 2005: 8-41). Nevertheless, Gierlinger, Hametner and Spann (2007: 108-115) assume that this is by far the most frequently practised CLIL form in Austria and is particularly applied in classes with heterogeneous language levels. This implies that the "soft" form of CLIL is somehow linked with non-selective CLIL teaching.

3.1.2 CLIL-Type 2: Annual course

The second form of CLIL organisation mainly differs in duration, procedure and public relations from the type described above, because it involves teaching one or more content subjects through a foreign language for a whole school year or even longer (Abuja 2007: 16). In other words, a language other than German is used almost exclusively as the language of instruction in one or more compulsory and/or optional content subjects (cf. Nezbeda 2005: 9-40).

Besides the respective curriculum, the Austrian School Education Act §16 (3) ('Schulunterrichtsgesetz' or 'SchUG') is in force for any form of CLIL that runs for a longer period of time in selected content subjects (Nezbeda 2005: 9ff.). As a general rule, the head of the school has to report such activities to the respective federal school inspectorate (Nezbeda

2005: 9). The inspectorate is able to demand the continued use of a foreign language as a working language in content teaching, for instance, for reasons of an increased number of foreign-language residents and enhanced language training for students (Nezbeda 2005: 9ff.). As a result of the substitution of the official language of instruction and the long-term tuition of this form, it is recorded in the students' school reports (cf. Nezbeda 2005: 9ff.). The same procedure applies to autonomous school and pilot projects, though additional regulations have to be considered and further actions have to be taken (cf. Nezbeda 2005: 9ff.). Nezbeda (2005: 39) adds that a lot of schools introduce autonomous school curricula with a special focus on modern languages in order to be able to offer an intensive CLIL course. On grounds of her findings, Nezbeda (2005: 39) makes the comment that this procedure seems to be a frequently selected alternative for implementing CLIL in Austrian schools.

Furthermore, the main difference between this type of CLIL and bilingual schooling lies in the amount of foreign language instruction, since this organisational form does NOT teach more than half of the school subjects in a foreign language. Like bilingual schooling, CLIL instruction is highlighted in the school programme and promoted publicly in order to attract pupils' and parents' attention and to boost the prestige of the school (Gierlinger, Hametner & Spann 2007: 113f.). Gierlinger, Hametner and Spann (2007: 107-113) stress that this organisational form is extremely similar to bilingual schooling and state that it is predominantly implemented in selective classes attended by gifted pupils.

3.1.3 Possible ways of implementation

The focus of this subsection lies on examining the possible ways of implementing CLIL in Austrian classrooms. The first possibility would be to teach CLIL in a 'personal union', meaning that teachers¹², who hold a degree in foreign language teaching and content teaching, simply teach their minor subject in the foreign language (Nezbeda 2005: 9; Abuja 2007: 19; cf. Gierlinger, Hametner & Spann 2007: 68f.). Dalton-Puffer (2005: 46) and Gierlinger (2007: 81) agree that this is the most common way of CLIL realisation in Austria. However, Gierlinger, Hametner and Spann (2007: 83) indicate that it is uncommon in Austrian secondary schools for teachers to instruct the same class in more than one school subject. From this it can be inferred that the current situation makes it difficult for teachers to back up their CLIL lessons with additional foreign language lessons. Therefore one can assume that there is a desire for administrative changes in order to make the implementation of interdisciplinary projects easier for single CLIL teachers. The second possibility would be the

¹² In Austria secondary school teachers normally hold teaching qualifications in at least two school subjects.

cooperation of two qualified educators, one language expert and one content expert, preparing and/or teaching the CLIL lessons together in order to integrate their subjects (Nezbeda 2005: 41; Abuja 2007: 19). Although Gierlinger, Hametner and Spann (2007: 83-96) admit that teamwork can present challenges for teachers, they also point out that effective collaboration on a long-term basis has proven to reduce teachers' workload. The third possibility is the employment of native speakers to assist content teachers by taking on the role of the language teacher in the CLIL classroom (Abuja 2007: 19). This might be especially helpful if there are not enough (motivated) foreign language teachers available. However, Mewald, Prenner and Spenger's survey (2004: 92) claims that language assistants should have pedagogical and methodological qualifications besides their linguistic knowledge, so that their contributions assist students' language learning processes. Nevertheless, Mewald and Spenger (2005: 200) stress that it would be a major disadvantage to reject native speakers in general, due to the fact that they are essential providers of 'authentic language'. Abuja (1998a: 21f.) and Nezbeda (2005: 8) reveal that head persons and teachers voice that the present number of foreign language assistants available in Austria is insufficient. This insufficiency might be one of the chief obstacles for the spread of CLIL in Austria.

To summarise, teachers can choose between temporary and continuous CLIL programmes, selective and non-selective CLIL classes and various forms of cooperation. The following chapter deals with typical CLIL languages and subjects in Austria in depth.

3.2 Typical CLIL languages and subjects

3.2.1 Languages

Abuja (2007: 18) states that the three most popular CLIL languages are English, French and Italian in Austria, but English holds by far the most superior position. Abuja (2007: 18) points out that English as a lingua franca has gained considerable significance in today's globalised world and pluralist society, which he regards as a major contribution to its leadership. Nezbeda (2005: 8) adds that the predominance of English in various scientific disciplines, especially in the natural sciences, also contributes to its success. Gierlinger, Hametner and Spann's research (2007: 68) indirectly confirms the predominance of the English language in CLIL teaching in Austria, because approximately 85% of those surveyed were English teachers. On the other hand, this might also imply that English teachers amongst all foreign language teachers are particularly keen on implementing CLIL in their classes (Gierlinger, Hametner & Spann 2007: 69). With regard to French and Italian, Nezbeda (2005: 8) mentions that the popularity of French as another CLIL language is slowly but gradually increasing,

owing to the fact that learning a second foreign language has been brought forward by two years in academic secondary schools. Consequently, students may choose between Latin and another modern language in year 7 (at the age of 13) nowadays (BMUKK & BMWF 2008: 37). Nezbeda (2005: 8) is of the opinion that these additional years of learning have greatly facilitated the development of French gradually becoming an additional popular CLIL language in Austria. I assume that a similar trend is true for Italian, because French and/or Italian are frequently offered as a second foreign language in Austrian schools. Moreover, Nezbeda (2005: 8) adds that neighbouring languages, i.e. Czech, Slovakian, Hungarian, Croatian and Slovenian, are hardly used for CLIL implementation in Austria.

Apart from that, the popularity of the single CLIL languages seems to mirror the current trends in foreign language teaching in Austria. According to an Austrian survey¹³, English prevails over other foreign languages, especially in early childhood education, because it is usually the first foreign language and is taught to almost every pupil in all types and years of Austrian schooling (BMUKK & BMWF 2008: 40ff.; ÖSZ 2007). This shows that English is the most frequent modern language taught in Austrian schools, followed by French, Italian, Spanish and Russian in descending order (ÖSZ 2007). All of the mentioned languages form the standard modern languages learned in Austria today. The languages of legally recognised minorities and of neighbouring countries are present, but demand for them is fairly low in comparison with the traditional foreign languages and their implementation also depends on the geographical location of the schools (BMUKK & BMWF 2008: 41-42).

3.2.2 Subjects

Concerning the popularity of individual content subjects in connection with CLIL, it needs to be stressed that a nationwide survey in Austria is still missing and therefore the following statements are made on the basis of experts' experiences and the already available data¹⁴. While CLIL is supposed to be integrated in any school subject except for German in primary education (Abuja 2007: 18), Gierlinger (2007: 100) holds that CLIL is presently practised in many different school subjects in secondary education, these are History, Religious Education, Geography, Biology, Chemistry, Physics, Maths, Arts, Handicraft, Music, Physical Education and Information Technology. Abuja (2007: 18) knows from experience that the three most popular CLIL subjects in secondary education in Austria are Geography and Economics, History and Biology and Environmental Science. Gierlinger, Hametner and

¹³ The figures originate from a nationwide survey conducted in the school year 2001-2002 and were projected to the school year 2004-2005. Subsequently, they were compared with various other sources. (ÖSZ 2007)

¹⁴ The following paragraphs are based on Nezbeda's (2005), Abuja's (2007) and Gierlinger, Hainschink and Spann's (2007) assumptions and research findings.

Spann's survey (2007: 71) confirms Abuja's inside knowledge, because their data shows that Geography holds a leading position and is followed by Biology and History with regard to CLIL tuition in lower secondary schools. Gierlinger, Hametner and Spann (2007: 72) assume that the increased frequency of CLIL implementation in Geography and Economics is encouraged by the broad and international character of the subject and suggest that its pioneering position could be used to stimulate CLIL implementation in other school subjects.

Moreover, Gierlinger, Hametner and Spann's data (2007: 71) reveals that Physical Education and Arts come after the top CLIL subjects, though with a wide gap. Nevertheless, it is surprising that Physical Education holds fourth place in Gierlinger, Hametner and Spann's ranking, because in Nezbeda's descriptive account on CLIL activities in Austria (cf. 2005: 22-37) there are only a few entries for Physical Education in comparison to other school subjects, such as Geography, Biology and History. From the available data it can be inferred that Physical Education, Arts, Handicraft and Music do not (yet) belong to the common CLIL subjects on grounds of their modest practical realisations in Austria. However, Rymarczyk (2003, quoted in Gierlinger 2007: 102) sees great potential in these extremely context-related school subjects and suggest that they should be employed as introductory CLIL subjects in order to make students accustomed to CLIL teaching. This indicates a strong need for special promotion and further research to find out whether these hands-on content subjects really prove to be ideal for beginners.

Abuja (2007: 18) also mentions that there have been recent efforts to promote the natural-science school subjects in academic secondary schools. According to Gierlinger, Hametner and Spann's ranking (2007: 71), Physics, Chemistry and Mathematics still lie behind Physical Education and Arts, though they seem to be catching up since they are no longer last. The least common CLIL subjects seem to be Music, Computer Science and Religious Education in lower secondary schools. Similarly, Abuja (2007: 18) stresses that German, Religious Instruction and other foreign languages are normally excluded from CLIL teaching in Austria.

In addition, Abuja (2007: 18) points out that it should be taken into account that the implementation of CLIL very much depends on the availability of qualified teachers and good hands-on teaching materials (Abuja 2007: 18). With regard to Physical Education, it could be speculated that the number of teachers with a combined degree in Physical Education and foreign language teaching is low and therefore PE is less commonly taught in a foreign language in Austria (cf. Rottmann 2007: 205). Rottmann (2007: 205) also points to the fact that a standard method for integrating foreign language instruction into Physical Education is

still missing. Another disadvantage for the implementation of CLIL in Physical Education might be the current deficiency of appropriate teaching materials, as the following chapter shows (see section 3.3). Therefore it seems reasonable to argue that these areas should receive more careful consideration in the future, because they might have an impact on the popularity of Physical Education as a CLIL subject.

3.3 CLIL materials¹⁵

Abuja (2007: 21) claims that materials do not cause particular difficulties for CLIL teachers in Austria. However, this statement is not quite right, because it disregards or conceals the fact that the provision of appropriate CLIL materials very much depends on the respective school subject. While there is a full range of ready-to-use materials, e.g. handouts, teachers' guides and course books, available for Geography and Economics and History (Gierlinger, Hametner & Spann 2007: 72-100), there is a conspicuous lack for some less popular CLIL subjects, such as Physical Education. Nevertheless, Nezbeda (2005: 7f.) stresses that there are undoubtedly more materials available nowadays than in previous years.

3.3.1 Provision

As the previous paragraph indicates, experts have conflicting opinions on the provision of CLIL materials in Austria and therefore this paragraph tries to depict Austrian teachers' opinion on this matter. Overall, Gierlinger, Hametner and Spann (2007: 87f.) found out that more than half of the CLIL teachers surveyed are of the opinion that there are not enough adequate¹⁶ materials available at present. This obvious insufficiency of suitable materials seems to create enormous difficulties and increased preparation time for Austrian CLIL teachers (Gierlinger, Hametner & Spann 2007: 75f.). Gierlinger, Hametner and Spann's investigation (2007: 87f.) further reveals that the search for and creation of materials are perceived as the most time-consuming tasks amongst teachers. In addition, teachers claim that another time-consuming task is the acquisition of topic-related language on their part, due to the fact that there are hardly any reference books available that cover the terminology of specific subject areas (Gierlinger, Hametner & Spann 2007: 96). For instance, there are, as far as I know, no reference books or dictionaries available for Physical Education in Austria, that provide comprehensive lists of technical terms with regard to different sport disciplines. However, Spenger's research (2004: 59) shows that the more resources are available, the

¹⁵ Bernhard Müller established in his diploma thesis (2010) criteria for producing CLIL materials, with the underlying aim of stimulating meaningful communication (2010: 28).

¹⁶ Gierlinger (2007: 96) comments that this adequacy refers to the content as well as the language of the available materials.

better students' attainment becomes. This indicates that appropriate materials are essential for good quality teaching. Therefore these findings reveal a strong need to increase the provision of CLIL materials in Austria.

3.3.2 Resources

The focus of this paragraph lies on examining CLIL teachers' resources. Due to the shortage of published materials fit for immediate use in most CLIL subjects, it is not surprising that course books usually play a minor role in CLIL teaching (Gierlinger, Hametner & Spann 2007: 101). Therefore teachers are forced to make use of other supplementary teaching tools. Austrian CLIL experts maintain that the Internet is an excellent source of information for teachers to get hold of various materials (Nezbeda 2005: 8; Abuja 2007: 12; Gierlinger, Hametner & Spann 2007: 87). Further frequently used resources seem to be informational children's books and schoolbooks written for native speakers (Gierlinger, Hametner & Spann 2007: 100). These are considered to be especially student-friendly, due to their clear and simple language and the frequently included illustrations, photographs, maps and diagrams (Gierlinger, Hametner & Spann 2007: 100). By contrast, Gierlinger (2007: 99) indicates that schoolbooks from native countries can vary greatly in content from the respective Austrian curriculum and might use different classification systems or points of entry. For example, the measurements of the football field can be given in yards, feet or metres depending on the origin of the text.

3.3.3 Practical application

The current paragraph considers teachers' employed methods to compensate for this material shortage. According to Gierlinger (2007: 98), it is a widespread belief amongst CLIL teachers that they are expected to make use of authentic texts in their lessons. Therefore most teachers look for teaching materials and texts published in the target language, which usually serve as a basis for further modifications to meet the criteria of any given teaching situation (Gierlinger 2007: 98). Nevertheless, some teachers create their own teaching materials to be specifically tailored for a particular target group and purpose (Gierlinger 2007: 98). Analysing teachers' preferences with regard to materials employed in the CLIL lesson, it can be said that there seems to be a general approval of simplified texts amongst Austrian secondary school teachers (Gierlinger 2007: 96). However, an almost equal number of teachers report using authentic texts in their lessons (Gierlinger, Hametner & Spann 2007: 82). This might imply that Austrian CLIL teachers make use of both resources depending on the level of difficulty of the texts and the language level of their learners.

As this section has shown, Austrian secondary school teachers cite the shortage of suitable materials in most CLIL subjects as the main reason for their significant increase in workload. Consequently, teachers are forced to take on an active role in designing their own teaching materials. This freedom is perceived as a positive challenge as well as an imposed burden amongst CLIL teachers in Austria (Gierlinger, Hametner & Spann 2007: 101).

3.4 The role of language in the CLIL classroom

A highly debated topic in the literature is the amount and the significance of foreign language teaching in the CLIL context. While in the Anglo-Saxon literature language learning is ascribed a central role and is seen as an equivalent of content learning, the trend in the German literature goes towards integrating language exercises only if they are useful to content learning (Gierlinger, Hametner & Spann 2007: 116; Wildhagen & Otten 2003: 24). According to Gierlinger, Hametner and Spann's survey (2007: 76f.), the majority of the Austrian CLIL teachers concur that the function of CLIL is to assist foreign language teaching. Therefore some teachers even make use of preparatory and/or additional foreign language lessons as a methodological and didactic tool to assist students' learning processes in the CLIL lesson (Gierlinger, Hametner & Spann 2007: 102). In addition, the study participants state that they use teaching methods from the foreign language classroom in the CLIL classroom to increase students' vocabulary, such as glossaries, word lists, mind maps, word boxes, language games, cloze, word posters (Gierlinger, Hametner & Spann 2007: 87ff.). This implies that elements of modern language teaching are incorporated in the Austrian CLIL classrooms. On the other hand, teachers emphasise that there are basic differences in foreign language teaching between the CLIL lesson and the conventional foreign language lesson, such as the playful approach to language learning in the CLIL classroom (Gierlinger, Hametner & Spann 2007: 103).

Although more than three-quarters of the study participants admit that CLIL leads to reductions in the amount and complexity of the subject matter, they also stress that the counterbalance to these deficits are students' noticeable language improvements (Gierlinger, Hametner & Spann 2007: 77-106). However, not only quantity but also the quality add to successful teaching, because quality in contrast to quantity enhances the learning process and results in sustainable learning. With regard to CLIL, nearly half of the study participants confirm its sustainability (Gierlinger, Hametner & Spann 2007: 78-107). A plausible deduction might be that this sustainability is triggered by teachers' careful planning and elaborate preparations, which is based on Gierlinger, Hametner and Spann's argument (2007:

107) that CLIL seems to force teachers to pay particular attention to the selection and reduction of the subject matter and the employment of appropriate teaching methods.

Considering CLIL teachers' rating with regard to students' language improvements, it becomes apparent that vocabulary acquisition and oral language production seem to fall into those areas from which students profit the most (Gierlinger, Hametner & Spann 2007: 78-79). In detail, teachers attribute most language gains to students' passive vocabulary and therefore it is ranked first. In gradually decreasing order follow students' oral communication skills, active vocabulary use and listening and reading comprehension, respectively (ibid.). By far the least increases seem to be achieved from students' written language production and grammatical knowledge (ibid.). Possible reasons as to why writing performs so badly with regard to students' language improvements could be that the increases become apparent only after some time of continuing CLIL practice or this skill mainly fulfils a subordinate role in the CLIL classroom.

3.4.1 Language correction

With regard to the teachers' attitude towards language correction, Gierlinger, Hametner and Spann (2007: 92ff.) point out that there is a clear difference between the regular foreign language classroom and the CLIL classroom, because the main focus is shifted from language to content accuracy, respectively. As the underlying trend indicates, students' participation and exchange of information in a foreign language are given priority (Gierlinger, Hametner & Spann 2007: 104). In other words, the language is seen as a mere means of communication to discuss and solve content-related issues, which enables students to use authentic language in a meaningful way (Gierlinger, Hametner & Spann 2007: 99). Therefore it is argued that CLIL aids pupils with a low command of the foreign language by compensating for their language deficits with their specialist content knowledge and abilities and vice versa (Gierlinger, Hametner & Spann 2007: 99f.; Rottmann 2006a: 236). Also, a more relaxed teaching and learning environment is created, owing to the fact that there is generally less language correction in CLIL lessons (Gierlinger, Hametner & Spann 2007: 99). For instance, the correction of grammatical mistakes is generally rejected by CLIL teachers and seems to have hardly any influence on the grading (Gierlinger, Hametner & Spann 2007: 104). According to Gierlinger, Hametner and Spann (2007: 92ff.), the most frequent area of correction is pronunciation, especially the pronunciation of technical terms and expressions. Based on these findings Gierlinger, Hametner and Spann (2007: 92) reason that CLIL has its own mode of correction, which is influenced by the respective content subject.

3.4.2 Role of the mother tongue

The amount and use of the mother tongue or the official language of instruction in the CLIL classroom seem to be a highly controversial issue amongst foreign language experts and CLIL teachers (Gierlinger, Hametner & Spann 2007: 84-105). On the one hand, the guidelines for modern language teaching recommend the application of a monolingual and communicative approach in the foreign language classroom (Gierlinger, Hametner & Spann 2007: 84). Therefore a commonly shared attitude amongst CLIL teachers is to maximise as much as possible the use of the foreign language and to minimise as much as necessary the amount of the mother tongue (Gierlinger, Hametner & Spann 2007: 105). On the other hand, CLIL teachers have to deal with the issue that the level of difficulty of the subject matter should match the cognitive abilities of the target group, even though students' foreign language competence is still fairly limited (Gierlinger, Hametner & Spann 2007: 84f.). For that reason some teachers perceive the combined use of the mother tongue and the foreign language as the "best conceptual match" (Gierlinger 2007: 107). As Gierlinger, Hametner and Spann's survey reveals (2007: 105f.), Upper Austrian CLIL teachers generally accept the methodological use of the mother tongue as a communication and storage device. However, this acceptance very much depends on the type of school as well as the learners' age and foreign language competence (Gierlinger, Hametner & Spann 2007: 85ff.). Amongst teachers, the CLIL lesson is usually perceived as an extension and addition to the regular language lesson with its own rights and, according to Gierlinger (2007: 105f.), this might be the reason why the mother tongue is generally accepted as a supportive methodological and linguistic means.

4. Input, output and interaction opportunities for SLA¹⁷

Foreign language teaching presently forms an integral part of the Austrian school curricula, ranging from primary to tertiary education. According to the Austrian Ministry for Education, Arts and Culture and the Ministry for Science and Research (2008: 74ff.), the overall aim of language teaching lies in educating young people to become multicultural and multilingual European citizens. However, as the previous subchapter has demonstrated, the amount of foreign language teaching and the use of the national language are highly controversial issues among CLIL experts and practitioners. For instance, a fairly recent definition by Coyle, Marsh and Hood (2010: 1) suggests that equal weight should be given to content teaching and foreign language teaching in the CLIL classroom. Therefore this chapter examines language learning opportunities in connection with their underlying SLA theories. Moreover, it deals with teacher's scaffolding and learners' verbal and non-verbal communicative strategies applied in negotiation processes. These aspects of SLA are studied in considerable depth, because they seem to be of vital importance for CLIL teaching in general but especially with regard to the current research project.

4.1 Language learning opportunities

The generic term *learning opportunity* refers to a key concept and is used in different educational contexts (Crabbe 2003: 17). Kumaravadivelu (1994: 33) explains that learning opportunities are seen to be created through teaching, on the one hand, and are exploited through learning, on the other hand. Similarly, Crabbe (2003: 22) mentions that *learning opportunity* is a neutral term, unlike *instruction* or *delivery*, because it equally refers to the providers and users of learning opportunities and does not denote whether the opportunity is available in or outside the classroom. According to Crabbe (2003: 18), the term *learning opportunity* can stand for “access to favourable learning conditions”, relating to both general and specific conditions for learning. In detail, Crabbe (2007: 118) defines a *learning opportunity* as “a specific cognitive or metacognitive activity that a learner can engage in that is likely to lead to learning”. Crabbe (2003: 22) adds that the term *opportunity* comprises all types of activities that provide access to learning, without rating the different approaches and methods in SLA. Additionally, Crabbe (2003: 22) states that the concept of learning opportunities rests on a universal view of language learning and Rottmann (2006a: 125) adds that it conveys a process-oriented view.

¹⁷ SLA refers to *Second Language Acquisition*

The following framework established by Crabbe (2003: 21) depicts various valuable opportunity types that derive from the current SLA literature:

Table 1 Description of learning opportunities¹⁸

<i>Opportunity category</i>	<i>Description of activities</i>
<i>Input</i>	Listening to and reading monologue or dialogue that can be understood with limited difficulty.
<i>Output</i>	Producing meaningful utterances in written or spoken form, either as a monologue or in the context of an interaction.
<i>Interaction</i>	Speaking and writing with one or more interlocutors in real or simulated communicative situations.
<i>Feedback</i>	Receiving information relating to one's own performance as a second language user. This may include indirect feedback (for example, that one has not been understood) or direct feedback (for example, that one has made a specific error).
<i>Rehearsal</i>	Deliberately repeating specific aspects of performance, including experimentation with pronunciation, memorization of words, or word patterns and repeated role-play of a piece of communication.
<i>Language understanding</i>	Consciously attending to facts of language usage or use in order to be able to explain, describe, or gloss an aspect of grammar or sociolinguistic conventions.
<i>Learning understanding</i>	Consciously attending to the process of one's own language learning in order to establish better metacognitive control over that learning. This would include a detailed representation of the overall task of language learning, an analysis of the specific difficulties encountered in performance and an awareness of strategies to overcome the difficulties.

Crabbe (2003: 19) explains that these categories were chosen due to the fact that receiving extensive input, participating in interactions, producing extensive output, obtaining indirect and direct feedback, rehearsing specific language aspects, gaining explicit knowledge about language and understanding the language learning mechanisms are thought to be potential activities for fostering students' second language competence¹⁹. These activities can be broadly divided into opportunities that facilitate the realisation, the enhancement and the awareness of second language performance (Crabbe 2007: 123). In this context, Crabbe mentions that the provision of learning possibilities is rather public while their use is primarily private (Crabbe 2003: 22). Consequently, it is more difficult to report on students' actual learning processes (ibid.).

¹⁸ This table presents a modified description of available learning opportunities in the language classroom, which derives from Crabbe's newest article in the field (2007: 118f.).

¹⁹ The further course of this chapter exclusively deals with the first three categories (input, output and interaction) due to their relevance for the present study.

Moreover, Crabbe (2003: 21f.) points out that opportunities serve as means to achieve particular learning goals, such as increased foreign language competence²⁰, as the following quote shows:

The achievement of outcomes requires good practice. Good process requires good learning opportunities and good exploitation of those opportunities by individual learners, by individual teachers, and by multiple groups of teachers and learners working together in an institutional context. (Crabbe 2003: 14)

This quote highlights the importance of ample and good opportunities in order to attain a specified outcome (Crabbe 2003: 14). Furthermore, opportunities can be taken up by individual students or groups of students²¹, respectively (Crabbe 2003: 19). Sample opportunities for the promotion of second language learning might be the negotiation of meaning in discussions or the derivation of meaning from written texts. Crabbe (2003: 18) remarks that such learning opportunities are made available in the classroom in varying quantity and quality and comments that outside the classroom there are presently even more language learning opportunities available, for instance, with the aid of the Internet.

Crabbe (2003: 18ff.; Crabbe 2007: 120ff.) agrees with Kumaravadivelu (1994: 33) that the responsibility of the teacher is to help pupils to become aware of learning opportunities in and outside the classroom and to encourage them to actively engage in managing the available opportunities in order to maximise their full exploitation. More specifically, students' awareness of learning opportunities can be developed through the teacher's conscious identification and modelling of learning processes in the classroom (Crabbe 2007: 124f.). However, the conscious provision of learning opportunities does not immediately bring about their accomplishment, because the uptake depends on certain conditions, such as the social context, students' attitudes, motivation, age, personality, capabilities and previous knowledge (Spolsky 1989: 28²²). Therefore Crabbe (2003: 19) emphasises that it is necessary for the teacher to direct a group of students in a way that positively affects these social and personal factors in order to increase the likelihood for the uptake of these learning opportunities.

As already mentioned, students' effective take-up and full exploitation of various learning opportunities is necessary for learning to take place as well as the achievement of specified goals (Crabbe 2003: 9; Crabbe 2007: 119). Though not every uptake achieves the teacher's

²⁰ The present study evaluates learning opportunities that are aimed at promoting students' foreign language competence.

²¹ Learning in group-collaborations has been supported by studies based on the Sociocultural Theory, which will be discussed in section 4.3.1.

²² Spolsky (1989: 25ff.) describes these second language learning conditions in detail and distinguishes between formal (e.g. educational institutions) and informal learning opportunities.

desired outcome, because it is assumed that one learning opportunity can call forth many different responses from learners (Crabbe 2003: 21ff.). In detail, students' gained experiences can either encourage or prevent them from grasping further occasions for foreign language learning (Crabbe 2003: 19)²³. If students' engagement in an activity is perceived as positive, it is claimed that this may equip and encourage them to autonomously accomplish learning opportunities outside the classroom (Crabbe 2007: 120ff.). From this it can be inferred that "to what degree performance leads to learning (or competence) depends largely on the learner" (Crabbe 2007: 117).

Rottmann (2006a: 122) aptly summarises that students' acquisition of competencies is closely interrelated with learning opportunities and the learning processes, because only when learning opportunities are offered which the students individually take up, will learning processes be activated that again lead to the acquisition of particular competencies. The subsequent take-up of more advanced learning opportunities, will result in a spiral-shaped development of students' skills (Rottmann 2006a: 122). Therefore it can be said that learning occurs in the interplay between competence and performance (Rottmann 2006a: 242).

Zhang (2009: 91) indicates that input, interaction and output are generally recognised as essential elements for acquiring²⁴ an additional language²⁵. Although input, interaction and output opportunities are often interconnected in teaching practice, the following sections deal with them separately in order to study their respective underlying SLA theories in detail.

4.1.1 Input

According to Dalton-Puffer, Nikula and Smit (2010: 6), CLIL classrooms are commonly perceived to be natural language learning environments, in which language is 'picked-up' without explicit instruction. Adequate input is believed to trigger self-organised and innate mental processes that promote the development of students' foreign language competence (Dalton-Puffer, Nikula & Smit 2010: 6). This assumption seems to share similarities with

²³ This indicates that the students' uptakes and outcomes in this case study are only representative for this particular group of students.

²⁴ Krashen (1982: 10f.) distinguishes between *acquisition* and *learning*, which are both ways to develop competency in a foreign language. According to Krashen (1982: 10), *learning* refers to "conscious knowledge of a second language", such as the awareness and understanding of (grammatical) rules. *Acquisition*, in contrast, is considered to be a subconscious language learning process, in which learners use the target language as a means of communication without explicitly knowing the rules or being aware of the actual acquisition process. In short, *acquisition* relates to implicit learning in a naturalistic setting, whereas *learning* applies to explicit learning through formal instruction. Dalton-Puffer, Nikula and Smit (2010: 7) indicate that second language acquisition is regarded to be similar to first language acquisition in children. However, in this thesis the terms are used interchangeably.

²⁵ Block (2003: 57) proposes the term *additional* instead of *second* (or *foreign*) language because he is of the opinion that this term is more precise and applies to different learning contexts and learning experiences in today's multilingual world. However, in this thesis the terms will be used interchangeably.

Krashen's Monitor Model (1985), which Dalton-Puffer (2007: 258) considers to be the most well-known reception-based theory. A key role in this model, composed of five separate hypotheses intended to answer how people acquire a second language, is the input hypothesis, which is the reason why this section aims at considering this concept more closely.

Krashen's input hypothesis suggests that input²⁶ needs to be comprehensible to or, even better, comprehended by the second language learner in order to be acquired (Krahsen 1982: 33). Ideally, the input should include structures that are slightly above the learner's current level of competence, defined as $i+1$ by Krashen (1982: 33). More precisely, the input hypothesis claims that it is crucial for acquirers to comprehend the slightly advanced input in order to move from their current proficiency level (i) to the next level ($i+1$) (Krashen 1982: 21). Likewise, Krashen (1982: 21ff.) advises against precisely modifying the input to the current language level of the learners, because they may not all be at the same developmental stage. Krashen (1982: 21ff.) explains that if the provided communicative input is understood with more or less effort by the language learner, it automatically includes $i+1$ structures in terms of lexis, syntax and morphology. Moreover, Krashen (1982: 21) points out that the hypothesis centres on the acquirer's comprehension of the meaning rather than the form of the input. To understand sophisticated messages, meaning can be derived from linguistic, para- and extra-linguistic structures, the context and one's knowledge of the world (Krashen 1982: 21). In short, not every single word needs to be understood by the learner (Hofmann & Radicke 2009: 10). Once the learner has grasped the meaning of a message, s/he will naturally acquire its structure as a further consequence (Krashen 1982: 21). In this context, Dalton-Puffer (2007: 259) mentions that the learner is presumed to be "a self-contained language processor" and "grammar builder", which closely resembles Chomskyan approaches to SLA.

As indicated, comprehensible input is perceived to be the main factor that greatly contributes to second language acquisition (Krashen 1982: 22). Krashen (1982: 22ff.) claims that learners should not be forced to produce output until they have received sufficient input and feel confident enough to express themselves in a foreign language (also called "silent period" in SLA)²⁷, because otherwise it appears likely that they will call upon the rules of their mother tongue. In general, output is regarded to play a subordinate role in second language acquisition, based on Krashen's assumption (1982: 60f.) that it is possible to acquire a

²⁶ Zhang (2009: 91) defines *input* as "the language data which the learner is exposed to" and Mackey (2012: 9) describes *input* as "the language that is available to the learner through any medium (from listening to reading, for example [...])".

²⁷ Also, similar developments have been observed with regard to animals (for further details on this see Krashen 2009: 90ff.).

language without ever producing it. This indicates the importance of providing comprehensible input in substantial quantities (Krashen 1982: 71). For example, one approach that aims at providing a large amount of comprehensible input is Asher's Total Physical Response Method (TPR)²⁸ (Krashen 1982: 30).

Krashen (1982: 66ff.) points out that "optimal" input for second language acquisition is considered to be relevant and/or interesting to learners. Ideally, the student should forget that the input is encoded in another language (Krashen 1982: 66). This may seem like a fairly straightforward task, though in reality it proves to be almost impossible to provide input that appeals to all language learners equally (Krashen 1982: 67). Besides favourable input features, Krashen (1982: 31ff.) maintains that another necessary condition which facilitates acquisition is a low or weak affective filter²⁹. According to Krashen (1982: 31), learners with a lower or weaker filter are "more open to the input". Especially decisive variables affecting the acquisition process are motivation, self-confidence and anxiety (Krashen 1982: 31). From this Krashen (1982: 32) concludes that a good teacher is someone who is capable of providing enough input in a comprehensible and motivating manner as well as in an anxiety-low environment. In this context, both Mewald (2004b: 42) and Dalton-Puffer (2011: 194) point out that CLIL learning environments seems to fulfil these conditions, because students' incorrect language use is free from assessment and is often not even corrected. These factors seem to boost students' confidence and reduce their fear of making mistakes (Mewald 2004b: 42).

Almost 30 years after the formulation of the input hypothesis, Mackey (2012: 9) states that it is generally approved that second language acquisition can be promoted through the exposure to foreign language input. According to Mackey (2012: 9), input has been identified as a vital component in all SLA approaches. Nevertheless, it has been revealed that input on its own is not sufficient to fully acquire another language (Swain 1985: 236ff.; Zhang 2009: 92; Mackey 2012: 10ff.). This is based on the argument that the comprehensibility of input and the production of output underlie different processing (Swain 1995: 127f.; Zhang 2009: 92). Therefore it is not only crucial to promote "the ability to understand meaning conveyed by sentences" but also "the ability to use the linguistic system to express meaning" (Zhang 2009: 92). Besides input, output is considered to be another essential component in second language

²⁸ In Asher's TPR approach the teacher gives instructions in a foreign language, such as "Stand up", and the students perform these (physical) actions until they are "ready" to take on the teacher's role. The instructions become more complex as the course proceeds. (Krashen 1982: 71; Asher 1969: 4; cf. Asher 1969: 3ff.; cf. Larsen-Freeman 2000: 107ff.)

²⁹ Lightbown and Spada (2006: 37) explain that the *affective filter* stands for a metaphorical barrier that prevents input to be processed, even if it is appropriate for the learner.

acquisition (Swain 1985: 252) and therefore the next section will discuss the benefits of output opportunities.

4.1.2 Output³⁰

The results from a large-scale research project comparing the language proficiency of French immersion students³¹ and francophone speakers revealed that the grammatical and sociolinguistic competence of immersion students lagged behind those of native speakers, whereas their discourse abilities were almost native-like (Swain 1985: 238ff.). In addition, immersion students achieved similar results as their native French-speaking peers in some listening and reading tests, though they performed less well in productive tests (Swain 2005: 472). The results also showed that French immersion students reached a more advanced proficiency level than students receiving normal language instruction in French (Swain 2005: 472; also cf. Krashen 1982: 170f.). Although immersion students' performances were satisfactory in some respects, these findings seem to imply that ample input opportunities are not enough to achieve native-like language competency in a foreign language (Swain 1985: 244ff.). Therefore Swain (1985: 248) proposes that the role of output should not be reduced to a mere generator of comprehensible input (cf. Krashen 1982: 61f.).

Based on Smith's argument (1978, 1982, quoted in Swain 1985: 248) that "one learns to read by reading, and to write by writing", Swain (1985: 248f.) assumes that this is also true for speaking. According to Swain (1985: 248), the production of output enables the learner to put his or her internalised linguistic knowledge into practice. However, Swain (1985: 248) indicates that simply producing the target language is not enough for learners to achieve native-like language proficiency. Instead, she (Swain 1985: 248f.) claims that language learners need to be "pushed" towards relaying a coherent, grammatically correct and socio-linguistically appropriate message. Besides semantic processing, Swain (1985: 249) emphasises that syntactic analysis of language is also essential for the ability to produce accurate output, because it "forces the learner to pay attention to the means of expression needed in order to successfully convey his or her own intended meaning" (Swain 1985: 249). In this context, Swain (1995: 141) puts forward that research has shown that students'

³⁰ Swain (2005: 471) indicates that in the 1980s the word *output* referred to the *outcome*, or *product*, of second language learning. Since then the word has altered its meaning and is associated with the *process* of language learning nowadays.

³¹ The first French immersion programmes in Canada were established the late 1960s. In these programmes English-speaking children learn French as a second language, hence French is integrated in all or some of the school subjects as the official language of instruction. Swain and Lapkin (1995: 371f.) explain that "the goals of immersion education include both academic achievement in the content areas studied, and a high level of proficiency in the second language", which are similar to those of CLIL programmes. (Swain 2005: 472)

performances considerably profit from a focus on form, particularly in the areas of syntax and morphology (Zhang 2009: 93). Similarly, Dalton-Puffer (2005: 249f.) suggests the provision of a combined focus on content and linguistic form in CLIL teaching in order to enhance students' output³². In addition, the argument has been put forward that under social and cognitive pressure, learners will endeavour to express themselves more clearly and appropriately, which helps them to extend their linguistic repertoire (Swain 1985: 252). Consequently, Swain (1985: 249) proposes that this concept could be defined as "comprehensible output" hypothesis³³, because it shares similarities with Krashen's input hypothesis in terms of comprehensible language that should include *i+1* structures³⁴.

In order to foster the development of students' productive skills, Swain's research (1985: 249) revealed that second language learners need to be given plenty of output opportunities, which should encourage them to produce contextualised and meaningful output³⁵ (also cf. Shehadeh 1999: 628; Shehadeh 2001: 433; Lightbown & Spada 2006: 48). The advantages of promoting the production of output are, firstly, that students take on an active role in their own learning processes. Secondly, students can pretend to comprehend input, which is impossible with regard to foreign language production. In other words, the construction of linguistic forms and the conveyance of a desired meaning may disclose students' language problems. Thirdly, producing output facilitates deeper processing³⁶ of linguistic forms and structures, because it involves more complex cognitive processes than does input. (Swain 1995: 126f.; cf. Swain 2005: 475)

Furthermore, opportunities of active language use may promote noticing, hypothesis testing and conscious reflection³⁷, which stimulate vital mental processes for second language acquisition (Swain 1995: 125ff.). Firstly, noticing serves the purpose of raising students' awareness of gaps between their current state of interlanguage and the target language (Swain 1995: 128f.; cf. Swain 2005: 474f.). Secondly, output opportunities enable learners to experiment with language and test their hypotheses on comprehensibility and accuracy, which are either confirmed or rejected (Swain 1995: 126; Gass, Mackey & Pica 1998: 301). In this

³² Dalton-Puffer (2005: 20) points out that this has previously been recommended by Mohan and Beckett (2003) for content-based instruction.

³³ The term *comprehensible output* was later changed to *pushed output* (Gass, Mackey & Pica 1998: 302).

³⁴ On the other hand, Krashen (1998: 179) criticises that most students feel uncomfortable when they are being pushed to speak, which leads to an increase in students' anxiety levels, as several surveys have confirmed (Young 1990, Sacco 1992, Price 1991, cited in Krashen 1998: 179).

³⁵ For reasons of clarification it needs to be said that *output* applies to oral and written production similarly.

³⁶ The degree of processing depends on the degree of the analysis and further elaboration of the input, e.g. paraphrasing instead of simply repeating the information (Swain 2005: 475).

³⁷ However, Swain (1995: 141) emphasises that either none, some or all of these functions operate whenever foreign language learners produce language.

context, Swain (1985: 248) mentions that the best opportunities for second language learning are interactions in which communication difficulties occur. Through internal or external feedback the language user may consciously discern a difference between his or her intended meaning and the actual message (Swain & Lapkin 1995: 372ff.; Swain 1995: 126). This perceived difference may prompt, or push, the learner to revise his or her original message in order to make it more target-like (Swain 1985: 248f.; Swain 1995: 126; Swain & Lapkin 1995: 372f.; Park 2005: 3). In addition, Swain (1995: 126) points out that reflecting on one's language use is an important metalinguistic function, which can help learners to internalise their linguistic knowledge. This oral or written deliberation on one's own or other people's language is claimed to mediate second language learning, based on Vygotsky's sociocultural theory of mind (Swain 2005: 478).

One modern ELT (*English language teaching*) approach that aims at improving students' communicative competence is called *Communicative Language Teaching (CLT)*³⁸, which goes, according to Abuja (2007: 20), hand in hand with the CLIL approach. However, Krashen (2009: 87) puts forward the counterargument that there are generally less speaking than listening opportunities available for language learners and when they seize the opportunity to speak, they usually do not make the necessary adjustments for second language acquisition³⁹, as suggested by Swain's output hypothesis. Dalton-Puffer's research study (2005: 220) revealed that Austrian CLIL classes generally lack comprehensible output, though she emphasises the vagueness of the term 'comprehensible'.

4.1.3 Interaction

Interaction is seen to be another vital ingredient of second language learning, which unites the negotiation of input and the production of output (Zhang 2009: 91f.). Similarly, Park (2005: 12) indicates that interaction is considered to be "a continuum of input-output cycles", because the output of one interlocutor is at the same time the input for the other, which may again trigger a response from the listener (cf. Hedge 2000: 13). This shows that interaction combines input and output opportunities. In addition, Zhang (2009: 92) states that communication enables learners to selectively process bits and pieces of comprehensible input, on the one hand, and to make themselves understood by putting their linguistic knowledge into practice, on the other hand. According to Zhang (2009: 92), "this process

³⁸ CLT is based on the idea that learners learn to communicate in a foreign language through communication (Widdowson 1978, quoted in Gil 2002: 273).

³⁹ For further details on the frequency and quality of output in and outside the language classroom see Krashen (1994: 59f.).

makes it possible for learners to internalize what they have learnt and experienced”. Therefore this section is devoted to discussing important theories in connection with interaction.

Interaction Hypothesis

According to Long (1981: 259), research has revealed that native speakers normally modify their utterances in conversations with less proficient interlocutors. These conversational modifications include repetitions, expansions, recasts, comprehension checks and clarification requests⁴⁰, for example, and are presumably employed to make the input comprehensible to the language learners (Long 1981: 264ff.; Long 1996: 413). Consequently, Long (1981: 273ff.) proposed that modified interaction promotes second language acquisition. Although it has been proven that linguistic and conversational modifications improve students’ comprehension (cf. Ellis, Tanaka & Yamazaki 1994: 452ff.), Swain (2007: 98) points out that there is hardly any evidence for Long’s claim that negotiated input facilitates SLA. One study conducted by Ellis, Tanaka and Yamazaki (1994: 482) demonstrates a causative connection between interactionally modified input and vocabulary acquisition⁴¹. In addition, Ellis, Tanaka and Yamazaki (1994: 482) suppose that the quality of interactional modifications may be more important than their quantity for the comprehension and acquisition of a foreign language. Another study by Mackey (1999: 558) reveals a positive effect of negotiated input on students’ grammatical development⁴². Moreover, Mackey (1999: 558) found that active participation in interaction is advantageous for students’ second language development. Like Ellis, Tanaka and Yamazaki (1994: 449ff.), Mackey (1999: 560) mentions that pre-modified or ‘scripted’ input seems to be less beneficial than negotiated input⁴³ for SLA. Long (1996: 451) presumes that this is due to its semantic richness.

Ellis, Tanaka and Yamazaki (1994: 481) and Mackey (1999: 558) mention that interaction gives the advantage that the interlocutors can immediately signal communicative problems⁴⁴ and hence can directly solve them. Feedback on incorrect or inappropriate language use, also called “negative evidence”, can either be obtained explicitly, e.g. through overt error correction or explanation, or implicitly, e.g. through interlocutors’ responses and reactions or

⁴⁰ Section 4.2 deals with these interactional modifications in greater detail.

⁴¹ However, this study was designed to examine only the acquired meaning of concrete nouns and therefore Ellis, Tanaka and Yamazaki (1994: 482) emphasise that the results are only representative for this particular language aspect with regard to SLA.

⁴² Mackey’s study (1999: 557ff.) only deals with the acquisition of question formation.

⁴³ Premodified input refers to prior adjustments to the input in order to ensure immediate and full comprehension, such as texts in school books or educational conversations on tapes, whereas negotiated input relates to the negotiation of meaning in order to avoid or overcome communication difficulties (Mackey 1999: 560).

⁴⁴ By the way, Ellis, Tanaka and Yamazaki (1994: 457) indicate that vocabulary is frequently the source of communicative problems.

subtle confirmation checks (Long 1996: 413). Long (1996: 414ff.) puts forward that negative feedback is likely to promote SLA and is essential for the recognition of L1-L2 differences. As a result, the “negotiation for meaning” due to lack of understanding receives more weight in Long’s updated version of the Interaction Hypothesis (Long 1996: 451ff.), which is defined as:

[...] the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor’s perceived comprehension, thus provoking adjustments to the linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved. (Long 1996: 418)

Long (1996: 451f.) claims that negotiation processes in two-way exchanges are vital for SLA, because they provoke linguistic adjustments to the input from the proficient language user, the learner’s close attention to particular language items and the production of an enhanced meaningful output. In detail, Mackey (2012: 12) indicates that negotiation for meaning paves the way for finely tuning the input to the learner’s distinct developmental stage. Concerning learner’s internal capacities, Long (1996: 452) suggests that the recycling and highlighting of target forms in problem-solving processes may enhance the chance of their being noticed by the learner. In short, successful negotiation work, that unveils the meaning of complex and unknown forms, increases students’ comprehension of the input and may facilitate SLA⁴⁵ (Long 1996: 451f.). However, Dalton-Puffer (2007: 260) points out that several studies have demonstrated that pupils are relatively reluctant to enter into the negotiation of meaning, most notably in whole-class interactions.

Furthermore, Long (1996: 452f.) argues that if the meaning of an utterance is expressed in a comprehensible way through conversational modifications, it is likely that the learner will focus on its form (cf. Mackey 2012: 6). Similarly, Cummins and Swain (1996: 131) doubt that learners can focus on meaning and form simultaneously, though they regard comprehensible input gained through meaning negotiation as essential for learners’ grammatical acquisition. Therefore, Long (1996: 454) recommends that language teachers should create interaction opportunities, that stimulate the negotiation for meaning as well as direct students’ attention to form.

Block (2003: 56) criticises that Long and other researchers believe in linguistic universals, which means that language learning is considered to undergo the same or at least similar processes, regardless of whether a foreign language is learnt in an instructed or uninstructed

⁴⁵ Long (1996: 454) stresses that this is only a claim and not established truth.

setting. For instance, it is believed that an Italian citizen who immigrates to China and learns Chinese during his work as a waiter undergoes the same language learning processes as an Austrian pupil in an EFL classroom. Block (2003: 56) explains that this view concentrates on the bare essentials of SLA by disregarding the distinctive features of a particular learning environment and individual learner differences. On the other hand, supporters of the Sociocultural Theory (henceforth, SCT) claim that the social context does have an influence on the individual learner's (language) development (Lantolf 2011: 304). This shows that over the years two broad tendencies have developed: On the one hand, Long like Krashen and Swain's initial work looks at SLA purely from a psycholinguistic perspective (Block 2003: 3, Dalton-Puffer 2007: 261). Block (2003: 136) reveals that researchers doubt that the consideration of the social context would advance our present understanding of how additional languages are acquired and, therefore, Long (1998: 92, quoted in Block 2003: 136) challenges supporters of a more interdisciplinary and social approach to provide evidence that social and cultural factors have a profound impact on SLA. On the other hand, supporters of the SCT (e.g. Lantolf, Block and others) see language learning as a psycholinguistic as well as social process (Block 2003: 3; Lantolf 2002: 113). Block (2003: 1ff.) argues for an extension of SLA research to sociolinguistic processes in order to better understand the whole acquisition process and heralds "the prospect of a social turn in the field of second language acquisition".

Sociocultural Theory (SCT)

The following paragraphs are devoted to examining the Sociocultural Theory (SCT) in detail, because it is, according to Dalton-Puffer (2007: 263), a highly relevant theory for CLIL based on the fact that it is a general theory of learning as opposed to Krashen's and Long's language learning theories. As Lantolf (2011: 303) mentions, the roots of this theory lie in the writings of the Russian psychologist Lev S. Vygotsky (1978, 1987). The SCT, like Vygotsky, claims that higher forms of human cognition arise from social interaction and are mediated with the help of socio-culturally established means⁴⁶ (Lantolf & Thorne 2006: 59-266). These means can be divided into symbolic⁴⁷ and physical⁴⁸ artefacts (Block 2003: 100; Lantolf 2000: 80; Swain 2007: 103f.). Swain (2007: 103) emphasises that language is seen as one of the most essential symbolic means. Beside symbolic and physical means, people also make use of non-

⁴⁶ Lantolf (2000: 80) explains that these artefacts have been developed by human culture(s) over time and are passed on from one generation to the next one. Lantolf (2000: 80) also indicates that these tools are usually modified and adapted to current conditions before passing them on to future generations.

⁴⁷ Swain (2007: 103) uses the term *semiotic* instead of *symbolic*.

⁴⁸ Physical artefacts can be tools, for instance, computers (Dalton-Puffer 2007: 263).

linguistic artefacts, such as diagrams, gestures, videos, tasks and materials⁴⁹ (Lantolf 2002: 110). These artefacts are utilised to establish an indirect link between single persons and their environment (Lantolf 2000: 80).

As mentioned above, interpersonal activity forms the basis for intrapersonal development (Lantolf & Thorne 2006: 266). Through the process of internalisation, external activity, or social speech, is changed into internal mental activity, or inner speech (Swain 2007: 103-113; Lantolf & Thorne 2006: 72). In detail, the development of inner speech is the product of private speech, or speech for the self, turning inward which in turn has evolved from social speech (McCafferty & Ahmed 2007: 100f.). Thus inner speech is claimed to be the final stage in the development of higher mental functions⁵⁰ (Lantolf & Thorne 2006: 72). This developmental process helps the individual to accomplish increasingly complex cognitive and physical tasks with less external help (Lantolf & Thorne 2006: 266). Lantolf (2000: 79) adds that our mental activities are influenced by the sociocultural environment and vice versa.

Lantolf (2000: 79; cf. Lantolf & Thorne 2006: 59ff.) highlights that mediation is a central concept in SCT and stands in close connection with the theory of language learning. Mediation can broadly be divided into social mediation by experts or peers⁵¹, artefact mediation and self-mediation through private speech⁵² (Lantolf 2000: 80ff.; cf. Lantolf 2002: 105ff.). Social mediation by experts⁵³ concerns “appropriate linguistically mediated assistance” from a more experienced native or non-native speaker of the target language, such as a parent or a teacher (Block 2003: 101). In a dialogic interaction the expert’s scaffolding is intended to help the novice, i.e. the language learner, to acquire new linguistic knowledge (Block 2003: 101). To effectively promote L2 development, it has been suggested that mediation needs to be sensitive to the learner’s or group’s zone of proximal development

⁴⁹ The qualities of non-verbal tools is examined in section 4.2.3.

⁵⁰ Higher mental functions encompass functions such as rational thinking, planning, emotion, attention, memory, problem-solving, learning and development and are deliberately controlled by a person (Lantolf 2000: 79; Lantolf & Thorne 2006: 59).

⁵¹ Although peer mediation seems to have the potential to be as effective as expert mediation (Lantolf 2002: 106), this thesis primarily deals with expert mediation due to two main reasons. Firstly, peer mediation is scarcely audible on the recordings and therefore it seems to be an unsuitable aspect for my discourse analysis. Secondly, I feel that it would go beyond the scope of this work. Still, I would like to stress that the concept of expert mediation can easily be transferred to peer mediation. For further details on peer mediation see Lantolf (2002: 106ff.).

⁵² Due to the fact that internal mental processes (e.g. reception, inner speech) are impossible to observe (Lantolf & Thorne 2006: 61), it is also infeasible to examine this aspect in the present thesis. However, gestures are considered to be a form of private speech (McNeill 1992, quoted in Lantolf 2002: 109), which are dealt with in the next sub-chapter on communicative strategies and scaffolding techniques. For more information on self-directed speech see Lantolf (2002: 108ff.).

⁵³ *Social mediation by experts* is also referred to as *other-regulation* or *external mediation*.

(Lantolf 2000: 80). According to Lantolf and Thorne (2006: 266), a commonly cited definition of the Zone of Proximal Development (henceforth, ZPD)⁵⁴ is:

[T]he distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under the adult guidance or in collaboration with more capable peers. (Vygotsky 1978: 86, quoted in Lantolf & Thorne 2006: 266).

Firstly, Lantolf and Aljaafreh (1995: 619) point out that that the ZPD is strongly oriented towards the learner's potential level of development⁵⁵, because "it represents a window into the person's future mental growth". Secondly, it has been claimed that through mediation by and collaboration with more knowledgeable interlocutors, learners are able to accomplish demanding tasks, which would have been impossible to achieve if they had been working on their own (Lantolf & Thorne 2006: 266). This helps them to progress further (Lantolf 2007: 17). In this context, Lantolf (2007: 17) suggests that the ZPD should really be understood as "the collaborative construction of opportunities [...] for individuals to develop their mental abilities".

Concerning the expert's assistance, Lantolf (2011: 314) and Poehner (2011: 36) highlight that mediation needs to be adjusted to the learner's changing needs. As Lantolf (2000: 80) illustrates, "what individuals can achieve with external mediation at one point, they are frequently able to do without this assistance at a later point". Thus learners with lower levels of language proficiency should receive more explicit mediation (e.g. provision of correct forms, overt error correction), whereas higher-proficiency learners should be instructed more implicitly (e.g. hints)⁵⁶ (Lantolf 2011: 314; cf. Poehner 2011: 41ff.; cf. Aljaafreh & Lantolf 1994: 470⁵⁷). Due to the fact that highly explicit mediation can be a threat to learner's agency and self-regulatory processes (Poehner 2011: 35), Poehner (2011: 40) recommends that "mediators should offer the most implicit form of support to which learners respond and should only become more explicit when necessary".

⁵⁴ The ZPD concept was first introduced by Vygotsky (Lantolf 2007: 16).

⁵⁵ Additionally, Lantolf (2000: 80) states that it has been argued that the ZPD concept is comparable with Krashen's input hypothesis (i.e. *i+1*). However, Lantolf (2000: 80) disapproves of this view by claiming that Krashen's input hypothesis is primarily concerned with language, while the ZPD concept is particularly interested in individuals' involvement in social interaction that may facilitate learning and further development. See Lightbown and Spada (2006: 47f.) for more details on their differences.

⁵⁶ According to Lantolf (2011: 307), some researchers have raised the argument that "active construction of one's own knowledge is better than passive reception of knowledge created by someone else". However, Lantolf (2011: 307) believes that there is an additional option, that is "active reception", which is understood as the active process involved in the comprehension and integration of new concepts into one's existing knowledge.

⁵⁷ Aljaafreh and Lantolf (1994: 470) describe five levels of (more or less) assisted language development related to negative feedback, i.e. the learner advances from other- to self-regulation.

Collaborative dialogue

Block (2003: 107) reveals that Swain has extended her largely product-based output hypothesis in recent years by adding a more process-oriented approach, which she labels as *collaborative dialogue*⁵⁸. On the basis of SCT, Swain (2007: 97ff.) argues that collaborative dialogue is a social as well as a cognitive activity, which mediates second language learning⁵⁹. Swain (2007: 113) defines *collaborative dialogue* as follows:

[...] [C]ollaborative dialogue is problem-solving and, hence, knowledge-building, dialogue. When a collaborative effort is being made by participants in an activity, their speaking (or writing) mediates this effort. As each participant speaks, their 'saying' becomes 'what they said', providing an object for reflection. Their 'saying' is cognitive activity, and 'what is said' is an outcome of that activity. Through saying and reflecting on what was said, new knowledge is constructed.

In detail, this kind of dialogue opens up two learning opportunities, on the one hand, to use language and, on the other hand, to reflect on spoken (or written) language usage (Swain 2007: 111). This shows that dialogic interaction simultaneously provides a focus on meaning through meaningful negotiation and a focus on form through the reflection on linguistic forms (Swain 2007: 112). More precisely, effective collaboration gives learners the opportunity to reflect on and solve linguistic problems and to subsequently internalise the solutions, i.e. the correct forms (Swain 2007: 100ff.). Hence it is possible that the collective performance goes beyond the individual's level of competency (Swain 2007: 111ff.). In this way collaborative dialogue contributes to the broadening of learners' linguistic knowledge and to the development of their strategic competence (Swain 2007: 97ff.)

To summarise, Long (1981) agrees with Krashen that comprehensible input is important for SLA, but he sees a greater potential in interactionally modified input (Lightbown & Spada 2006: 43). Block points out that Long's theory entirely focuses on learners' cognitive abilities and does not consider the social and cultural context in which an interaction takes place. In contrast, the SCT does not solely study the interaction between people but instead looks at the whole interactional process, including the sociocultural context and learners' internal processes.

⁵⁸ Block (2003: 106ff.) seems to appreciate that Swain's newest proposition attempts to combine information processing with the SCT, because it gives prominence to information processing and acquisition but also includes SCT constructs, such as mediation and scaffolding.

⁵⁹ Swain (2007: 97) mentions that some recent studies have shown that collaborative dialogue can facilitate SLA. For some insights into these studies see Swain (2007: 104ff.).

4.2 Communicative strategies and scaffolding techniques

In the classroom foreign language teachers deliberately modify or simplify their talk in order to assist their pupils in comprehending the meaning of their utterance (Krashen 1982: 24). Krashen (1982: 24) points out that teacher-talk resembles foreigner-talk⁶⁰, because teachers, like native speakers, tend to roughly adjust their input to the proficiency level of language learners before its delivery (Krashen 1982: 24f.; cf. Park 2005: 3ff.). Harmer (2001: 66) remarks that teachers' advantage in providing roughly-tuned input is their familiarity with the target group and, like Krashen (1982: 25), emphasises that students can profit considerably from this kind of input. This implies that the teacher's input gets more complex as the student's proficiency level advances (Krashen 1982: 25). However, Mewald and Spenger's survey (2004: 92) revealed that the input of Austrian CLIL teachers does not gradually become more complex. In the lower grades the complexity of the input seems to be higher than that provided in regular EFL classes, though it remains linguistically too limited, in terms of structure and tense, in relation to students' advancing language proficiency and, as a result, it tends to be less complex than the input in the upper EFL classes (Mewald 2004c: 78f.; Mewald & Spenger 2004: 92). This shows that CLIL teachers do not adequately adjust their input to pupils' linguistic competence. Mewald (2007: 167) reasons that the complexity level of the input is reduced owing to the fact that Austrian CLIL teaching mainly focuses on content teaching rather than foreign language teaching. Another reason might be that this reduction in complexity is intended to facilitate even low achievers to understand the content (ibid.). Based on the assumption that the teacher's input influences the students' output, it is not surprising that CLIL students' output is linguistically restricted (Mewald 2004c: 79ff.). Therefore Mewald and Spenger (2004: 92f.) advise against immoderate language support.

The above paragraph shows how important it is for teachers to regularly monitor the development of students' foreign language competence and their current state of knowledge in order to adjust their scaffolded assistance to the learner's changing needs (Walqui 2006: 169). Instructional tasks are considered to be appropriate if they are 'just above' the learner's level of competency and could not be accomplished without additional help (Walqui 2006:

⁶⁰ According to Krashen (1982: 24), *foreigner-talk* (FT) refers to native speakers' (NS) modified language used in conversation with non-native speakers (NNS) to avoid communication difficulties. In this context, Larsen-Larsen-Larsen-Freeman and Long (1994: 117ff.) point out that some studies (e.g. Ferguson 1975) have revealed that FT can be ungrammatical depending on a combination of factors (cf. Long 1981: 264). However, research on FT has also demonstrated that NS make use of well-formed modified language in conversation with less competent interlocutors (Larsen-Freeman & Long 1994: 118). This section almost exclusively deals with grammatical FT, because it best resembles teacher-talk in English language classrooms as several studies have proven (cf. Long 1981: 261).

165; Langer & Applebee 1986: 186). For students to make the greatest possible development step it is better to provide numerous appropriate scaffolds than to simplify the input (Walqui 2006: 169; Bonnet 2013: 191). However, Gierlinger's research (2007: 100) reveals that Austrian CLIL teachers tend to prefer simplification methods to scaffolded assistance. Walqui (2006: 170ff.) describes six effective types of instructional scaffolding in detail, these are *modelling* (explaining and/or showing how a task should be carried out and providing good examples for imitation purposes), *bridging* (drawing on students' previous experiences and knowledge of the world), *contextualising* (studying certain language features embedded in various linguistic and extra-linguistic contexts, e.g. analogies, films, realia), *schema building* (integrating new input into students' existing knowledge), *re-presenting texts* (transforming text types) and *developing metacognition* (promoting learner autonomy by unveiling strategies how to monitor one's own learning)⁶¹. Bonnet (2013: 193) emphasises that CLIL teachers' scaffolding should go beyond language support and should also help students to broaden their content knowledge and to improve their interactional competence. Due to the fact that the notion of scaffolding encompasses the social, cognitive and functional-linguistic aspect, it seems to be a relevant concept for CLIL (Thürmann 2013: 237).

4.2.1 Teacher's support methods

The question of *how* input can be modified to support SLA arises (Krashen 1982: 64). Krashen (1982: 64) points out that there are two ways to further students' comprehension of the input, namely through linguistic and non-linguistic support strategies. Concerning linguistic adjustments, Larsen-Freeman and Long (1994: 119) state that experienced language speakers tend to present a common version of the target language to learners, by avoiding exceptions to its general rules. In order to support effective L2 processing, they frequently make use of syntactic simplifications, phonological alterations and standard lexis (Larsen-Freeman & Long 1994: 118ff.; Wong-Fillmore 1985: 50; Hatch 1979, quoted in Krashen 1982: 64; Park 2005: 4). The following table (modified according to Larsen-Freeman & Long 1994: 125; Long 1996: 417ff.) lists some of the most frequent linguistic adjustments applied in grammatical foreigner-talk, which also holds true for teacher-talk in the foreign language classroom.

⁶¹ Walqui also describes the basic features of pedagogical scaffolding (cf. Walqui 2006: 165).

Table 2 Linguistic adjustments⁶²

<i>Phonology</i>	• Slower speech rate • More use of stress and pauses • Clearer articulation • Exaggerated intonation (wider pitch range) • Avoidance of contractions
<i>Morphology</i>	• More well-formed utterances • Shorter utterances (i.e. fewer words per utterance) • Less complex utterances (e.g. fewer clauses, fewer modifiers and appositives) • More regularity (e.g. use of the canonical word order) • Restricted range of verb tenses • More questions
<i>Semantics</i>	• Propositionally less complex utterances • Restricted range of standard vocabulary • Fewer idiomatic expressions, hardly any slang • Increased use of nouns and verbs • Frequent use of copulas (e.g. be, look, feel, taste, smell, sound)

Besides the teacher's previously made modifications, input can also become comprehensible through the negotiation of meaning in social interactions (Ellis 1985: 81). In these interactions a number of conversational devices are used to avoid or repair communication breakdowns as well as to encourage active participation of the less proficient language user (Larsen-Freeman & Long 1994: 120ff.; Long 1981: 264). The following table presents frequent conversational devices that are used to make adjustments to the interactional structure of foreigner-talk discourse and which seem to be of particular relevance for CLIL teaching (modified according to Larsen-Freeman & Long 1994: 125f.).

Table 3 Conversation adjustments⁶³

<i>Interactional structure</i>
• More use of questions (i.e. more yes-no and intonation questions, fewer WH-questions) • More question-and-answer strings (IRF/IRE⁶⁴) • More comprehension checks • More confirmation checks • More clarification requests • More repetition (self- and other-, exact and semantic, complete and partial) • More expansions • More decomposition⁶⁵

Considering the role of questions in foreigner-talk discourse, several studies found that native speakers show a preference for using different types of questions over statements (Long 1981:

⁶² The following linguistic adjustments are used with a statistically significant greater frequency in foreigner-talk discourse in comparison to social interactions amongst native speakers (Larsen-Freeman & Long 1994: 125f.).

⁶³ The following conversational adjustments are used with a statistically significant greater frequency in foreigner-talk discourse in comparison to social interactions amongst native speakers (Larsen-Freeman & Long 1994: 125f.).

⁶⁴ IRF refers to initiation-response-feedback and IRE to initiation-response-evaluation.

⁶⁵ 'Decomposition' denotes to break down an obviously too difficult task into two smaller parts (Long 1981: 266).

265; Larsen-Freeman & Long 1994: 123). Due to the fact that most questions are likely to elicit an immediate answer from the less competent interlocutor, they are conducive to keeping up the dialogue (Long 1981: 265). Furthermore, Larsen-Freeman and Long (1994: 123) point out that yes-no questions are easier to answer than WH-questions because they do not require the production of additional information. According to Larsen-Freeman and Long (1994: 123), three echoic questions have proven to be of particular utility in the negotiation of meaning, which are also referred to as the “three Cs” (Mackey 2012: 12): *Comprehension checks* allow the speaker to detect whether the interlocutor has understood his/her message (e.g. “Do you understand?”); *clarification requests* ask the interlocutor to provide a more satisfactory explanation of his/her preceding message (for example, “What do you mean?”); *confirmation checks* give the interlocutor the means to ascertain whether he/she has properly understood the previous speaker’s utterance (such as “The library(, right?)”) (Larsen-Freeman & Long 1994: 123; Mackey 2012: 12). In contrast to confirmation checks, clarification requests typically demand a more detailed response (Long 1996: 449). When students bombard the teacher with clarification questions, it might be a sign that the teacher’s input lacks comprehensibility (Hasan 2008: 49). A more subtle way of checking the interlocutor’s comprehension is the exact or partial repetition of a preceding utterance with rising intonation with or without a tag (, right?) (Long 1980: 81ff., quoted in Hasan 2008: 40f.). Cabrera and Martínez (2001: 286) add that questions fulfil another important function in the EFL classroom, which is to draw pupils’ attention to essential details of the subject matter.

Even though IRF/IRE strings and scaffolding techniques may have some superficial features in common, Walqui (2006: 166) claims that they are intrinsically different from each other. Walqui (2006: 167) argues that teachers make use of IRF/IRE patterns to check students’ comprehension and knowledge as well as to provide opportunities for practice. Thürmann (2013: 238) remarks that IRF/IRE strings that demand short and simple answers from students only marginally contribute to the development of students’ subject-specific discourse competence. Instead of simply asking students to repeat newly acquired lexis, teachers’ scaffolding is aimed at encouraging and supporting students’ active participation in a conversation by helping them to formulate accurate and coherent statements (Walqui 2006: 167). This indicates that teachers and learners collaborate to master a task; thereby teachers act as supervising interactional partners rather than evaluators that gradually hand over more responsibility to the learners themselves (Langer & Applebee 1986: 187; also cf. Foley 1994: 101f.). In interactions it is also necessary that students receive enough time to be able to

internally construct complex utterances or to self-correct their messages (Thürmann 2013: 239; Shehadeh 2001: 451).

Furthermore, research has revealed a number of conversational devices used by the interlocutors to repair the discourse, such as repetition, restatements, expansions and decompositions (Long 1981: 265f.). In contrast to repetitions, expansions involve modifications (e.g. paraphrases) and/or additions to learners' (incomplete) utterances (Hasan 2008: 40ff.). Shehadeh (2001: 451) highlights that all of these adjustments are qualitatively important means, because they present correct discourse models and increase message accuracy (cf. Hasan 2008: 46f.; cf. Müller-Hartmann & Schocker-von Dittfurth 2011: 7). Research studies have tried to answer the question whether some of these adjustments can boost comprehension more effectively than others. On the basis of several research findings, Larsen-Freeman and Long (1994: 139) state that elaborative modifications⁶⁶ seem to have a high educational value. Likewise, Mackey (2012: 10) is of the opinion that elaborations are more beneficial for language learning than simplifications, because they make additional semantic information and various linguistic structures available to the learners. In general, it has been put forward that the educational appropriateness of these adjustments seems to depend on learners' language proficiency to some extent (Shehadeh 2001: 451; Ellis 1985: 77; cf. Park 2005: 5f.).

4.2.2 Learners' communicative strategies

In the negotiation process less competent speakers of a foreign language may employ strategies to get their messages across (Tarone 1980b, quoted in Larsen-Freeman & Long 1994: 126). The following table describes some of these strategies in detail, especially those that are of particular relevance for institutionalised foreign language learning (modified according to Tarone 1978, cited in Larsen-Freeman & Long 1994: 127)

Table 4 Communicative strategies

Paraphrase	<i>Approximation</i>	Using a broader target-language vocabulary item or structure, which is not entirely correct but shares enough semantic features in common with the desired item to satisfy the speaker (e.g. <i>pipe</i> for <i>waterpipe</i>)
	<i>Word coinage</i>	Creating a new word in order to communicate a desired concept (e.g. <i>airball</i> instead of <i>balloon</i>)
	<i>Circumlocution</i>	Describing the characteristics or elements of an object or action instead of using the correct term or structure (Circumscribing a <i>ball</i> as <i>something that is round and rolls</i>)

⁶⁶ Elaborations add redundancy to the discourse by means of repetitions, paraphrases and appositionals (Long 1996: 422).

Transfer	<i>Literal translation</i>	Translating an utterance word for word from the native tongue
	<i>Language switch</i>	Using the native language term without making an effort to provide a translation
	<i>Appeal / Request for assistance</i>	Asking the interlocutor for the correct term or structure (e.g. <i>How would you say that?</i>)
	<i>Mime</i>	Using non-verbal strategies to convey the meaning (e.g. <i>clapping one's hands to demonstrate applause</i>)

Concerning students' use of their mother tongue, it needs to be said that there is great controversy amongst researchers and teachers (Lantolf 2000: 86). While some reckon that the mother tongue might have a negative bearing on students' L2 learning processes and therefore suggest a rigid separation of languages in the EFL classroom (Wong-Fillmore 1985: 50), others are of the opinion that that mediation with the aid of students' mother tongue is highly beneficial for the acquisition of an additional language and therefore argue against the proscription of the L1 (Lantolf 2002: 108; Lantolf 2000: 87). The latter argument is based on the assumption that humans' mother tongue and their inner speech, both comprising of sociocultural attributes, are closely interrelated and therefore govern one's thinking (McCafferty & Ahmed 2007: 202). In short, this would mean that our mind is influenced by particular features of the mother tongue (McCafferty & Ahmed 2007: 202), over which we have hardly any or no reflective control (Lantolf 2002: 108). McCafferty and Ahmed (2007: 202) mention that studies have shown that learners only sometimes fall back on their mother tongue, presumably when they experience feelings of being overwhelmed. It seems extremely difficult to free oneself from these influences (Lantolf 2002: 108), even if one has acquired great proficiency in the foreign language (Lantolf 2000: 87). Nevertheless, Lantolf (2000: 87) emphasises that the use of the mother tongue should not be allowed for good and all in the foreign language classroom, because teachers' acceptance of the L1 is primarily determined by the function of a communicative task.

Furthermore, Swain (1995: 131; 2005: 473ff.) has repeatedly reported that research has revealed that learners indeed modify their output in response to negotiation moves. This indicates that learners feel compelled to present "an improved version of an earlier version in terms of its informational content and/or its grammatical, sociolinguistic, or discourse features" (Swain 2005: 473). Incidentally, students appear to perceive a stronger need to modify their output when the feedback is received from the teacher than from peers (Swain 2005: 473).

4.2.3 Non-linguistic modifications

Besides linguistic and interactional modifications, students' understanding of the input can also be increased with the aid of visuals and imagery, such as gestures, flashcards, pictures and realia (Krashen 1982: 25; Cabrera & Martínez 2001: 281). These non-verbal tools help to visualise language and range from concrete to abstract forms of representation (Leisen 2013: 153f.). Leisen (2013: 154) mentions that abstract forms are normally more difficult to grasp, therefore it is important to choose age-appropriate resources for a particular group of learners. With regard to teaching Physical Education in an additional language, valuable resources prove to be short video clips, sketches, pictures, charts, gestures, demonstrations with or without physical objects and modelling of the target movement. This indicates that visual-kinaesthetic aids are considered to be particularly suitable for CLIL in Physical Education and this is why the following paragraphs will discuss gestures in depth⁶⁷.

Unlike language⁶⁸, gestures are freely expressed by the individual at the moment of speaking (McNeill 1992: 105). This means that gestures, apart from sign languages, are not standardised and hence they appear in manifold forms varying from speaker to speaker (McCafferty & Ahmed 2007: 203f.). Nevertheless, the fact should not be overlooked that people's gestures are assumed to be closely linked with sociocultural elements, such as inner speech, conceptualisation, culture and the social context (McCafferty & Ahmed 2007: 200; Harmer 2001: 65). Similarly, Pennycook (1985: 259-264) illustrates that gestures are culture-specific⁶⁹, which in turn implies that they are not universally applicable⁷⁰ (Harmer 2001: 65). Consequently, Pennycook (1985: 270ff.) argues that students should not only learn the foreign language but also these culture-specific paralinguistic features. To provide culturally accurate models, Pennycook (1985: 274) suggests that teachers should pay close attention to their paralinguistic behaviour, make use of videos and films and invite native-speaking guests, for instance.

Like language, gestures are perceived as powerful semiotic artefacts in social mediation (Lantolf 2002: 110; cf. McNeill 1986: 108). In fact, gestures are most often found in

⁶⁷ The consideration of different gesture types and their functions is also important with regard to the analysis of the bilingual sports project (see chapter 8). Due to their particular relevance for the theme of this thesis, gestures are the only paralinguistic features that are examined more closely.

⁶⁸ McNeill (1992: 19ff.) describes the differences and similarities between language and gesture in detail.

⁶⁹ Pennycook's article (1985: 259ff.) deals with paralinguistic features apparent in social interactions (e.g. gestures, facial expressions, eye contact, use of space, touching, aspects of voice modification and silence) and reveals culture-specific examples.

⁷⁰ Similarly, Young (2011: 426ff.) explains that people's interactional competence (including verbal as well as non-verbal aspects of language) is influenced by "social, institutional, political, and historical circumstances that extend beyond the horizon of a single interaction" (Young 2011: 440). For further information what interactional competence means see Young (2011: 430).

conjunction with speech, that is more than 90 per cent of all gestural incidents (McCafferty & Ahmed 2007: 203)⁷¹. More precisely, gestures usually co-occur almost simultaneously with portions of speech (McCafferty & Ahmed 2007: 203), because they give speakers the means to visualise what they momentarily regard as the most important information (McNeill 1992: 105; McNeill 1986: 125). Some researchers even claim that “speech and gesture are ‘dialectically’ engaged – gesture providing [the] imagery and speech the verbal or linguistic structure to thought” (McNeill 1992: 245, quoted in McCafferty & Ahmed 2007: 204). This implies that speech and gesture together present a fuller picture of people’s mental image (McNeill 1986: 108) and may also give access to people’s cognitive processes or attitudes (McNeill 1992: 13-109; cf. McCafferty & Ahmed 2007: 205). Interlocutors, on the other hand, try to make sense of the speakers’ linguistic and gestural expressions (Lantolf 2007: 16). In this context, Rottmann (2006a: 219) mentions that it is crucial for the comprehension process that a speaker’s verbal and non-verbal behaviour are congruent. In addition to speech, gestures are seen to be vital means in the negotiation process (Pennycook 1985: 259)⁷².

More precisely, gestures that co-occur with speech can either be iconic, metaphoric, deictic or beats (McNeill 1992: 76ff.⁷³)⁷⁴. Iconic gestures physically illustrate concrete objects, events or actions and stand in direct connection with their linguistic meaning (McNeill 1992: 76ff.). To express meaning the whole body can be used, though it is primarily confined to speakers’ hands and arms (Lantolf 2006: 76). Metaphoric gestures also depict imagery and are performed in a similar manner, but they refer to abstract ideas and concepts (McNeill 1992: 80; Lantolf 2006: 76; McCafferty & Ahmed 2007: 206⁷⁵). Due to their abstract nature, metaphors have a higher complexity than iconic gestures (McNeill 1992: 80). Deictic gestures are pointing movements to real or imaginary objects and events, typically made with the pointing finger or with other means encompassing auxiliary objects and alternative body parts, e.g. head and chin (McNeill 1992: 18-80; Lantolf & Thorne 2006: 95). Beats are small

⁷¹ However there are gestures that can appear on their own and are normally interpretable without speech (Lantolf 2006: 76; McNeill 1986: 107). These gestures are usually emblems or pantomime: Emblems are culturally standardised gestures, like the sign for ‘okay’ in Western societies (McNeill 1986: 107). Pantomime relates to movements that often involve the whole body to demonstrate meaning (Lantolf 2006: 76). Movements such as scratching or fiddling around with objects are excluded from the term ‘gesture’ (McNeill 1986: 107; McNeill 1992: 78). However, this section exclusively deals with gestures that accompany speech. For more detailed information on gestures and mediation see Lantolf (2006: 75ff.).

⁷² For information on listeners’ useful gestural contributions in face-to-face conversations also see Pennycook (1985: 263f.).

⁷³ Although there are other gesture classification schemes available, I used the one established by McNeill (1992: 75ff.) for narratives, because it is less specific than the others, as he himself claims, and is widely used in the subject-specific literature.

⁷⁴ Concrete examples of each type of gesture are provided in the practical part of this thesis, that is in section 8.

⁷⁵ McCafferty and Ahmed’s study (2007: 199ff.) examines L2 learners’ appropriation of metaphoric gestures in different learning conditions.

and quick up-and-down or back-and-forth movements of the finger(s) or the entire hand, as if someone was beating musical time, and occur spontaneously wherever the hand is located (McNeill 1992: 15-78ff.). This indicates that beats are non-imagistic⁷⁶ movements that do not carry a particular meaning (McNeill 1992: 78ff.). Beats frequently appear together with an increased level of emphasis (McNeill 1986: 122) and point to pragmatically significant words and phrases in a certain discourse (McNeill 1992: 15). These types of gesture are likely to appear in combination, as McCafferty and Ahmed's data (2007: 209f.) reveals.

Finally, gestures fulfil two important functions in foreign language teaching: On the one hand, they give teachers an additional means to make their oral input comprehensible to the students, especially to beginners and intermediate learners (Cabrera & Martínez 2001: 286). In this context, Harmer (2001: 65) recommends that teachers should exaggerate them in order to make their meaning explicit. On the other hand, gestures give students the means to overcome lexical deficiencies (McCafferty & Ahmed 2007: 205) as well as to turn to the interlocutor for assistance (Lantolf & Thorne 2006: 96).

⁷⁶ To be precise, iconics and metaphors belong to imagistic gesture types, because they present visual or kinesic images. In contrast, deictics and beats are non-imagistic because they are simple forward and backward or quick upward and downward movements, respectively (McNeill 1992: 78; also cf. McNeill 1992: 12ff.).

5. Physical Education – an unusual CLIL subject?

As previously stated, Physical Education⁷⁷ belongs to the less popular CLIL subjects. This fact is somewhat surprising, because the school subject contains some structural features that are highly beneficial for bilingual teaching, such as the mainly physical and low-anxiety learning environment (Landrat-Lucas Gymnasium 2009a: 1). In recent years, however, this school subject has attracted increasing interest in the CLIL context as the number and date of publications available on the Internet and in scholarly journals indicate (Hofmann & Radicke 2009: 6; Landrat-Lucas Gymnasium 2009a: 1). To provide an overview on the available literature in this field, there are reports about CLIL teaching projects concerning *baseball* (Landrat-Lucas Gymnasium 2009a, 2009b; Devos, Wald-Dasey & Menze-Sonneck 2013) and *flag football* (Trömel 2006). Furthermore, there are ready-to-use lesson plans and teaching materials available for *aerobics* (Wensen 2006), *athletics* (Coral 2012b; Nietsch & Vollrath 2007 (*high-jump*)), *ball games* (Nietsch & Vollrath 2007 (*handball*); Baldwin 2010 (*football*)) and various other sports topics for primary (Rottmann 2006b) and secondary education (Unger 2006). The *CLIL teachers' web guide* published by Álvarez (2006) provides useful teaching materials for different CLIL subjects, i.a. Physical Education. Another valuable website is *Bilingual Physical Education* (León 2010), which provides resources for *badminton, baseball, basketball, dancing, fitness and health, frisbee and juggling, futsal, hockey, orienteering, handball, volleyball*, etc. There is also a review available about physical games in connection with second language acquisition (Tomlinson & Masuhara 2009). Another useful resource for bilingual teaching in Physical Education is the *Dictionary sport, physical education, sport science* by Haag (ed.) (2003). Due to the fact that Physical Education still is a rather unusual CLIL subject, the following subchapters examine its distinctive features and then elaborate on the implementation of CLIL in PE and its resulting learning opportunities.

5.1 Physical Education in Austria

Like foreign language teaching, Physical Education constitutes an integral component of Austrian schooling, with only one exception to this rule being professional schools in the dual system (BMBF 2009b: “Subjects”). More precisely, movement and sports are facilitated from kindergarten until post-secondary education and have become one of the major objectives in education (BMUKK 2013). The number of compulsory PE lessons varies between one and

⁷⁷ Physical Education and its acronym (PE) are used interchangeably throughout this thesis.

four hours per week according to the type of school (BMBF 2009a: “Unterrichtsgegenstände”). However, it needs to be pointed out that schools with an emphasis on sports have an increased amount of PE lessons per week and study the subject in theory and practice (BMBF 2009c: “Gifted pupil development: Sports-oriented schools”). Another characteristic shared with other compulsory school subjects is that students receive a mark at the end of each term (BMBF 2009b: “Subjects”).

Concerning the legal guidelines with regard to separation of the sexes, in elementary education boys and girls usually have Physical Education together and are instructed by their class teachers, but from grade 5 onwards children and teenagers mostly enjoy unisex sports lessons taught by a specialised subject teacher. Apart from sport-oriented schools, exceptions to this rule are also possible in other types of schools, for instance, in the case of the number of students being too small to teach according to the respective Austrian school curriculum. Furthermore, coeducational sports sessions can be organised if it is practical in terms of content and several teachers are available and present at the same time. Coeducational teaching is also allowed in optional or voluntary school subjects, in winter and summer sport weeks and school-related sporting events. Another special case would be to ask students across classes to choose one physical activity out of several. Thereby the students are divided into different interest groups, in which they concentrate on one particular sport discipline for a certain period of time or a whole school year. (SchOG 1962: § 8b; BMBF 2009b: “Subjects”; BMBF 2009d: “Coeducation”)

A fairly recent development announced by the Austrian Minister of Education concerns the implementation of a daily sports lesson in all full-time day schools and in after school care (BMUKK 2013). The future plan of action is to progressively increase the compulsory hours of PE in order to realise and ensure the implementation of daily physical exercise in all Austrian school curricula (BMUKK 2013: final par.), especially for pupils between 6 and 14 years of age (BMBF 2009f: “Preface”). In addition, stakeholders of Physical Education and sports organisations have agreed to improve and intensify their cooperation in the future (BMBF 2009e: “School and club”), resulting in an increased range of physical activities in Austrian schools and more young talents for the sports clubs (BMUKK 2013). Hence the pursued goal of the joint commission is the promotion of lifelong willingness to perform physical exercise and the maintenance of good health (BMBF 2009e: “School and club”).

Due to the fact that Physical Education is a compulsory school subject in the Austrian education system and that there are political endeavours to increase the amount of PE lessons

in the near future, Physical Education seems to be well suited for CLIL implementation in Austria. The following two subchapters consider the qualities of this school subject in greater detail.

5.2 Distinctive characteristics of Physical Education

Features that obviously distinguish Physical Education from other school subjects constitute the teaching room and the teaching equipment (Rottmann 2006a: 76). Physical Education usually takes place in environments and in connection with objects that promote physical exercise (Rottmann 2006a: 76). Due to the fact that there are no strict seating arrangements like in other school subjects (Nietsch & Vollrath 2007: 147f.; Landrat-Lucas Gymnasium 2009a: 1), Physical Education opens up the possibility to combine or accompany language with movements and vice versa (Rottmann 2006b: 2), which again enhances the clarity and comprehension of the subject matter and offers multi-channelled learning (Wensen 2007: 45; Hofmann & Radicke 2009: 9). More precisely, this circumstance enables the teacher to communicate his or her message through various sensory channels (Wensen 2007, quoted in Hofmann & Radicke 2009: 9), for example, in a tactile-kinesthetic, visual and/or auditive way (cf. Rottmann 2006b: 2). The physical context as well as additional material mediation also seem to promote students' understanding of the linguistic input (Hofmann & Radicke 2009: 9; Wensen 2007: 49). In this context, Hofmann and Radicke (2009: 9f.) point out that it is easier to communicate in a foreign language, if it is possible to speak with one's hands and feet, because demonstrations can help to overcome linguistic difficulties (Nietsch & Vollrath 2007: 152ff.). Due to these reasons Physical Education has frequently been suggested as the ideal school subject for introducing pupils to bilingual education (Rottmann 2007: 205; Landrat-Lucas Gymnasium 2009a: 1).

Furthermore, the pressure to perform seems to be lower in Physical Education than in other school subjects, probably due to the fact that students normally do not get homework⁷⁸ or have any written tests (Nietsch & Vollrath 2007: 147). Owing to its playful and experimental nature, Rottmann (2006a: 80) states that students tend to have a positive attitude towards Physical Education. With regard to CLIL teaching, it is assumed that this relaxed learning

⁷⁸ In the teaching methodology of Physical Education there seems to emerge a new trend that aims at increasing students' performance pressure. For instance, the book, "Selbstständiges Arbeiten im Sportunterricht: Ein Sportmethodenhandbuch [Working independently in Physical Education: A handbook on teaching methodology in Physical Education. (Transl. by Karin Gruber)]" by Frank Achtergarde (2011, 4th edition) gives ideas for homework and other tasks that are designed to stimulate learning processes (social, cognitive, etc.) in Physical Education. To provide an example, students are expected to read a handout on a certain sports issue at home, which forms the basis for an in-class discussion (Achtergarde 2011: 16f.).

atmosphere in the sports hall is likely to encourage learners to freely express themselves in the foreign language (Wensen 2007: 46). On the other hand, the spacious gymnasium makes it almost impossible for the CLIL teacher to constantly check if the students communicate in the foreign language (Hofmann & Radicke 2009: 9f.).

5.3 The role of language in Physical Education

Physical Education is an action-oriented school subject (Rottmann 2007: 205ff.; Landrat-Lucas Gymnasium 2009a: 1), because students primarily play games or perform other physical activities (Rottmann 2006a: 77). Due to the fact that physical exercise is given priority in this school subject, the language proportion is frequently lower than in other school subjects⁷⁹ (Nietsch & Vollrath 2007: 150; Lightner 2013: 360). Therefore language fulfils a rather instrumental function, for instance, to reflect on participants' physical experiences (Rottmann 2006a: 75; Lightner 2013: 359). Nevertheless, verbal communication is necessary in order to be able to do sports together and to reflect on learning processes in sports lessons (Nietsch & Vollrath 2007: 150; Lightner 2013: 360). Verbal utterances in Physical Education are often tied to preceding and/or succeeding actions and are always embedded in a specific spatial, temporal and social context (Rottmann 2006a: 242f.). For instance, the use of key words and phrases at the right moment in time can only be understood within a given context and is absolutely vital because it can decide upon victory or defeat in team sports. In this context, Tomlinson and Masuhara⁸⁰ (2009: 6) point out that competitive games particularly motivate students to make use of the foreign language.

Moreover, the action-oriented context opens up many opportunities for real interaction in class (Rottmann 2006a: 78; Lighter 2013: 361; Nietsch & Vollrath 2007: 148), for example, students' attendance check, group formation, teacher's support and immediate feedback on students' performances, or the setup of the sports equipment (Wensen 2007: 45; cf. Klingen 2013: 28ff.). If this communication is realised in a foreign language, its complexity will be increased considerably (Rottmann 2006a: 80). However, the physical nature of this school subject facilitates to assist the foreign language input with gestures, movements and demonstrations to clarify complex verbal explanations (Lightner 2013: 361).

⁷⁹ Rottmann's study confirms this assumption (see Rottmann 2006a: 78).

⁸⁰ Tomlinson and Masuhara (2009: 11ff.) have established a principled framework for using physical games in the language classroom. This framework is highly recommendable to foreign language teachers, who also wish to address kinaesthetically inclined learners by incorporating physical activity in their lessons. Their article also includes some good practical examples.

Even though communication seems to be vital in sports and especially for its instruction, it has received only little attention in the literature (Kuhlmann 1986: 163). A study by Kuhlmann (1986) examines the language use in German PE classes and reveals a high proportion of verbal communication (Kuhlmann 1986: 51f.). More precisely, more than half of the PE lesson is devoted to speaking, partly in connection with movements (Kuhlmann 1986: 51f.). This indicates that speaking is likely to prevail in some parts of the PE lesson, for example, during the organisation of physical activities (Kuhlmann 1986: 7). In other words, speaking seems to be an essential prerequisite for the realisation of movement (Kuhlmann 1986: 7). Klingen (2013: 178f.) even regards the development of students' communicative competence in all school subjects including Physical Education as an important educational mission.

5.4 CLIL in Physical Education

CLIL in PE means that a foreign language is used in conjunction with the perception and performance of functional movements as well as in connection with the course and the organisation of the lesson in an action-oriented context (Rottmann 2006a: 236; Lightner 2013: 362). The aims and objectives of CLIL in PE are to extend students' content knowledge, to improve their foreign language competence and to foster their cultural awareness and cognition⁸¹ (Nietsch & Vollrath 2007: 148ff.; Coral 2012a: 14f.). Improving learners' foreign language competence includes the promotion of students' communication skills and development of students' linguistic competence in terms of lexis and syntax (Nietsch & Vollrath 2007: 150ff.). Besides improving students' motor skills, it is also advocated to discuss cultural aspects of a specified sport in the CLIL lessons (Nietsch & Vollrath 2007: 166; Landrat-Lucas Gymnasium 2009a: 2; Coral 2012a: 14f.). In order to achieve these aims, it is important to provide plenty of learning opportunities that meaningfully, effectively and purposefully connect movements with foreign language learning (Lightner 2013: 365; Nietsch & Vollrath 2007: 155). Also, it is inevitable to successfully integrate the teaching methodologies of PE and foreign language learning (Coral 2012b: 1f.).

Several CLIL experts have suggested a close collaboration between the content subject and the foreign language class, respectively, in order to increase students' comprehension and acquisition of the subject matter as well as to deepen their linguistic understanding (Nietsch &

⁸¹ Similarly, Coyle (1999, 2006) established a framework for CLIL from a holistic perspective that includes content, cognition, communication and culture (Coyle 2007: 549ff.). Therefore it is called the 4Cs Conceptual Framework (ibid.). According to Coyle (2007: 552), this model is intended to support the Sociocultural Theory. For further information read Coyle's article 'Towards a Connected Research Agenda for CLIL pedagogies' (2007).

Vollrath 2007: 149ff.; Hofmann & Radicke 2009: 9f.; Landrat-Lucas Gymnasium 2009a: 1f.). In other words, cross-curricular teaching allows to develop students' linguistic competence in the foreign language classroom and to acquire practical knowledge through hands-on experiences in the content subject, which promotes the acquisition of networked knowledge in school (Landrat-Lucas Gymnasium 2009a: 2). Incidentally, interdisciplinary tuition forms an integral part of Austrian school curricula. CLIL-teaching seems to be a great option for fulfilling this requirement⁸².

Typical American and British sport disciplines are considered to be especially suitable for the integration of foreign language learning into Physical Education, such as Flag football, basketball, softball, Lacrosse, cricket, rope skipping, aerobics, cheerleading, (touch) rugby, baseball, (ultimate) frisbee and football (Hofmann & Radicke 2009: 9). Due to the fact that the technical terminology of these sports is standardised in English, the content as well as the language are highly authentic (Hofmann & Radicke 2009: 9; Landrat-Lucas Gymnasium 2009a: 2). In terms of didactics, Nietsch and Vollrath (2007: 158) as well as Trömel's project (2006: 43) suggests starting with the most basic form of an unfamiliar sport and gradually increasing its complexity towards the target motion. The same should apply to the language of instruction, which should gradually become more precise and specific (ibid.).

A decisive advantage of CLIL in PE is that the foreign words and phrases are not acquired through rote learning but are subconsciously picked up in a meaningful and purposeful context, as Trömel's project shows (2006: 43). Therefore it can be said that learning in Physical Education is based on the principle "learning by doing" (Coral 2012a: 14). Another advantage of CLIL in Physical Education is that the technical terminology is interposed between long periods of physical action and therefore the foreign language exposure is less intense than in other CLIL subjects (McGuire, Parker & Cooper 2001: 109).

Concerning instructional materials for bilingual sports lessons, it can be said that they fulfil two primary functions. The first function is to (visually) promote content learning and/or foreign language learning (Nietsch & Vollrath 2007: 155f.). Nietsch and Vollrath (2007: 155) recommend the use of vocabulary cards, glossaries, readers, overhead transparencies, whiteboards and file folders as they are useful materials for bilingual teaching in PE. Some of these CLIL materials allow students to do preparatory or follow-up language work outside the gymnasium (Nietsch & Vollrath 2007: 156). The second function of materials is to assist the

⁸² To gain further insights, download the Austrian curriculum for lower secondary school, for example, from the website of the federal ministry of education and women under: https://www.bmbf.gv.at/schulen/unterricht/lp/lp_ahs_unterstufe.html (31. April 2015).

learning process, for instance, posters or transparencies on which motion sequences are illustrated, educational video clips or worksheets that enable learners to work independently (Nietsch & Vollrath 2007: 155; cf. Landrat-Lucas Gymnasium 2009b: 1). Nietsch and Vollrath (2007: 155) stress that such CLIL materials should always be verbalised in order to promote language learning. Especially in the lower grades ample CLIL materials that support language learning are highly recommended (Nietsch & Vollrath 2007: 162).

Additionally, Dalton-Puffer (2005: 235) argues that CLIL classrooms are well-known learning environments to learners, because they share a number of characteristics with their foreign language classrooms. More precisely, Dalton-Puffer (2005: 235) claims that “both CLIL and EFL take place within the same institution, in the same buildings and rooms, at the same times, with the same students and teachers”. As the characterisation above shows, this is not quite right for Physical Education and some other practical CLIL subjects, because the CLIL setting and the setting where foreign language teaching takes place usually differ (fundamentally) from each other. For example, Physical Education does not take place in the same room, frequently not even in the same building, as the foreign language class. Furthermore, boys and girls normally have separate sports lessons, possibly together with other classes or grades, and are instructed by different teachers in Austria. Despite these fundamental differences, I would like to stress that the gymnasium is still a familiar setting to students in the school context. Due to the fact that CLIL in Physical Education takes place in an unusual learning environment, it is considered to be absolutely necessary to introduce prepositions relevant for spatial orientation and adverbs describing movements (Nietsch & Vollrath 2007: 153ff.). More precisely, the introduction of this technical vocabulary is important in order for students to understand where they are expected to set up the apparatus, for instance (ibid.). However, Kruschhausen (2008: 71f.) claims that additional preliminary language lessons are not absolutely necessary before CLIL implementation owing to the physical nature of this school subject.

5.4.1 Competence model for CLIL in Physical Education

The demands of educational sports lessons are, on the one hand, to educate young people to life-long activeness⁸³ and, on the other hand, to educate them through sports⁸⁴ (Rottmann 2006a: 81f.). Fair play and cooperation in games are good examples for moral education through sports. Incidentally, the concept of educational sports lessons aims to contribute to

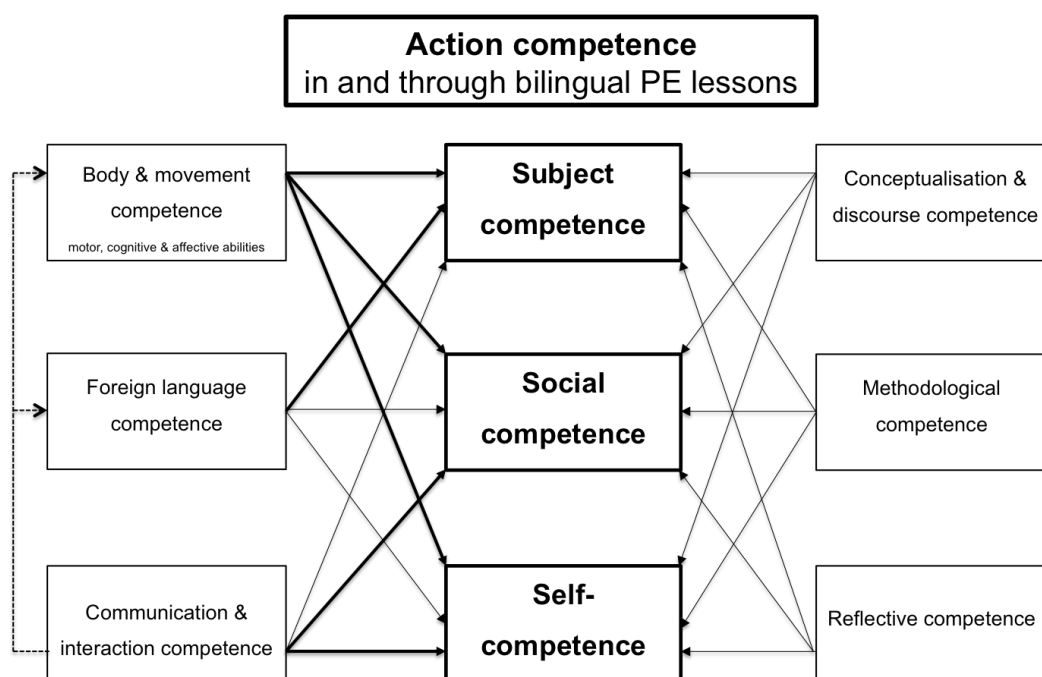
⁸³ The education to life-long activeness involves the acquisition of basic motor skills and abilities as well as the cognitive examination of the meaningfulness of sports (Rottmann 2006a: 81).

⁸⁴ Besides physical development, education through sports also seems to facilitate the individual's social, emotional and cognitive development and values (Rottmann 2006a: 82).

general and cross-curricular schooling (Bräutigam 2003: 84, quoted in Rottmann 2006a: 81). In addition, Menze-Sonneck and Devos (2013: 83f.) describe three similar components for foreign language learning in bilingual PE lessons; these are *language of learning* (e.g. learning the sports terminology), *language for learning* (e.g. topic-related speech acts with(out) teacher's scaffolding) and *language through learning* (e.g. reflecting on someone's language use in a specific context), which build upon each other.

With regard to the implementation of CLIL in Physical Education, Rottmann (2006a: 88ff.) developed a competence model that aims to fulfil the demands of this physical content subject and to combine them with a common competence model of bilingual teaching. More specifically, Rottmann's competence model is based on Gröbinger's competence model of 'Action ability in sports and education through sports' (2001: 110, quoted in Rottmann 2006a: 85ff.), which was modified and united with the competence model of bilingual teaching created by Bonnet, Breidbach and Hallet (2003) (Rottmann 2006a: 88f.). According to Rottmann's model, the primary objective of CLIL teaching in PE is *students' acquisition of action competence*, which can be achieved through various competencies (Rottmann 2006a: 123). The three main areas of competence are the *subject competence*, the *social competence* and the *self-competence* (Rottmann 2006a: 89). Owing to the dual-focused CLIL approach, these basic areas of competency are promoted twofold; for instance, students' subject competence in sports and in the foreign language is developed (Rottmann 2006a: 89), respectively. The three basic competences consist of sub-competences; these are the *body & movement competence*, the *foreign language competence*, the *communication & interaction competence*, the *conceptualisation & discourse competence*, the *methodological competence* and the *reflective competence* (Rottmann 2006a: 90f.). Due to the fact that these competences intersect and complement each other in all areas, Rottmann (2006a: 89) states that they should not be examined in isolation. This conglomeration of competences is also the reason why Rottmann (2006a: 89) renounced the use of arrows in the figure of her modified competence model for bilingual teaching in Physical Education (cf. Rottmann 2006a: 89). However, the downside of Rottmann's approach is that significant relations between the main and the subordinate competences are not discernible. For reasons of clarity and comprehensibility, I modified Rottmann's competence model by translating the single competences into English, rearranging them and adding arrows to visualise their relations. The figure below is an exemplary presentation of the interaction between the competences mentioned above.

Figure 1 Competence model for bilingual teaching in PE⁸⁵



This section describes the sub-competences developed in and through bilingual tuition in PE in more detail. The *body & movement competence* is the central subject competence in bilingual sports lessons, due to the fact that the primary goal of Physical Education is the development of students' motor skills and abilities (Rottmann 2006a: 87ff.). This competency also comprises the development of students' movement knowledge, motion and body sensation, body awareness and the gaining of first-hand practical experiences (alone and with others). Apart from the subject competence, this sub-competence also strongly promotes the development of students' social and self-competence. The *foreign language competence* is primarily assigned to the subject competence, when it concerns the comprehension, uptake, verbal reflection and recall of physical subject matters and procedures in English. Depending on the situation, foreign language competence can also facilitate the acquisition of students' social and self-competence; for instance, when the pupils communicate about any kind of social interaction or voice their feelings about movement in a foreign language, respectively. The *communication and interaction competence* refers to social interaction that can be expressed verbally and non-verbally. This sub-competence mainly develops the social and self-competence of students. If a conversation takes place in a foreign language during the PE lesson, students' foreign-language subject competence will be improved simultaneously. *Conceptualisation and discourse competence* goes beyond communicating in and about sports

⁸⁵ Figure 1 is based on Rottmann's 'Kompetenzmodell für bilingualen Sportunterricht [Competence model for bilingual tuition in PE (Transl. by Karin Gruber)] (Rottmann 2006a: 89).

in a foreign language and chiefly aims at the cognitive development of concepts related to movements and the body as well as to opportunities for movement in specific rooms and with specific materials and equipment in a foreign language, respectively. Great potential is attributed to the use of a foreign language with regard to the sensitisation of physical, cultural, social, gender and other differences and their handling. This sub-competence is assumed to foster the three basic competences equally. Opportunities for the promotion of the *methodological competence* in bilingual sports lessons are opened up, for instance, during the setup and organisation of games, the formation of groups and teams, the realisation of tactical behaviour and error correction. Besides, the methodological competence includes the self-assessment and dosage of one's own vigours as well as the cooperation with others and the like. This indicates that this competence also develops all three competences to some extent. The *reflexive competence* is intended to encourage students' cognitive awareness and verbalisation of motions as well as the contemplation of various forms of movement, game processes, different personal experiences, etc. in a foreign language. It is assumed that the use of a foreign language has great potential to facilitate a change of students' perspective, through which new experiences can be gained. To conclude, these competences aim to develop students' overall action competence in and through bilingual PE lessons. The fact should not be neglected that the dual subject matter further increases the complexity of learning opportunities in the bilingual sports hall. On the other hand, Rottmann (2006: 91) emphasises that the CLIL setting opens up additional learning opportunities, which will be discussed in the next section. (Rottmann 2006a: 89ff.)

5.4.2 The provision of learning opportunities in PE

Although bilingual PE lessons rather facilitate receptive language learning opportunities⁸⁶, they can also open up a number of opportunities for interaction between the teacher and the students or among the pupils that are intended to improve students' communicative competence (Nietsch & Vollrath 2007: 150; Rottmann 2007: 205; Wensen 2007: 45). Nietsch and Vollrath (2007: 150ff.) point out that many of these social interactions are expressed in everyday language, e.g. organisational matters and announcements, instructions, disciplinary matters, solving problems and conflicts, requests, giving feedback and reflections. Frequent speech acts in bilingual sports lessons also deal with the description, analysis and evaluation of movements, tactics and rules, in which relations, directions of motions, the quality of

⁸⁶ Trümel (2006: 42) indicates that listening comprehension is an active and complex mental process and, in this context, McGuire, Parker and Cooper's study (2006: 109) emphasises the need for training pupils' listening skills.

movements and body parts are discussed (Nietsch & Vollrath 2007: 154). Experts emphasise that these authentic learning opportunities can range from everyday communication to sport-related technical conversations (Nietsch & Vollrath 2007: 150; Landrat-Lucas Gymnasium 2009a: 1). However, experts agree that opportunities for language production need to be deliberately planned and created by the teacher due to the fact that they seldom fall into place by themselves (Rottmann 2006a: 238; Wensen 2007: 45; Lightner 2013: 363). In order to increase students' talking time in the CLIL classroom, Wensen⁸⁷ (2007: 45f.) suggests that students should be required to give presentations or explain movements in the foreign language. Similarly, Nietsch and Vollrath (2007: 154) propose to let students undertake some parts of the English sports sessions, such as the warm-up, after some time of CLIL tuition. To avoid a lack of communication in bilingual sports lessons, another suggestion would be to include refereeing into team sports and to summon the referees to justify their decisions (Nietsch & Vollrath 2007: 154; Coral & Lleixà 2014: 17). Coral and Lleixà (2014: 17) recommend that referees' correct verbalisation should be rewarded.

In this context, Rottmann (2006a: 232ff.) among others distinguishes between 'Teil-Sein ['Being-Part', Transl. by Karin Gruber]' and 'Teil-Nehmen ['Participating', Transl. by Karin Gruber]'⁸⁸ with regard to learning opportunities in Physical Education. *Teil-Sein* refers to the exact and non-reflective reproduction or imitation of something given, for instance, language formulas or the imitation of a motion (Rottmann 2006a: 238ff.). Pre-structured learning opportunities are intended to initiate learning processes, such as the memorisation of lexical items (Rottmann 2006a: 238ff.; Lightner 2013: 364). *Teil-Nehmen* stands for learners' autonomy and creativity (Rottmann 2006a: 238). An example for opportunities for *Teil-Nehmen* would be students reflecting on personal experiences or emotional situations by freely expressing themselves in the foreign language (Lightner 2013: 364f.; Rottmann 2006a: 238f.). In other words, *Teil-Nehmen* refers to language or movements that are produced without pre-structured assistance. Such acts usually require some kind of reflection and awareness in order to activate cognitive and conscious learning processes and hence generate new knowledge (Rottmann 2006a: 232ff.). Thereby they vitally contribute to the education of young people (Lightner 2013: 364; Rottmann 2006a: 232ff.). Rottmann (2006a: 239) states that *Teil-Nehmen* calls for the highest level of autonomy from the learner and this is why the highest learning output can be achieved here. Nevertheless, Rottmann (2006a: 239ff.) stresses

⁸⁷ Wensen (2007: 47f.) includes examples of how foreign language learning can be explicitly promoted in bilingual PE lessons.

⁸⁸ *Teil-Sein* and *Teil-Nehmen* are similar to Bloom's taxonomy, which distinguishes between lower-order processing (remembering, understanding, applying) and higher-order processing (analysing, evaluating, creating) described by Menze-Sonneck and Devos (2013: 83).

that *Teil-Sein* is completely justified, because it also initiates learning processes that lead to the acquisition of competencies. PE lessons usually provide both learning opportunities, because they contain rituals and other well-established components as well as new and unexpected situations, which force students to adapt their actions (Rottmann 2006a: 239; Lightner 2013: 364). A concrete example that clearly depicts the difference between *Teil-Sein* and *Teil-Nehmen* in PE would be the imitation of the target movement in contrast to students' spontaneous actions in unexpected game situations. According to Rottmann (2006a: 239), foreign-language-integrated PE lessons have the potential to combine language and motor learning on both levels. The reflection of movements conducted in a foreign language would be an example for an integrative opportunity that fosters both learning areas (Rottmann 2006a: 240).

6. Description of the implemented CLIL project

This teaching project was carried out over a two-week period in November 2012 and therefore it belongs to the short form of CLIL instruction. Furthermore, the CLIL approach was implemented in an interdisciplinary way, combining the students' sports and English lessons. Concerning the topic choice, the project focused on the sports games *football* (BrE) and *hockey*, respectively. Each theme was treated intensively within one week in a lower secondary class in Upper Austria. In total, the project comprises four English and four PE lessons (more precisely, two double lessons), which were audio and video recorded and held by the researcher herself.

6.1 Project design

6.1.1 Basic idea and conception

The basic idea of this short interdisciplinary project was to put CLIL into practice in Physical Education and report on these experiences. Due to the fact that the main focus of PE lies on movement and sports rather than on language, I intended to test Physical Education for CLIL implementation and assess whether it is an appropriate CLIL subject by shedding light on its distinctive qualities.

The project did not only take place in the students' PE lessons but also extended to their English lessons. Actually, each PE session was preceded by several EFL lessons dealing with the respective sports game at length. These additional EFL lessons were intended to lay the groundwork for the upcoming CLIL lessons, but also to create room for discussions on important theoretical issues. From the applied linguistic perspective, the EFL lessons should help students to build up a technical vocabulary base, for example, by learning terms and (informal) expressions used in these particular sports games. This lexical repertoire should enable learners to comprehend the CLIL teacher's instructions and participate actively in the upcoming CLIL sessions. Content-wise, the students should learn about the historical and cultural background of the games, their basic rules, the specialist equipment and their standard techniques and basic tactics. Overall, it can be said that I attempted to integrate more content teaching and learning into the EFL lessons and more language learning into the English sports lessons, as the following paragraph shows.

In the PE sessions the students should get to know and practise new and familiar English sports games, while being instructed in English. Besides the teacher's colloquial instructions,

the students were also expected to communicate in English before, during and after the games. Especially during a game, language is an essential tool for accomplishing successful (team) play. The reason for selecting team sports was to force students to interact with each other in order to win a game. Therefore the importance of team spirit was emphasised several times during the CLIL lessons. To further increase students' active participation, students were expected to read out and summarise instructions, explain games with or without the aid of the teacher and demonstrate movements and physical exercises. This shows that students were occasionally expected to slip into the role of the teacher. In the reflection rounds at the end of every session students should express their opinion on the topic choice and the course of the lesson. This active language use should deepen students' learning processes and promote language acquisition. The overall aim of the CLIL lessons was to modify conventional PE lessons into communicative sports lessons by integrating elements of *Communicative Language Teaching (CLT)* into Physical Education.

The homework tasks were intended to either consolidate the topics covered during the CLIL lesson or prepare students for the upcoming teaching unit, respectively. On the one hand, to elaborate and produce a written text on a certain topic should enable learners to apply and reinforce the obtained knowledge. For instance, students were supposed to slip into the role of a sports reporter and describe the happenings on the football pitch and to reflect on their actions during the football lesson by using the correct technical terms, respectively. In this connection, examples and additional handouts were provided by the teacher in order to offer students adequate language support. On the other hand, students were supposed to carefully read and prepare homework texts in order to form a common basis for in-class discussions. For example, students were asked to read and compare different text types, answer topic-related questions and describe physical exercises. The aim of the final homework task was to test how much students had learnt during the project, by asking them to translate informal conversational expressions frequently used during sports games into English, such as „Ich bin frei [I am wide open]”. These expressions are not standard phrases and therefore their accurate translations cannot be looked up or found in any dictionary. The only source students had available was their linguistic, sociolinguistic, discourse and strategic knowledge, which they had hopefully broadened during the course of the project. To make the situation more real, the students should imagine playing football/hockey with an English speaking friend and using these utterances. Besides the involved challenges, one big advantage of the task was that several answers were possible and as long as the translation seemed to be comprehensible to the listener within this particular context, the answer was considered to be right.

6.1.2 Topic choice

The main arguments for choosing English team games were: The first criterion was to exclusively select *English* sports games in order to increase the authenticity of the CLIL lessons. Both football (BrE) and hockey are popular and prevailing games in English speaking countries and this is also the reason why their specialised terms descend from the English language and have become well-established anglicisms in the German language. One advantage of this approach was that the sports terms did not need to be translated. Regarding the distinction between *football* (BrE) and *soccer* (AmE), I as the CLIL teacher used the British English term but I briefly explained their relation and a small group of students elaborated on the development of the terms during their group presentation.⁸⁹

The second criterion was to choose one familiar and one relatively unfamiliar team game. Additionally, the selection also depended on the available sports equipment. The first PE session focused on football, a game well known to the students, to enable them to easily understand the content of my instructions within the given context and to generate motivation. Moreover, the students should improve their knowledge and skills in terms of the correct football technique. The football session aimed at introducing and practising the proper push pass, instep pass as well as dribbling, passing and defensive skills. The second CLIL session dealt with the team game hockey, a game fairly unknown to the students, and aimed at introducing the game to the students in a playful way, by getting familiar with the handling of the stick and the basic rules first. Besides learning the correct hockey technique in terms of dribbling, passing and stopping the ball, the focus also lay on team play and communication. At the same time the novelty of the game should arouse interest and increase students' motivation. Due to the fact that hockey is like football an English ball game, the terminology is fairly similar and this was another reason why the football session was carried out first. More precisely, my concerns were that introducing the new specialised terminology and a new game at the same time would overwhelm some students and therefore I decided to combine the introduction of the new vocabulary with a game students were well acquainted with. Finally, I would like to stress that the plan was not to simply play both sports games but to improve students' techniques in practical exercises, which in turn should help students to consolidate their theoretical knowledge.

⁸⁹ From now on I will only use the British English term, except when I would like to stress the distinction between the terms. Therefore I will no longer indicate to use the British English terminology (BrE).

6.1.3 Didactic considerations

My project was based on the tenet to speak English with the students only. In case a student had major difficulties in understanding my verbal message, I intended to find alternative ways to make myself understood. Instead of simply switching to German, I intended to make use of verbal and non-verbal support strategies, such as paraphrases and demonstrations. Due to the fact that the amount of physical exercise is very high in sports lessons, I am of the opinion that this subject provides the ideal setting to combine language and movement. In fact, I would like to stress that no other subject opens up such an excellent opportunity for assisting foreign language comprehension through movement. In addition, the students were requested to speak English as much as possible. More precisely, I intended to encourage students to make use of paraphrases, circumlocutions and body language in order to maintain effective communication. I also offered to help them formulate a message in English. In order to make the situation more real, I made up a short imagination trip for the students that should help them imagine being an exchange student in an English school where apart from them no one else speaks German. This imagination trip was intended to encourage students to stick to the English language even though they faced serious language problems. Nevertheless, I decided to accept code switching on part of the students during the CLIL project. On part of myself, I approved of switching to German to clear up utter confusion, basically in cases where it was absolutely necessary. Furthermore, I intended not to correct mistakes, except when it was crucial for the students' language development, because students' oral fluency was given priority during this CLIL project. With regard to the students' written homework, I reached the decision to correct students' mistakes, but their amount had no influence whether a text was considered to be good or not as long as the language was comprehensible to the reader. The intention behind this decision was to give utmost importance to the overall structure, the content and the creativity of the texts. Consequently, all these factors should contribute to create a positive language learning environment and a welcoming atmosphere to allay students' fears and encourage motivation and active participation. In short, I wanted to create a space that invited students to experiment with the English language in a particular context.

6.2 The project

6.2.1 Teaching aims

According to Menze-Sonneck and Devos (2013: 83), good bilingual lesson plans are characterised by explicitly mentioning and integrating content and language objectives. Based

on this statement, the following table directly addresses the specific language and content goals as well as the overall aim of the present CLIL project.

Table 5 Teaching aims

Language goals	Content goals
<i>Prime goal:</i>	<i>Prime goal:</i>
Improving students' linguistic, sociolinguistic, discourse and strategic competence with regard to the English language. In short, increasing students' foreign language competence.	Increasing students' theoretical and practical knowledge regarding the sport games <i>football</i> and <i>hockey</i>. In short, increasing students' content knowledge.
<i>Specific goals:</i>	<i>Specific goals:</i>
Developing and enlarging students' (technical) vocabulary for sports games	Intercultural learning: Broadening students' factual knowledge of hockey and football by elaborating on their history, name, rules and equipment
Acquiring colloquial language related to sport games	Increasing students' practical knowledge and skills in terms of the correct techniques: dribbling, passing, stopping, defending, push pass, instep pass, handling of the hockey stick
Improving students' foreign language skills (speaking, writing, listening, reading) and presentation skills	Reflecting on individual ball skills, personal experiences and the course of a sports lesson
Shared goal Encouraging team work/team play: Increasing interaction and communication between all group/team members in English	

Although it could be claimed that language learning attached greater importance in the EFL lessons and content learning more weight in the CLIL sessions, I would like to stress that there were certainly language goals included in the CLIL tuition of this interdisciplinary teaching project, as Dalton-Puffer (2005: 249) argues likewise. For instance, some of the homework tasks obviously attempted to combine content learning and foreign language learning.

6.2.2 Procedure

The teaching project was conducted from the 5th to the 15th of November 2012 and exactly five weeks later, on 20th December 2012, an additional lesson was held to reflect on and formally finish the teaching project as well as to collect the last necessary data for the research project. Before the actual CLIL project was carried out, the teacher-researcher had observed four EFL lessons and held two trial CLIL sessions⁹⁰. These preparatory CLIL sessions were intended to help the teacher-researcher to adjust herself to the students, the local circumstances and CLIL teaching in general. Also, in these lessons the teacher-researcher attempted to find ways to increase students' talking time in English. The CLIL project itself extended over four EFL lessons and two double CLIL sessions: While three EFL

⁹⁰ For a detailed account on the teacher-researcher's preparations for the teaching project see section 12.2 in the appendix.

and one double CLIL session dealt with football, only one EFL and one double CLIL lesson covered hockey. The somewhat unequal distribution of lessons with regard to the chosen themes was determined by the availability of appropriate teaching materials. Incidentally, the decisive point for elaborating on field hockey was that field hockey enjoys greater popularity than its indoor variant and as a result there are more materials available on this broad category. To provide an account of the course of the teaching project, the following tables describe the procedure of each single CLIL lesson in detail⁹¹.

Unit 1: Football 1 (EFL)

Organisation	Topic & Procedure
Date: 5 Nov. 2012, Monday	1. T reads out <i>imagination trip</i> to the C 2. T addresses matters concerning the project (topics, schedule and purpose) 3. S-S answer introductory questions about the movie <i>Kick it like Beckham</i> and T walks around and helps (e.g. lexical support) 4. T-C comparison and T provides additional information on the famous footballer <i>David Beckham</i> 5. Watching scene 1 of the movie <i>Kick it like Beckham</i> 6. <i>Task 1</i>: Fill-in and matching exercises based on the first movie scene • SS are encouraged to work together with a partner, because C does not seem to be used to group/pair work; T walks around and helps 7. Watching scene 2 of the movie <i>Kick it like Beckham</i> with a special focus on the footballers' directives during a game only once 8. T explains HW
Time: 8.35 – 9.25 (2 nd period)	
Place: Classroom	
Date: 5 Nov. 2012 – 7 Nov. 2012	Football HW 1 until Wednesday: Read scene 3 based on the screenplay of the movie (Task 3 on the handout <i>Kick it like Beckham</i>)

⁹¹ The complete lesson plans plus teaching materials can be found in the appendix.

Unit 2: Football 2 (EFL)

Organisation	Topic & Procedure
Date: 7 Nov. 2012, Wednesday	1. T-C sings birthday song for regular English teacher 2. Some SS announce that the HW text was (too) difficult 3. T-C recap concerning the setting of the project and the storyline of the movie 4. T faces initial problems with the screening of the film scenes 5. Watching scene 2 of the movie <i>Kick it like Beckham</i> the second time 6. <i>Task 2</i>: Writing down informal phrases used by the footballers during the match 7. T-C comparison: T writes down phrases on the blackboard and provides additional information on the importance of keywords in team sports 8. T-C reflection on students' difficulties with regard to the HW text: Half of the C feels that the text is too demanding, though they claim to have understood its overall meaning 9. Watching scene 3 of the movie <i>Kick it like Beckham</i> 10. <i>Task 3</i>: S-S compare scene 3 (movie vs. book scene) and T writes down useful phrases on the blackboard, helps individual SS and listens to conversations 11. T-C discussion 12. Watching scene 4 of the movie <i>Kick it like Beckham</i>: Listening to the sports reporter 13. T-C discuss the scene and T acts as sports reporter to provide an example, i.e. modelling 14. T-C describe the football scene shown in the illustration (picture dictionary) by using the Present Continuous 15. T explains HW 16. Listening to the soundtrack <i>Do your Thing</i> by Basement Jaxx
Time: 10.45 – 11.35 (4 th period)	
Place: Classroom	
Date: 7 Nov. 2012 – 8 Nov. 2012	
	Football HW 2 until Thursday: a) Describe what the players in the illustration are doing. OR b) Pretend to be a sports reporter and describe the happenings in a football game of your choice.

Unit 3: Football 3 (EFL)

Organisation	Topic & Procedure
Date: 8 Nov. 2012, Thursday	1. T provides the English translation of the German word <i>Ohrwurm</i> [catchy tune] and writes it down on the blackboard 2. T groups students (6 previously defined groups of 3-4 students) and explains group work task in detail 3. S-S-S(-S) elaborate their specific football topic: Reading a topic-related text and discussing the given questions based on the text 4. T walks around, listens to conversations and offers assistance 5. S-S-S(-S) select one or two group speakers 6. S-S-S(-S) prepare a mini presentation based on two topic-related questions and write it down in their school exercise books 7. One group is asked to draw a large football field on the blackboard to visualise the content of their talk 8. <i>Expert presentations</i>: • Reading out the questions and presenting the answers (sometimes content well summarised, sometimes same wording as on the handout) • Support methods (see 4.2.1): After each question T usually summarises, translates or demonstrates the content 9. T-C unplanned conversation: T discusses organisational matters and answers questions concerning the PE session in the afternoon 10. C mentions 3 interesting football facts learnt during the lesson: C is a little reserved in the beginning
Time: 10.45 – 11.35 (4 th period)	
Place: Classroom	

Unit 4 & 5: Football (CLIL in PE: double lesson)

Organisation	Topic & Procedure
Date: 8 Nov. 2012, Thursday	1. T discusses organisational matters: C sits on the centre circle 2. T-C set up the obstacle course together (with the help of an illustration) 3. Exercise <i>Move the ball</i>: • T explains exercise • During the dribbling exercise individuals are asked to read out the marked instructions on the poster • T adapts task by challenging SS to point to the correct body parts or to summarise the instruction themselves 4. T describes the correct passing techniques (push pass, instep pass) and SS ask questions afterwards 5. T-C collect cones and set everything up for the next game 6. Game <i>Number ball</i>: • T explains the game • During the course of action T interrupts the game several times due to misunderstandings and organisational changes: T explains the main rules of the game again and two teams demonstrate the game for the other teams, later T adds another ball. 7. Game <i>Golden Goal</i>: • T faces initial problems in terms of group formation • T explains the game and one S is asked to repeat T's instructions • During the course of action T interrupts the game several times due to infringement of the rules and to add new ones • T stops the game due to further violations and the contentiousness of the game. 8. <i>Reflection round</i>: • T-C express their emotions and opinions • T-C try to identify the causes for this particular course of the game and repeat football facts important in this context, e.g. the size of the football field
Time: 14.25 – 15.45 (8th and 9th period)	
Place: Gymnasium in the primary school building	
Date: 8 Nov. 2012, Thursday	9. Discussing important football skills: • T divides students into small groups • Each group gets a card containing information on a specific skill • S-S-S read the text and summarise the most important information • T-C discussion: One S per group describes the skill, mostly by reading out the information on the card • During the discussion some SS struggle with the explanation and therefore T helps to formulate sentences in English, summarises the most important information and/or stresses keywords 10. T explains HW and distributes a handout with useful phrases
Time: 15.45 – 16.05 (9th period)	
Place: Cloakroom in the music school	
Date: 8 Nov. 2012 – 12 Nov. 2012	Football HW 3 until Monday: Write a reflection about your football experiences, likes and dislikes, football skills and language skills.

Additional event 1

Date: 12 Nov. 2012, Monday	T collects reflections and gives back the corrected HW (Football HW 2); the best written texts produced by a male and a female S, respectively, are marked by a special football sticker and briefly commented on by the T. Also, the T distributes different handouts amongst the C, dealing with either the game (group A), the equipment (group B) OR the history (group C) of hockey.
Time: 8.35 - 8.45 (2nd lesson)	
Place: Classroom	
Date: 12 Nov. 2012 – 15 Nov. 2012	Hockey HW 4 until Thursday: Firstly, read your text and answer the questions below. Secondly, carefully read the game descriptions and briefly describe the dribbling exercise.

Unit 6: Hockey (EFL)

Organisation	Topic & Procedure
Date: 15 Nov. 2012, Thursday	1. Group formation: one S of group A, group B and group C form one group 2. Watching a short introductory YouTube video clip about field hockey which includes a short sequence of a sports reporter commenting on a game (background music: <i>Absolutely everybody</i>) 3. S-S-S answer some questions about field hockey with their previously gained knowledge and the information obtained from the video clip 4. T-C comparison: T writes down words on the blackboard 5. Experts of group A, B and C discuss their texts and answer the questions on the handouts and T walks around and helps individual S (e.g. lexical support) 6. T-C discussion: T asks questions and provides information on the equipment and the rules of the game for the upcoming hockey session 7. Recap on skills in sports games: • One S per group reads out the information on a card received from the teacher and states its gist • T assists and repeats answers • Answers are collected on the blackboard and copied onto the handouts 8. Watching two short YouTube video clips about passing and stopping a hockey ball; T comments on the videos and gives instructions for the upcoming hockey session 9. In the break one S is asked to hang up a poster on the large pin board at the back of the classroom. This poster has been created by T with the intention to display the C's football reflections. C gathers around the poster to check which letter is on it.
Time: 10.45 – 11.45 (4 th period plus break)	
Place: Classroom	

Unit 7 & 8: Hockey (CLIL in PE: double lesson)

Organisation	Topic & Procedure
Date: 15 Nov. 2012, Thursday	Hockey 7 & 8 (CLIL in PE): 1. T introduces another rule: "Raise arm in case something is unclear!" 2. T explains and demonstrates safety rules 3. Exercise <i>Powers of concentration</i>: • S with the aid of the T tries to explain the exercise: T asks questions and S gives short answers • T-C stand in the circle and hold hockey stick on the ground with one hand • Individual SS count up to a certain number and then C simultaneous shifts to either side 4. Correct handling of the hockey stick: • T explains and demonstrates it step by step • C imitates the movement • Recap of important hockey facts concerning the equipment 5. T explains the setup of the dribbling exercises with the help of an illustration. Then a group is asked to set up one lane with the help of the illustration. This lane should serve as a model. Subsequently, all the other lanes are set up. 6. Exercise <i>Move the ball</i>: • T explains and S demonstrates the movement: When a student seems to be confused, T takes over • T explains how to stop and pass the ball • SS practise one exercise until T explains the next one 7. Game <i>Four-Zones-Hockey</i>: • T briefly explains the game due to lack of time • S-S demonstrate how to get a point through team play • Two teams play hockey in four defined zones to obtain a better distribution of players on the field due to the incidents in the previous PE session • Low-intensity: Adding another ball could have increased the intensity of the game, but unfortunately there was not enough time
Time: 14.25 – 15.45 (8 th and 9 th period)	
Place: Gymnasium in the primary school building	

Date: 15 Nov. 2012, Thursday	8. <i>Questionnaire 1</i> ⁹² : - Each S receives a feedback sheet. - T stresses that it would be very helpful to her to receive honest and constructive feedback for similar CLIL projects in the future - T receives a lot of comments. Some take it very seriously and isolate themselves from the rest of the group. 9. T explains HW
Time: 15.45 – 16.05 (9 th period)	
Place: Cloakroom in the music school	
Date: 15 Nov. 2012 – 19 Nov. 2012	Football & hockey HW 5 until Monday: Translate some informal sports phrases into English.

Additional event 2

Date: 19 Nov. 2012	Regular English teacher collects translations. Each S receives a handout with possible translations of these sports phrases. On the handout below there are also ten creative football sentences taken from HW 1 plus their translations. The handout had been designed for a written revision at the regular English teacher's request, though this revision was never carried out.
Place: Classroom	

Additional event 3

Date: 20 Dec. 2012	Students' last English lesson before the Christmas break: CLIL-T revisits the C: <i>Brainstorming</i>: - T asks SS to write down all the words they remember from the CLIL-project on an empty sheet of paper - SS can either do the task alone or together with a partner. - SS are given plenty of time and as soon as everyone seems to have finished, the sheets are collected. <i>Questionnaire 2</i>⁹³: - Due to the fact that one important research question has remained unanswered, SS receive another short questionnaire concerning coeducational teaching matters. - T-C watch a short self-made video showing the highlights of the CLIL-project. Some SS seem to be embarrassed, when they are displayed on the wall, though almost everyone wants to have a copy of the video. - Tea and biscuits are provided by CLIL-T - CLIL-T thanks C and says goodbye
Time: 10.45 – 11.35 (4 th period)	
Place: Classroom	

Overall, it can be said that the lessons of this interdisciplinary CLIL project usually went according to plan with only minimal changes. The only time when the CLIL teacher had to deal with unexpected incidents was in the CLIL session on football. These incidents were caused by external conditions, such as the increased number of students who forgot to bring their sports shoes, some serious misunderstanding of the basic game ideas and the growing emotionality during the course of the games. Due to the fact that the teacher felt that the last game was getting out of hand, she finished the sports lesson earlier than planned and spontaneously decided to do a reflection round. For the upcoming CLIL session in PE she

⁹² A sample questionnaire is provided in the appendix (see 12.1.1).

⁹³ A sample questionnaire is provided in section 12.1.2.

tried to find workable solutions to avoid such unexpected events. For instance, she gave the students a handout with game descriptions before the CLIL session and grouped the students in precisely defined zones during the final hockey game.

Regarding its interdisciplinary quality, it can be said that the project facilitated a theoretical and practical examination of the main themes across subjects. Therefore there were several thematic, linguistic and methodological overlaps between the EFL lessons and the CLIL sessions. In the English sports sessions the CLIL teacher frequently took the opportunity to repeat some important football and hockey facts, especially in contexts where their revision seemed to be of particular relevance. For example, the teacher revised the size of a football field in order to make students realise what had caused the situational problems in the football session. Of course, the revision should also help learners to store the obtained factual information. In addition, important skills in ball games were treated twice during the project, due to the fact that the first time the information on the cards was too demanding for most of the students. Therefore the text on the cards was shortened and adequately simplified⁹⁴ and the issue was brought up for discussion again. Moreover, the expert discussion on field hockey followed a similar procedure as the intercultural EFL lesson on football (see Unit 3 above), though it was slightly modified in order to avoid monotony.

6.2.3 Organisation and arrangements

As the above tables show, all EFL lessons were held in the classroom of the third grade and each lesson lasted 50 minutes. In every EFL lesson the students' regular English teachers were present. One person took care of the filming, while the other person usually used the time for corrections and lesson planning. The presence of the regular English teachers in the classroom also brought about that they occasionally started to assist the teacher-researcher without request. For instance, they helped me during pair and group work activities by distributing photocopies, encouraging teamwork and interaction among all group members, answering students' questions and offering language support. Only rarely did the teachers try to interfere in my tuition for disciplinary matters or to discuss organisational matters concerning their own tuition. Due to the fact that they generally kept in the background, their actions were regarded as support rather than interference.

The CLIL sessions in Physical Education were carried out in the primary school gymnasium and the cloakroom of the music school, which are all situated in the same building complex. This building complex is located at a 3 min. walking distance from the secondary school

⁹⁴ For information on simplification and support methods see section 4.2 .

building. The chief reason why the PE sessions were held there was that the multipurpose sports hall in the secondary school is extremely spacious and therefore two classes normally have PE there at the same time. Although the hall is divided by a partition wall and a net, the noise level is very high as a result of the increased number of children present in the sports hall. Based on the prerequisite that a good sound quality of my audio and video recordings was crucial for the analysis of my teaching project, the PE sessions had to be relocated to the smaller primary school gymnasium. The downside of this relocation was that the primary school gymnasium was not available for the whole time. In fact, we had to leave the gymnasium 20 min. before the actual lesson ended due to temporal overlaps with another sports activity. Unfortunately, this circumstance considerably reduced students' physical movement time. However, the remaining time was used for reflection rounds, discussions, feedback and the explanation of the homework tasks. These subsequent meetings were held in the spacious cloakroom. During the whole time one of the students' regular PE teacher was present, who took on the responsibility of the filming. Further drawbacks were that the primary school gymnasium is significantly smaller in size than a standard sports hall for secondary school pupils and is mainly equipped for the physical needs of primary school children. Therefore it did not have the necessary sports equipment for the CLIL-project and this is the reason why the whole equipment, such as cones, balls and hockey sticks, had to be carried to the school with the help of the students. Furthermore, the primary school gymnasium does not possess any football goals, but because of their necessity for the football session I was allowed to draw some goals with chalk on the walls.

Although the boys and girls normally enjoy separate PE lessons, the students were instructed coeducationally for the duration of the CLIL-project. The reason why the whole class had PE together was based on the idea that every pupil should receive the same amount of CLIL instruction for reasons of fairness. Also, teaching the male and female students separately in PE would have substantially increased the teacher's workload as well as the amount of equipment, because the male and female group of students are instructed together with pupils from other classes and grades. Another point I would like to raise concerns the interdisciplinary character of the project, because without the coeducational PE lessons it would not have been possible to coordinate the EFL lessons with the PE lessons in such a tight time schedule. However, this is certainly one of the key issues concerning CLIL teaching in Physical Education in Austria that needs to be carefully considered in theory as well as in practice, especially with regard to long-term CLIL tuition.

6.2.4 Lesson plans and handouts

The EFL lessons were based on *Communicative Language Teaching (CLT)* and therefore they were student-centred and predominantly focused on students' productive skills. Pair and group work activities, information-gap activities, teacher-led whole-class discussions as well as expert discussions, monologues and mini presentations were made use of, as suggested by Dalton-Puffer (2005: 249). The bilingual PE lessons were generally more teacher-centred language-wise and mainly concentrated on students' receptive skills. However, some conscious attempts were made to gradually increase students' participation and active use of the foreign language during the CLIL sessions. For instance, students were asked to reflect on their personal football experiences in oral and in written form. Considering the lesson plans, it is also apparent that this CLIL project is marked by heavy media use and increased utilisation of handouts when compared to conventional language and subject lessons.

In the CLIL project, authentic as well as simplified texts were employed. The authentic materials chiefly consisted of movie scenes, videos clips and lyrics, which were obtained from digital media (DVDs and CDs) and the Internet (YouTube). Mostly sequences with a clear British English accent were selected. Due to the fact that the CLIL project was carried out in a class with a particular emphasis on pupils' musical-rhythmical education, each theme was tied to a catchy song. More precisely, football was associated with the soundtrack of *Kick it like Beckham* and hockey with the song *Absolutely Everybody*. As already stated in section 3.3, there are hardly any adequate CLIL materials available for PE in Austria and therefore most of the handouts are self-made and were especially produced for the purpose of this teaching project. On the one hand, I adapted and simplified published teaching materials for my target group and, on the other hand, I produced my own texts based on several authentic texts. The source texts for my instructional materials were mainly taken from informational children's books, reference books for PE teachers and schoolbooks for learners of English (B1 level). More precisely, the modified material consists of several handouts based on the screenplay of the movie *Kick it like Beckham* that includes a downloaded picture dictionary of a football pitch, informational handouts dealing with the history, the rules and the equipment of football and hockey and cards on players' skills. However, assisting materials were also used in the English PE sessions; these were sketches of sports activities, a handout with game descriptions, a handout with instructions and a reflection sheet with useful phrases.

6.3 Setting

6.3.1 The school

The school is located in a small town, which is situated in a rural area between the well-known cities of Linz and Salzburg, about 275 km [171 miles] west of Vienna, and has about 5.000⁹⁵ residents. In this town there is a primary, a secondary and a polytechnic secondary school as well as a music school. The nearest academic secondary schools and vocational schools are located about 15 km [9 miles] away. The school is a typical country school, which the local children attend. The school consists of approximately 45 secondary school teachers and is attended by 300 pupils on average.

This state-owned school calls itself *Neue Mittelschule*⁹⁶ (*NMS*⁹⁷) [New secondary school] nowadays and is attended by 10- to 14-year-olds. In former times it used to be a normal secondary school, but since the 2010-2011 school year it has turned into a *new* secondary school. One consequence of this development is that each class receives six hours per week of team teaching sessions in the main subjects. In comparison to former times, the whole class is taught together by two teachers at the same time instead of sets, which grouped pupils according to their cognitive abilities and were taught separately by individual teachers. Incidentally, NMS are driven by the ambition to increase project work in schools and therefore this research project fully conforms to the didactic principles underlying the tuition in new secondary schools (BMUKK 2012b: 7).

A unique characteristic of the school is that it altered some standard institutional arrangements in order to implement some features of the *Bewegte Schule* [Active school] concept. This concept aims at increasing movement and sports in the daily school routine in addition to students' regular sports lessons (Fischer 2000: 10). This concept is integrated in the morning break in the following way: Some shorter breaks between single lessons were eliminated and instead one longer break of 30 min. was introduced between the second and the third lesson. In this break students are allowed to play on the local football pitch or in the big sports hall next to the school and are supervised by several teachers. Most teachers from

⁹⁵ Source: Report by Statistik Austria (2015)

⁹⁶ The first *new* secondary schools [*Neue Mittelschulen (NMS)*] were introduced in Austria in the 2008-2009 school year. For further information on the *NMS* download the folder (2012a) published by the BMUKK under http://www.neuemittelschule.at/fileadmin/user_upload/pdfs/flyer2012.pdf (3 Sept. 2013). For a more detailed account on the *NMS* see the BMUKK publication (2012b) explaining its draft law and curriculum regulations under http://www.bmukk.gv.at/medienpool/22101/pk_unterlage_nms.pdf (4 Sept. 2013).

⁹⁷ In the further course of this thesis the acronym *NMS* is used instead of its full name.

the school seem to be convinced that this active break helps students to reduce their energy and increase their concentration levels for the following school lessons.

6.3.2 The students

The target group of my project was a class in the 7th grade (pupils aged 12 to 13) at the NMS. At the time of the project the class consisted of 23 pupils, 14 females and 9 males. This class was part of the musical-rhythmical branch of the school, which means that the students have an increased number of music lessons per week. According to the curriculum for lower secondary schools, students have 3-4 hours per week of language teaching in their first foreign language, which is English. An almost equal number of weekly lessons is assigned to Physical Education. In comparison, the students' music lessons amount to approximately 6 hours per week in this particular branch⁹⁸. In this context, it seems to be of interest to mention that the female students unanimously named music as their favourite school subject whereas the boys chose English in the introductory round.

All of the students' mother tongue is German and their language proficiency levels in English are estimated to range between A2 and the transition to B1. According to the competence descriptions of the *Common European Framework of Reference for Languages (CEFR)*⁹⁹, students are expected to achieve A2 language competency after year 2-3 of secondary education. Due to the fact that the project was conducted in the beginning of year 3, it can be said that students' accomplishments reach adequate language levels. In detail, students' speaking skills seem to lag slightly behind their listening, reading and writing skills, which is considered to be normal. In comparison to students' oral communication skills, the other skills are more advanced and develop towards B1. The students' proficiency level was crucial for the selection for this CLIL project, because they were no longer beginners of English owing to the fact that they had received more than 6 years of English language instruction by then.

Considering the students' final marks at the end of the 2012-2013 school year¹⁰⁰, it can be said that their performances in English are average because more than half of students' achievements were assessed as satisfactory¹⁰¹. In addition, all of the students were graded

⁹⁸ The curriculum of the NMS with special emphasis on students' musical-rhythmical education can be downloaded under: <http://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40140148/NOR40140148.pdf> (4 Sept. 2013)

⁹⁹ This assessment grid was published by the Council of Europe and can be downloaded under: <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr> (4 Sept. 2013)

¹⁰⁰ This information was obtained by the students' regular English and PE teacher.

¹⁰¹ With regard the common assessment system of English speaking countries, this can be equated with a grade C.

according to the advanced assessment grid, which means that they all achieved the standard academic level of secondary schools at the end of the school year. In Physical Education all the students attained very good grades. Due to the fact that all students of this class participated in the research project and no selection measures concerning the students' language proficiency levels were made, it is a so-called non-selective CLIL project.

Finally, none of the students had ever been or stayed in an English speaking country for a long period of time and the school had not offered excursions or exchanges to the United Kingdom or any other English speaking country yet. Some of the weaker students receive private tutoring from time to time. This shows that the students have hardly any contact with the English language outside the school. Moreover, it is important to draw attention to the fact that students never had PE together with the other sex and had absolutely no previous experiences with CLIL. Therefore I intended to smoothly acquaint the project class with CLIL teaching.

7. Research methodology

This chapter describes the different types of data collected during the research project and the research methods for the subsequent analysis. The section on the data analysis explicitly states the research aims and the research questions, respectively.

7.1 Research data

The data derives from the interdisciplinary CLIL project described in chapter 6, which was carried out in a seventh grade of a lower secondary school in Upper Austria¹⁰². The raw data was amassed between October and December 2012¹⁰³ and covers audio and video recordings, students' written assignments and questionnaires and the teacher-researcher's field notes and reflections. Due to the fact that the research was conducted in one single class only, it is impossible to make any general statements about CLIL practice in Austria or PE as a CLIL subject. Implementing the same project in another class might include the possibility to acquire divergent data. Therefore I would like to stress that the present study is only representative for this particular group of students, the chosen sports games, the examined language-subject-combination and the prevailing local conditions. In short, the survey is only representative for this particular CLIL project. Hence it would be of interest to carry out similar projects in different types of school and grades in Austria to be able to show similarities and differences from the obtained data and to draw valid conclusions about CLIL tuition in Physical Education in Austria.

7.1.1 Overview of data and data collection

As mentioned previously, all lessons of the research project were audio and/or video recorded, apart from the observations¹⁰⁴, and therefore these recordings form the core of my database. More specifically, the recordings comprise eight interdisciplinary CLIL lessons that were held between the 5th and the 15th of November 2012 (audio and video recorded), two trial sessions (double lessons either audio or video recorded) from October 2012 and one follow-up lesson in December 2012 (audio recorded only). In total, the database consists of thirteen recorded CLIL lessons, though my research analysis primarily focuses on the lessons of the actual teaching project owing to their elaborate preparations.

¹⁰² For more information on the school and the students have a look at the third section of the previous chapter (section 6.3).

¹⁰³ For further information on the course of the teaching project see section 6.2.

¹⁰⁴ The observations mainly served to adequately plan the teaching project for my target group and this is the reason why they were not recorded.

To ensure the production of good-quality recordings, some preparatory steps were necessary to achieve this primary purpose. Firstly, I, as teacher-researcher, familiarised myself with the possible research methods and collected practical ideas from similar surveys in the field (cf. Rottmann 2006a, Wagner-Willi 2007, Kupetz 2007), in order to reach the right decision with regard to the types, the amount and the arrangement of the technical equipment. Secondly, the students' approval and parents' permission were obtained, because Altrichter and Posch (2007: 122ff.) stress the importance to adhere to certain ethical principles, such as negotiation and confidentiality, especially with regard to video footage. Regarding negotiation, Altrichter and Posch (2007: 122) stress that research activities must not be undertaken without the knowledge and the permission of the persons involved. Therefore I guaranteed the students and their parents to use the recordings only within the frame of this research project and to make the data anonymous. Thirdly, the technical devices were introduced one by one, starting with the digital voice recorder, to gradually accustom the students to their presence. The trial sessions were also used to introduce the students' regular PE teacher to filming with a specific research focus. Moreover, the test recordings helped to detect good camera positions and to select the right recording modes.

During the project there was a heavy use of technical tools with the attempt to fully capture the happenings in the individual lessons. In total, the equipment consisted of two video cameras and one digital voice recorder plus microphone. The equipment had to be set up and removed before and after every single CLIL lesson, respectively. This time-consuming task was significantly reduced through the assistance of the regular secondary school teachers. As a general rule, the students were given a task at the beginning of the EFL lessons to keep them occupied, such as collecting the homework assignments, getting prepared or listening to the announcements by the students' regular English teacher. In the meantime, I set up the small-sized camera at the back of the classroom and turned on the voice recorder while the teacher responsible for the filming prepared the medium-sized camera at the front of the classroom and started filming.

Furthermore, I set up and ran the research project myself with some help of the regular secondary school teachers. In this context, Helmke and Helmke (2004: 48) rightly mention that the researcher as an active participant in the field is required to make ongoing decisions and to take immediate action in class. To ease the teacher-researcher's burden and pressure, Helmke and Helmke (2004: 48) point out that audio-visual resources facilitate to save the lessons permanently and enable to examine them from different perspectives. Similarly, Wagner-Willi (2007: 141) states that digital storage devices make it possible to repeatedly

display what has previously happened in the field and in this way reality becomes reproducible. In short, this enables the teacher-researcher to concentrate on the tuition first and evaluate the video footage at a later stage (Helmke & Helmke 2004: 48f.). Helmke and Helmke (2004: 49) even claim that looking at the video footage from a temporal and spatial distance allows researchers to analyse their own teaching from a different and new angle and in this process certain aspects may come to the fore which had remained unnoticed during the actual lesson. As a result, my own active involvement in the CLIL lessons and the use of audio-visual devices allow me to give reasons for my actions and/or reactions and to reflect on unexpected events as well as to evaluate my research study from a specialist perspective with regard to the research questions.

Besides the audio and video recordings, additional types of data were collected before, during and after the teaching project to be able to demonstrate the students' language achievements and to reveal the study participants' views on the project¹⁰⁵. To make the course of the data collection evident, the following bullet points are arranged in chronological order:

- **Teacher-researcher's field notes**¹⁰⁶ from observations, trial lessons, project preparations and informal conversations with the regular secondary school teachers
- **Students' completed written homework assignments**¹⁰⁷ (photocopies, scans or originals): The final translation task is of particular interest, because it demonstrates which and how many of the common sports phrases students have picked up during the CLIL project¹⁰⁸.
- **Students' feedback sheets**¹⁰⁹ aimed at giving students the opportunity to express their personal opinion on the CLIL project¹¹⁰: The first questionnaire consists of three short single-choice and two open questions and attempts to enquire about pupils' attitudes towards this teaching project before and after its implementation, their assumptions concerning their biggest learning gains in clearly defined areas and their likes and dislikes. This questionnaire was filled out anonymously by all 23 pupils of the class at the end of the last CLIL session on 15th November 2012. The students were allowed to answer the open questions in English or in German. The only point of criticism I

¹⁰⁵ For details on how the additional data was collected see the section outlining the procedure of the teaching project (6.2.2).

¹⁰⁶ In the appendix a comprehensive overview on the teacher-researcher's preparations is provided (see 12.2).

¹⁰⁷ Examples of students' completed writing tasks can be found in the appendix (see 12.5).

¹⁰⁸ For more information on the task read the final paragraph of section 6.1.1.

¹⁰⁹ The questionnaires are included in the appendix (see 12.1).

¹¹⁰ Sample questionnaires are to be found in the appendix and for more information on the implementation of the questionnaires see section 6.2.2 (Unit 7 & 8 and additional events).

would like to make concerns the before and after comparison of students' attitudes, because both questions were filled out at the same point in time. The second questionnaire is much shorter, consisting of one single-choice question and a field to explain one's response, and was filled in in the follow-up session on 20th December 2012. The sample size of the second questionnaire was slightly smaller (22 completed questionnaires) due to the absence of one girl. The boys and the girls received different feedback slips, because the aim was to find out the males' and the females' opinion about coeducational PE lessons.

- **Students' written brainstorming exercise** (originals): The brainstorming was also done anonymously in the follow-up CLIL session in December 2012, exactly five weeks after the implementation of the teaching project. It seems important to stress that there had not been any kind of revision on the CLIL themes in the meantime. However, the possibility cannot be ruled out that some students studied the words and phrases encountered during the CLIL project for personal interest. The students did the task in pairs or groups of three and therefore it is impossible to say how many words and phrases a single pupil had picked up during the CLIL project. In total, I received 10 brainstorming sheets from the 22 students present that day.
- **Teacher's reflection:** After every single lesson I as teacher-researcher noted down significant events, changes to the lesson plan, the reasons for my actions and their direct consequences. Subsequently I watched the respective video recording and made additions to my notes in order to better understand a particular teaching situation. Most of these handwritten notes were later written up in an in-depth personal report, revealing my subjective impressions on the CLIL project.

7.1.2 Recordings: Technical aspects of data collection

As illustrated above, the project was rich in audio-visual material and therefore this section is devoted to explaining the technical tools and their positioning in depth. Considering the audio equipment first, it consisted of one omnidirectional tie-clip microphone (Olympus ME15) and one digital voice recorder (Olympus VN-2100PC¹¹¹). While the voice recorder remained hidden in one of my pockets during the lessons, the tie-clip microphone was fixed to my clothes in chest-height, as suggested by Altrichter and Posch (2007: 144). The selected modes

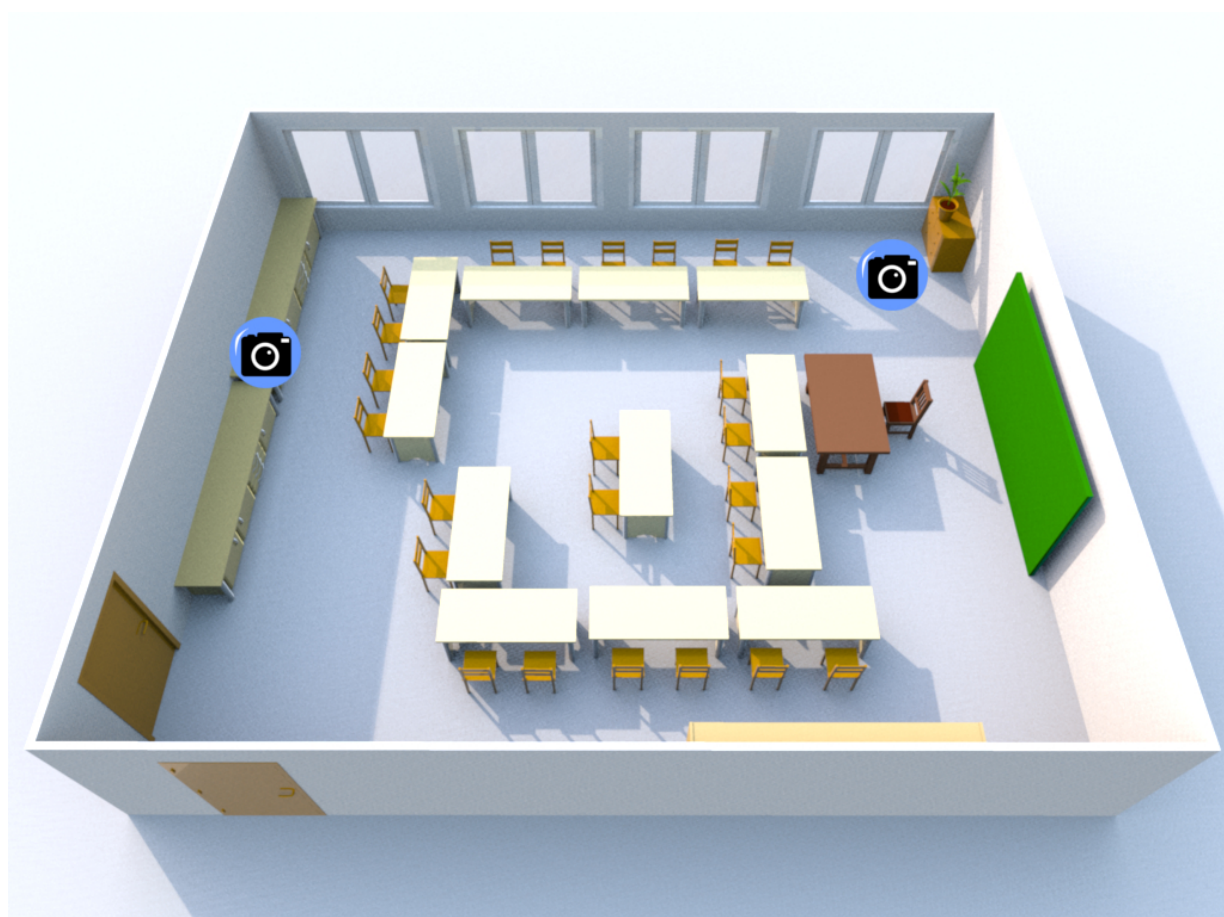
¹¹¹ For further information on the digital voice recorder see its manual under: http://www.olympus.co.jp/en/support/ims/vtrek/download/manual/vn/man_vn1100vn2100vn3100.pdf (7 Oct. 2013)

of the digital voice recorder were high quality sound recording (HQ) and low microphone sensitivity (LOW). This microphone sensitivity was chosen to keep the background noise low, because the basic function of the audio equipment was to fully capture the verbal teacher-talk. The audio recordings alone would not have been sufficient enough for my research project, because it was aimed at recording the teacher's and the students' verbal *and* non-verbal behaviour in the context of CLIL in Physical Education (cf. Reusser 2005: 10; cf. Altrichter & Posch 2007: 149). Helmke and Helmke (2004: 49) point out that para- and extra-verbal behaviour of teachers and pupils, such as gestures and facial expressions, body language and movements, can only be recorded and evaluated with the aid of video-based methods. Furthermore, video cameras are the only technical tools that synchronise picture and sound in real time and enable to record simultaneous and sequential actions and interactions of the persons in situ (Rottmann 2006a: 132; Altrichter & Posch 2007: 149; Wagner-Willi 2007: 141). Reusser (2005: 10) adds that videos are marked by a high vividness and closeness to reality. These advantages of audio-visual documentation make it possible to reconstruct the real event almost in its entirety (Altrichter & Posch 2007: 149).

According to Helmke and Helmke (2004: 52), the context of any teaching situation can be captured more thoroughly through the use of either one video camera with a wide-angle lens or two cameras. Gröschner, Jurik and Seidel (2012: 21) state that in video studies it is fairly common to make use of two video cameras, of which one is fixed and one is moveable. Based on these statements I decided to make use of more than one camera in my research project: The fixed camera was a small outdoor camera (Kodak PlaySport Zx3) with an additional wide-angle lens, to overview the teaching situation, and was placed on a mini tripod. Wagner-Willi (2007: 141f.) points out that a major disadvantage of fixed cameras is that they can only capture the events occurring in the focus of the camera. The moveable camera (Sony Handycam HDR-XR155E) was placed on a normal tripod and was more conspicuous due to its size. This camera was operated by the students' regular secondary school teacher, who zoomed and panned the camera in order to record significant scenes with regard to the research focus. In this context, Altrichter and Posch (2007: 149) remark that the students' inconvenience is minimised, if the camera stands still for the whole time instead of being operated by an individual person. The video equipment was always visible to the students, though the cameras were placed in two different corners in order not to disturb the students and interfere with my teaching. In addition, Altrichter and Posch (2007: 150) suggest placing the video equipment in front of the window due to the incidence of light. In order to avoid light interferences on the recordings, their advice was followed. I would like to bring up that

the daylight seemed to be sufficient in the actual teaching situations. However, when examining the video footage, I realised that it would have been better to additionally turn on the artificial light in order to raise the quality of my video recordings. Both cameras recorded in High-Definition (HD) quality and the video data was later transferred onto two external hard drives.

Figure 2 Classroom¹¹²



¹¹² The illustration depicts the most common seating arrangement of the students. However, it needs to be pointed out that the tables at the back of the classroom were on some days rearranged.

Figure 3 Gymnasium



Looking at the positions of the video cameras in detail, it is clearly evident from the illustrations above that the video cameras were similarly arranged in classroom and the gymnasium, the two CLIL settings. In the classroom the small camera was set up at the back of the classroom and stood with the aid of a mini tripod on a chair on top of a small shelf. This camera stood still and overlooked the whole room and the persons present, as suggested by Gröschner, Jurik and Seidel (2012: 22) and Altrichter and Posch (2007: 149f.). Due to the fact that the camera was located at the back of the classroom, it usually filmed the teacher from the front and the students from behind. The movable camera stood in a corner at the front of the classroom and was facing the pupils. Therefore the students were usually filmed from the front and the teacher from the side. The focus of the moveable camera was directed towards speech acts of individual persons in order to capture their verbal and non-verbal behaviour. During group and pair work activities in class the camera pointed at randomly selected groups of students or the teacher's conversation with individual students. Like in Rottmann's study (2006a: 133), the communication between individual students is only clearly audible on the recordings, if it took place near the teacher's microphone or in one of the foci of the cameras.

In the sports hall the cameras were surrounded by long benches in order to protect them from damage. Additionally, the fixed camera was placed on a step-ladder for a better overview.

The persons present were filmed from different perspectives as a result of their constant movements in the room. In order to fully record the teacher-researcher's verbal and non-verbal interactions during the lessons, I tried to position myself to face both cameras sideways, e.g. during the explanation of a game. Furthermore, the employment of two video cameras located in two different corners in the sports hall seemed to be of particular importance in order to fully capture the happenings on both sides. Similarly, Gröschner, Jurik and Seidel (2012: 22) state that the set-up of several different cameras is crucial to gain a detailed and multi-perspective insight and overview of all the occurrences in the field. Like in Rottmann's survey (2006a: 133), the focus of the moveable camera was directed to persons who interacted verbally *and* physically with others during the English sports sessions. In other words, it was intended to record scenes that show a direct link between teaching and learning a foreign language and the instruction and acquisition of movements.

However, the research project did not run smoothly at all times, because several unexpected technical problems occurred with the movable camera during the implementation of the CLIL project. One problem was that the camera switched itself off, even though it was fully charged, and could not be turned on again until almost towards the end of both sports sessions. Another problem that occurred was that the picture and sound of some videos were not synchronised in approximately the last five minutes of the recordings. This shows that it can be very valuable to set up at least two video cameras, because if one camera is malfunctioning, there is always another back-up camera. In my case, I am pleased to say that all the lessons were digitally recorded with the help of the overview camera. However, the downside is that this camera could not zoom and therefore the individual teaching situations were recorded from a distance. This made it difficult to accurately describe small details, such as a person's facial expressions or body movements. Especially with regard to the analysis of video footage, my suggestion would be to use at least two video cameras to avoid obscurities and misinterpretations.

Finally, I would like to emphasise that all the research instruments used in this CLIL project were necessary to capture reality as best as possible. I have to say that the chosen research methods helped me to maintain an overall clear and realistic picture and to gain a new critical insight into the course of the project. On the other hand, it needs to be stressed that it is impossible to obtain an entirely faithful copy of the real teaching situations from audio-visual devices, because they can only display a small part of reality which depends on the camera

perspective (Reusser & Krammer 2005: 37; Rottmann 2006a: 132; Altrichter & Posch 2007: 149; Wagner-Willi 2007: 139ff.¹¹³).

7.2 Data analysis

Above all, it needs to be said that my research focus has shifted from the analysis of students' communication in English during activities in and about game sports to the integration of (conscious) foreign language teaching and learning into content teaching. The decision for the shift in foci was caused by the fact that the study participants did not start to freely communicate with their team or group members in English despite their increased and continuous exposure to the foreign language through CLIL teaching¹¹⁴, as described in some of the available literature. In fact, the students spoke English with me, in activities during the EFL lessons and when they were explicitly asked to communicate in English. As a result, I am of the opinion that great potential for the promotion of foreign language learning in Physical Education lies in the build-up and follow-up of physical exercises and games (e.g. explanation and reflection of physical activities) as well as the discussion of theoretical sports issues, possibly moved to other school subjects. For instance, the discussion of the basic skills in team sports was moved to the EFL lesson. Furthermore, the communication between individual persons before and after physical exercise and group work is more easily audible on the videos. These were the main reasons for shifting the focus of my research analysis.

7.2.1 Research aim

The present study is primarily concerned with the development of students' foreign language competence through CLIL teaching in Physical Education, due to the fact that explicit foreign language instruction seems to receive relatively little significance in CLIL theory and practice in Austria and other German-speaking countries (cf. Gierlinger, Hametner & Spann 2007: 116f.)¹¹⁵. Moreover, Physical Education does not belong to the standard CLIL subjects (see 3.2.2) and therefore there is hardly any research evidence that reveals the special qualities of this particular CLIL subject and its effects on students' foreign language acquisition. However, the fact should not be disregarded that a few studies dealing with specific language aspects in monolingual and bilingual sports lessons, respectively, have been published in Germany by now (cf. Kuhlmann 1986; Rottmann 2006a; Kruschhausen 2008; Mayrhofer

¹¹³ Wagner-Willi (2007: 139-141) gives a detailed account of the advantages and disadvantages of videography.

¹¹⁴ One possible reason why the study participants did not start to communicate in English with each other might be that the time span of the foreign language exposure was too short to achieve this aim. Therefore it might be of interest to find out whether long-term CLIL instruction would have such effects on foreign language learners.

¹¹⁵ For further information on this go back to chapter 3.

2011). In particular, this research study examines various input, output and interaction opportunities for SLA as well as students' outcome and feedback in order to draw conclusions for future CLIL practice in Physical Education. Hopefully, the research findings can contribute to increase the popularity of PE as a CLIL subject.

7.2.2 Research questions

This research project aims at answering the following prime research question:

How can students' foreign language competence be improved through an interdisciplinary CLIL project, carried out in Physical Education and English, at the lower secondary level in Upper Austria?

This main research question encompasses several sub-questions, these are:

1. How does the teacher create language learning opportunities for the students to improve their foreign language competence? (Analysis of different language learning opportunities)
2. How do the students take up and use these language learning opportunities? (Analysis of students' output)
3. Which communicative strategies and scaffolding techniques are used in the CLIL classroom to make the content comprehensible? (Analysis of someone's input and of social interaction)
4. Can signs of foreign language acquisition be identified? Which learning opportunities seem to achieve positive language outcomes? (Analysis of students' outcomes)
5. How has this interdisciplinary CLIL project been perceived by the study participants? (Analysis of students' feedback)

In terms of specifying learning opportunities, this research analysis does not differentiate between *modes of learning* and *learning opportunities* like Rottmann (2006a: 140f.; 2007: 207f.), because Rottmann (2006a: 141) admits herself that they in fact form one complex unit. As in Crabbe's description (2003: 21ff.) examined in chapter 4, the term *learning opportunity* stands for both the teacher's provision and the students' uptake. In addition, Rottmann (2006a: 140f.) says that the provision of learning modes also depends on the teaching situation and the institutional context. Crabbe (2003: 21ff.) adds that the range of learning opportunities is influenced by the teacher's priorities and therefore he suggests that teachers should state the reasons for their choices and possible relations. Therefore it is important to

keep in mind that the learning opportunities examined in this diploma thesis are influenced by the local learning arrangements and my personal preferences to some extent, which will be briefly reflected on in the interpretation section.

To sum up, the present study intends to examine particular foreign language learning opportunities found in the present CLIL project. On the one hand, it elaborates on the range and quality of the learning opportunities provided by the teacher and his/her methods used to maximise students' uptake. Moreover, this study analyses the teacher's verbal and non-verbal strategies to make the input comprehensible and to support learning. The reason for restricting the analysis of communicative strategies and scaffolding techniques mainly to the teacher is based on the fact that the pupils in the present study hardly made use of these tools. On the other hand, students' initiatives to seize opportunities for foreign language learning and their active participation in their own learning processes are also studied. In a second step, the research examines if the offered language learning opportunities have stimulated learning processes and finally led to language acquisition. In other words, the students' outcomes should indirectly verify whether the teacher's provision and students' utilisation of these language learning opportunities have been effective. In addition, it reflects on positive and negative aspects of the CLIL project put forward by the students.

7.2.3 Research analysis

The research analysis consists of three main parts: The first part comprises a detailed qualitative analysis of specifically selected scenes that present different language learning opportunities. The second part contains a thorough quantitative and qualitative examination of students' outcomes, the so-called learning products, and the third part is made up of a brief quantitative and qualitative account of students' feedback. The first part, however, comprises most of the research analysis. As recommended by Bonnet (2012: 66ff.), this study combines qualitative and quantitative research methods and includes a product, process and participant perspective¹¹⁶, to construct a fairly conclusive overall picture of the findings.

Analysis of specific language learning opportunities

The data analysis of the main part follows the documentary method of Ralf Bohnsack (cf. Wagner-Willi 2007: 142ff.; cf. Baltruschat 2010: 311ff.; cf. Bonnet 2012: 70ff.) to some extent and largely rests on Rottmann's video-based analysis (2006a: 132ff.), because it also provides a micro perspective on teaching and learning processes in a specific CLIL context.

¹¹⁶ Crabbe (2003: 10) defines "product" as "the achievement of specific objectives", whereas "process" is specified as "the availability and use of learning opportunities".

Like Rottmann's data analysis (2006a: 133f.; cf. Rottmann 2007: 208ff.), it is composed of the identification, transcription/description and analysis of key scenes derived from the video footage and the audio recordings.

First of all, a scheme was established to narrow down the immense amount of video data and to select appropriate scenes for the research analysis, as follows:

Table 6 Selection criteria for the scenes

Criteria	Categories
Criterion 1: Learning opportunity	Input, output, interaction
Criterion 2: Student participation	Passive, active

Concerning the first criterion, the selection of learning opportunities was restricted to input, output and interaction opportunities. As far as the second criterion is concerned, especially activities that increase students' active participation in class were chosen for the analysis. Of course, there are slight overlaps between the single categories and therefore the scenes were assigned to the category representing its most distinctive feature. Due to the fact that an analysis of all the scenes that fulfil both criteria would go beyond the scope of this thesis, six key scenes were selected to adequately answer the main research question.

Regarding the transcription of the audio-visual sequences, Altrichter and Posch (2007: 149) and Wagner-Willi (2007: 142) state that the transcription can be particularly time-consuming and challenging for the researcher, because picture and sound contain a wealth of information and impressions. Wagner-Willi (2007: 142f.) adds that this is especially true for the analysis of classroom discourse, due to the fact that it deals with a lively group of persons confined to a relatively small space and often contains a high number of movements and interactions. The applied transcription method resembles Rottmann's modified version of the documentary method (2006a: 136), because the transcription is organised in the form of a table that is referred to as the '*formulating interpretation*' (cf. Bonnet 2012: 71). Bonnet (2012: 71) states that the '*formulating interpretation*' describes the surface structure of a particular sequence, i.e. *what* is performed. In other words, the '*formulating interpretation*' (i.e. description) outlines the succession of a reproduced film scene without interpreting or evaluating it (Bohnsack 2003a: 33ff., quoted in Baltruschat 2010: 315ff.). Like in Rottmann's transcription table (2006a: 137), each line is divided into the transcription of the participants' speech and the description of their (simultaneous) gestures and movements, which are displayed in separate columns. In this context, Rottmann (2006a: 138) emphasises that bodily movements and language cannot be truly separated, though this split is necessary for an in-depth analysis

of the video data. More precisely, this analytic separation makes it possible to show the relations between speech and movement, on the one hand, and to uncover the linguistic, material and physical tools used to negotiate meaning and support comprehension, on the other hand. The following table serves as an example, to illustrate my point.

Table 7 Transcription table with sample scene

Line	Speech	Movement
1	T: What does it mean?	T stands in the circle, holds left arm in the air and looks around.
2		SS sit in a circle and raise their arms.
3	T: J.!	J. lowers her arm.
4	J.: Come to the circle.	
5	T: //Exactly, [...]	//T nods her head.

Like in Rottmann's transcription model (2006a: 137), the chronological order of each scene is arranged from top to bottom. The line numbers illustrate this chronological sequence and are also vital for the analysis of key events, but they do not refer to the time designations of the transcribed videos. If a person's speech and action is placed on the same line, it means that the events occurred at the same time. The symbol // marks the beginning of immediate simultaneity. Longer scenes were frequently shortened by omitting insignificant sequences, which is indicated by the symbol [...]. The following table lists all the symbols used to reproduce the individual scenes in detail.

Table 8 Transcription key¹¹⁷

Symbol	Meaning	Description
T	Teacher	Mainly teacher-researcher herself
S	Unidentified student	Detected word expressed by one student, for example, during a group gathering
SS	Unidentified students	Several unidentified students
D., L., T., (etc.)	Identified student	For reasons of anonymity only the initial of a student is given. When the initials of two students in one scene are the same, the second letter of a student's first name is given as well (e.g. Ta.).
//	Simultaneity	This symbol marks the beginning of a simultaneous movement and speech act or the overlapping of two simultaneous speech acts.
[...]	Omission	This symbol indicates the omission of insignificant proceedings.
[]	Comment	Comments are stated in brackets in order to provide a clear picture of a particular situation. Phonetic transcription (IPA) is provided in brackets, when a pupil mispronounces a word.
*	Pause	Short pause
**		Long pause
(UNAUD.)	Unaudible sequence	Speech act is inaudible on the recordings
(INV.)	Invisible sequence	Sequence is not visible from either camera angle

¹¹⁷ This key is composed of the transcription conventions by Legewie and Paetzold-Teske (1996: <http://web.qualitative-forschung.de/publikationen/postpartale-depressionen/Transkription.pdf>, 15. Oct. 2013) as well as by Nikula (2007: 204) and Rottmann (2007: 210) to serve the purpose of my research investigation.

Words and phrases such as <i>okay, good, ahm, eh, ah, if you don't unders</i> – Listen!	Fillers or incomplete phrases	Printed in italics; incomplete phrases are also marked by a hyphen
Come	Stress	Heavily stressed words are printed in bold
Yesss	Lengthening	
<u>Shorter passes, not long passes.</u>	Clear articulation and/or reduced speech rate	Words and phrases are underlined

Concerning the interpretation of video scenes¹¹⁸, Krammer and Reusser (2005: 43) emphasise that a crucial factor in this context is the researcher's full awareness of his/her subjective perception and therefore they suggest that the teacher-researcher should maintain a critical perspective on his/her expectations and interpretations. Reusser (2005: 14) adds that the analysis of video recordings should not judge individual persons or the tuition, but instead it should examine specific behaviour of the persons present, the contextual conditions and their effects on the teaching and learning processes in a critical and objective way (also cf. Krammer & Reusser 2005: 44). Nevertheless, Rottmann (2006a: 132) states that the work with video footage seems to be a promising research method to ensure relative objectivity in comparison to other methods used in qualitative social research. In this context, Rottmann (2006a: 132) points out that the film medium facilitates the division between the basic data and its interpretation.

Regarding the data analysis of this research, the transcribed scenes are followed by the researcher's (reflective) interpretation on the reproduced language learning opportunities. According to Bonnet (2012: 71), the '*reflecting interpretation*' examines the underlying generative deep structure, i.e. *how* something is performed, by analysing the meaning, the content and the discourse of in-class interactions. More precisely, the researcher's interpretation reflects on the practices used for the provision, implementation and uptake of input, interaction and output opportunities in distinctive teaching situations. Additionally, it analyses the teacher's use of linguistic, material and physical tools to promote understanding and the applied methods to increase students' active participation in the CLIL classroom. In this diploma thesis the different types of learning opportunities are interpreted and discussed together with the help of the available literature.

¹¹⁸ Baltruschat (2010: 311-342) describes the interpretation of films according to the documentary method in detail.

Analysis of learners' language outcome

The second part of the research deals with the follow-up brainstorming task. This outcome-based assessment aims at examining the lexical items, which the students acquired during the interdisciplinary CLIL project. This task should also give the students direct feedback on their learning achievements.

Looking at the analysis of the brainstorming task in more detail, all lexical items on the sheets were added up to see how many (new) words and phrases the students had acquired in total and on average. Similar words, such as *defender*, *outside defender* and *inside defender*, received an entry for every mention, though they were all grouped under one generic term (e.g. *defender*). If one group of students wrote down exactly the same word (even if misspelled) twice or several times, it only counted once. For instance, the words *athletes* and *atlets*, noted down by one group, received only one entry, because the second word also represents the word *athletes*. Misspelled words were counted as long as the actual word was decipherable. In a next step, the single words and phrases were assigned to distinct contexts, in which they had occurred most frequently during the CLIL project. The four established categories are *EFL*, *CLIL*, *EFL & CLIL* and *others*. For example, vocabulary items that the students encountered in the interdisciplinary homework tasks were put into the mixed category covering the *EFL & CLIL* context. Finally, the lexical items were compiled in a table and were ranked according to their frequency of occurrence from most to least frequent.

Analysis of students' feedback

Gröschner, Jurik and Seidel (2012: 21) mention that video surveys frequently include the students' and the teacher's views, gathered through questionnaires and interviews, in addition to the video-based analysis of classroom practice in order to obtain comprehensive data on teaching and learning processes in class. Similarly, Bonnet (2012: 69) argues for the integration of students' beliefs and attitudes in CLIL research, because they may explain the students' behaviour to some extent. Consequently, the third part of the data analysis describes students' feedback.

The questionnaires were processed manually and *MS Excel* was used to graphically display the results from the single-choice questions. The data of the questionnaires is represented either in absolute figures or in percentage. Concerning the analysis of the open questions, all comments were compiled in a table whereby similar statements were collected under one generic term. The comments in the table were listed according to their frequency of mention, from the most to the least frequent, in order to be able to compare and systematically analyse

the findings. The interpretation of the students' feedback also includes some reflective thoughts of the teacher-researcher. The insertion of the study participants' feedback aims at giving constructive suggestions for the implementation of the same or a similar future CLIL project in Physical Education.

8. Findings

8.1 Analysis of input, output and interaction opportunities

The qualitative analysis of different learning opportunities afforded during this interdisciplinary CLIL project constitutes the main part of this research study. As the table below shows, the analysis consists of six selected scenes from the CLIL and the EFL context, respectively. Especially scenes that present different learning opportunities with an enhanced student participation were chosen for the analysis. The exact reasons for the selection of each individual scene can be found in table 9. The aim of this chapter is to demonstrate learning processes that were stimulated in this particular CLIL environment. In order to reveal these learning processes, the selected scenes are transcribed, described and analysed in detail in this chapter and discussed with regard to the research question in the following chapter.

Table 9 Overview of selected scenes

Learning opportunity	Nr.	Context	Description	Reasons for the selection
Input opportunity	Scene 1	CLIL in PE: Hockey	T explains the correct handling of the hockey stick	Typical scene for CLIL in PE Passive & active student participation Promoting active listening and accurate imitation T makes use of conversational adjustments T uses various linguistic, physical and material tools to make meaning comprehensible Including artefact mediation (hockey stick)
Output opportunity	Scene 2	EFL: Football 3	SS give a short presentation on throw-ins in football	Active student participation Promoting speaking and presentation skills S uses linguistic and physical tools to make herself understood T provides indirect feedback
Output opportunity	Scene 3	EFL: Football 3	SS give a short presentation on goal kicks in football	Active student participation Promoting speaking and presentation skills SS use linguistic tools to present content in a user-friendly way
Output opportunity	Scene 4	CLIL in PE: Football	S explains the next dribbling exercise	Active student participation Promoting reading & speaking skill (e.g. reading and summarising instruction)
Interaction opportunity	Scene 5	EFL: Football 3	T discusses organisational matters with C	Passive & active student participation Whole-class interaction: Negotiating for meaning due to comprehension difficulties Promoting communicative competence Social mediation by expert and peers
Interaction opportunity	Scene 6	CLIL in PE: Football	T discusses appropriate playing behaviour (in a specific setting) with C	Passive & active student participation Whole-class communication: Expressing one's opinion Promoting communicative competence Providing stimuli for reflective thinking and the ability to adapt one's playing behaviour to specific circumstances

8.1.1 Input opportunities

As the table above indicates, the analysis only includes one input opportunity. The main reasons for this is that the chosen scene is of considerable length and significance, because it clearly shows how the teacher creates and directs such learning opportunities and which tools are used to make the foreign language input comprehensible. In short, the primary focus in this scene is on the teacher's verbal behaviour and actions. Furthermore, this key scene demonstrates how active student participation can be integrated into input opportunities.

Scene 1: Teacher explains the correct handling of the hockey stick

Table 10: Formulating interpretation of scene 1 [1-90]

(Files: Videos 'Hockey 7+8': approx. 00:18:20-00:21:00; Audio 'Hockey 7+8': approx. 00:26:00-00:28:45)

Line	Speech	Movement
1 2 3	[...]	[T and SS stand in a big circle. Everybody has a hockey stick and holds it upside down due to the previous hockey exercise.]
4 5	T: First of all, //how you hold a hockey stick.	//T lifts her stick and briefly holds it with both hands horizontally in front of her body. SS copy T.
6 7	<i>Could I have a proper hockey -</i> Could I have yours, L.? *	T turns to L. and reaches out for L.'s stick with her left arm.
8	L.: Ja. ['Yes.']	L. reaches out for T's stick.
9 10 11 12 13		T and L. exchange hockey sticks. L. makes some rapid up and down movements with his whole body. Then T holds the proper hockey stick horizontally in front of her body. The head of the hockey stick is turned upwards. Some SS turn the heads of their hockey sticks upwards too.
14	T: Okay. So , //flat side.	//T touches with her left hand the flat side of her stick.
15 16 17	And do you know what //this is * or <i>ah</i> how this is called?	//T traces the head of the stick with her left index finger back and forth. Some SS play around with their sticks.
18	SS: Round side.	T continues movement.
19 20	T: No, no. //This one.	//T traces the head on the flat side of the stick with her right index finger back and forth.
21	SS: Flat side.	T pats the head several times.
22	T: No.	T continues previous movement.
23	SS: Round side.	
24 25 26	T: That's the handle and //that's the?	T goes along the handle with two fingers of her left hand, //then T traces the head with two fingers of her right hand back and forth.
27	SS: Pitch. Handle.	T holds stick with both hands in front of her body.
28	T: You know?	
29	[S whistles.]	
30	T: M., do you know?	
31	M.: Nein. ['No.']	T traces the head with two fingers back and forth.
32 33	T: That's the //head.	//T embraces the head with her left hand. T freezes in this position and looks around.
34	[Some SS are chatting.]	
35	T: A., did you hear it? //What's that ?	T looks at A. and holds stick horizontally with both hands.
36	A.: That's the	
37	S: [calls out] Head!	
38	A.: [smiles] Head.	
39	T: The head . //That's the head ,	//T pats the head of her stick with her right hand several

40	//that's the handle , <i>okay</i> ?	times. //T quickly goes along the handle with her left hand.
41	And this is * a //curved head.	//T goes along the curved head of her stick with the index
42	What could that mean? *// What's	finger of her right hand. //T holds hockey stick with both
43	a curved head in German?	hands and looks around.
44		[Approx. five SS raise their arms.]
45	Don't lift - <i>don't lift your rack</i> ,	T points at S.
46	<i>ehm</i> - your stick. * <i>Ah</i> , V.!	
47	V.: Hals.	
48	T: Nein ['No'], <i>ah</i> , <u>curved head</u> . J.!	T briefly embraces head with two fingers.
49		Then T holds stick with both hands in front of her body. J.
50		raises arm. (INV.)
51	J.: Ein gebogener Kopf.	
52	T: <u>Ein geboooogener Kopf</u> .	T embraces head with 2 fingers and moves them along it.
53	<i>And</i> , do you know <i>what</i> what	T pats the flat side of the head.
54	this is called <i>in</i> in Austria? //Yeah,	//T shrugs her shoulders.
55	in Austria or Germany? **	
56	'Kipferl'.	
57	[SS laugh. Some SS comment the	
58	term briefly, which is UNAUD.]	
59	T: That's the ' Kipferl '. <i>That's - okay</i> ?	T pats the head several times.
60	* <i>Good</i> .	
61	S.: Warum 'Kipferl'? ["Why	
62	'Kipferl'?"]	
63	T: Because it looks like a ' Kipferl '.	T briefly embraces the head with her right hand again.
64	<i>Good</i> . //Right hand. //Follow	//T lifts her right arm, //then T holds stick with both hands.
65	my instructions . //Right hand on	//T tightly holds the stick with her right hand in the middle
66	the stick, in the <u>middle of the</u>	of the handle and points with the index finger of her left
67	<u>handle</u> . **	hand from one end of the stick to the other end. SS copy
68		T's movement. Then T drops left hand.
69	S: Schaffe ich nicht. ['I can't do this.']	
70	(UNAUD.)	
71	T: Maybe you need some space.	T stretches left arm towards S and makes a step to the right
72		side.
73	What do you do with your left	T lifts left arm and waves with the left hand. Some SS
74	hand: //At the end of the stick!	copy T's movement.
75	//And then you put it on the ground.	//Then T positions left hand at the end of the stick.
76	* //That's how you should move	//T lowers stick and puts it on the ground.
77	it. And you need to //bend dooown,	//T moves her stick on the floor. SS copy T's movement
78	//always on the floor .	simultaneously and move their sticks back and forth on the
79		floor.
80		//T makes a bouncing movement and demonstratively
81		bends her knees. //T moves her stick on the floor.
82		SS move their sticks on the floor. [It gets quite noisy.]
83	T: <i>Good</i> . Stop, stop, stop.	(INV.) Most SS straighten themselves and look at T.
84	I need to tell you something	(INV.)
85	important : * <i>Your</i> - Both hands	SS properly hold their hockey sticks. Some SS hold their
86	always need to be on the stick, both	hockey sticks slightly above the ground; some SS move
87	hands , because in field hockey the	them back and forth on the floor.
88	goal does not count if both hands	
89	haven't been on the stick . <i>Okay</i> ? It	
90	doesn't count.	

At the beginning of the scene, the teacher informs the students that they are going to be taught how to properly hold a hockey stick and initiates the demonstration by changing the position of her hockey stick in her hand. It seems as if the teacher suddenly realises that her explanation would probably be better understood with a proper hockey stick. That is why she asks a particular student to swap the hockey sticks. Although the teacher's utterances are

incomplete and ambiguous [6-7], the teacher's concomitant arm movement clearly indicates that she wants to have his hockey stick. The student seems to understand the teacher's intention within this social context, because his oral expression and his body movements signal that he is pleased about the exchange.

Subsequently, the components of a hockey stick are examined. The teacher opens up the learning opportunity by asking for the term of a particular part of the hockey stick. On the one hand, the intention of the teacher could be to attract students' attention and interest. On the other hand, the intention of the teacher may be to check students' technical knowledge, because the hockey equipment has already been introduced in the previous EFL lesson. Due to the fact that the students do not know the term, a guessing game with several IRF strings follows. In this interaction the teacher rephrases the question, makes various pointing movements to the item in question and tries to give hints [15-28]. The additional hand gestures seem to assist the teacher's spoken language. Before giving the answer away, the teacher asks individual students whether they know the term [30-31]. The intention behind using this method might be that individuals feel directly addressed. At last, the teacher reveals the correct answer by stressing the term and by pointing to the specific part of the stick. This linkage of speech and movement attempts to assure comprehensible communication in a foreign language.

Due to the fact that some students seem to be inattentive and distracted, the teacher asks a particular student to repeat the term by pointing at the item. The student obviously does not know the answer and hesitantly starts to phrase the answer. Another pupil helps him by calling out the answer and the student repeats it with evident relief. Thereupon the teacher repeats the answer clearly and slowly and briefly restates the components of the stick. This frequent repetition of the term may help the students to memorise it [32-39]. These repetitions and restatements are followed by an expansion, which includes additional information for the purpose of precision [41-43]. This expansion is particularly marked by a clear accentuation. To test students' comprehension, the teacher asks them to translate the expanded phrase into German. She rephrases her request for reasons of clarity. In the meantime, the teacher points at a pupil and admonishes him/her in English [45-46]. Due to the low number of pupils that raise their arms, it can be assumed that the phrase has hardly been understood. The second student-answer is correct and therefore the teacher slowly and more accentuated repeats the answer and simultaneously embraces this particular part of the stick. This is an attempt to assure that everybody in the class grasps the meaning of the phrase and ascribes it to the correct item. Then the teacher allows herself to throw in a funny detail in order to liven up the

lesson and to maintain students' attention [53-56]. This seems to work because the students appear to be entertained. One student asks the teacher for a short explanation in German [61-62]. This question indicates that the student has probably understood the teacher's remark.

Lastly, the teacher explains and simultaneously demonstrates the correct handling of a hockey stick [64-81]. Initially she asks the students to closely follow her instructions. This signals that the teacher is going to guide the students through the task. Analysing the teacher's instructions, it can be said that the speech is supported by body movements, which seem to be meaningful in this particular context. The teacher highlights the most important pieces of information in her speech through reduced speech rate and stress. Additionally, she visualises the content with the aid of the hockey stick and through iconic and deictic gestures in order to increase students' understanding (see 4.2.3). The teacher also demonstrates how the students are supposed to use their sticks in a hockey game. This sequence resembles Asher's TPR approach (see 4.1.1) in some respects, because the students listen to the English instructions of the teacher and then they perform the requested movements. The teacher is a kind of role model demonstrating the correct movements, which the students imitate subsequently. However, it is unclear whether the students really understand the instructions in the foreign language or whether they simply copy the movements of the others. During the explanation a pupil voices a personal problem in German, which the teacher immediately tries to solve and responds with an expressive gesture in English [69-72]. After refocusing students' attention, the teacher introduces an important hockey rule by highlighting its importance with the phrase "I need to tell you something important [...]" [84-85]. During the introduction and explanation of the rule, the teacher speaks slowly and clearly and frequently repeats important pieces of information. Unfortunately, the concomitant movements of the teacher are not visible on the videos.

To summarise, the teacher employs a range of teaching methods during the explanation of the correct handling of a hockey stick. Above all, it can be said that the teacher uses an interrogative teaching style, because she frequently asks questions relating to students' knowledge and/or comprehension of the content. Concerning communicative strategies, important pieces of information are commonly stressed and carefully articulated in the teacher's speech. The teacher also seems to favour the use of repetitions, restatements, paraphrases and expansions. Sometimes the lexis and the syntax of her speech are simplified. It is also striking that the teacher is frequently approached in German, though she always responds in English. She even deals with disciplinary matters in English. Furthermore, the teacher utilises the available realia as well as her body to make herself understood. With

regard to physical tools, the teacher makes use of pointing movements with her arms, hands and fingers or employs the whole body for demonstration purposes. Sometimes these movements complement the teacher's speech, for instance during explanations [64-68], or vice versa, for example during demonstrations [73-81]. Additionally, the teacher makes use of modelling and contextualising in this scene (see 4.2). These communicative strategies and scaffolding techniques are used to assure effective and comprehensible communication and to open up language learning opportunities for the students. Analysing the pupils' participation, it can be said that it changes from cognitive to physical activeness during this scene. Still, they generally fulfil a rather passive role throughout the scene, because they follow pre-structured patterns of movement and speech instead of producing and expressing new patterns themselves.

8.1.2 Output opportunities

Two out of the three selected scenes are taken from the EFL lessons, though they could easily be integrated into English PE lessons. Owing to the fact that there is a growing trend away from teacher-centred instruction in PE methodology, it is strongly recommended to devolve responsibility for short teaching sequences over to the students in which they explain, instruct or discuss content-related matters (see 5.4 and footnote 78). Also, it would be possible to move the instruction of sports theory to the language subject through interdisciplinary tuition, as the current research study shows.

Scene 2: Students give a short presentation on throw-ins in football

A detailed description of the course of the lesson is provided in 6.2.2 *Procedure: Unit 3*. For this scene analysis, a short sequence of students' presentation was selected, which coincides with the focus of the present research.

Table 11: Formulating interpretation of scene 2 [91-111]

(Files: Video (Sony) 'Football 3': approx. 00:33:07-00:33:35; Video (PlaySport) 'Football 3': approx. 00:31:10-00:31:39; Audio 'Football 3': approx. 00:33:28-00:33:57)

Line	Speech	Movement
91 92 93		[Four SS stand in front of the blackboard, facing the class. T stands near them. SS hold their school exercise books in their hands.]
94 95	S.: What is a throw-in [mispronounced: /θru:ɪn/]? 96 97 98	S. reads the question out of her school exercise book, then S. looks up from her book and looks at T. T moves towards S., leans forward and looks at S.. [M. laughs.]
99 100 101	Ta.: When a player kicks the ball over touch line, side line, the other team gets to throw the ball in.	Ta. reads the answer out of her school exercise book, then Ta. turns to T .

102	T: And how do you do it? *	T makes a step back. Ta. briefly leans forward and looks
103	Can you demonstrate it?	at her feet. T takes her school exercise book and holds it.
104	Ta.: Both feet must be on the ground	Ta. points with both index fingers to her feet and slightly
105		lifts and lowers her hands in a quick movement.
106	T: Yes.	
107	Ta.: Then the ball takes //so * //and so.	Then Ta. lifts both arms over her head. //She moves them
108		slowly backwards //and rapidly forwards.
109	[T. laughs; SS laugh.]	T nods her head.
110	T: From behind your head over the	T imitates Ta.'s movement. T still holds the exercise
111	head. Exactly. <i>Good.</i>	book in her left hand.

At the beginning of the scene, a student reads out the group's selected question to the class, over the course of which she mispronounces a football term. Therefore the teacher moves towards the student and revises her question by emphasising the correct pronunciation of the term. The intention of the teacher might be to indirectly inform the student about the correct pronunciation, so that the pupil notices her mistake. In this scene the teacher does not open up the opportunity for the student to figure out the correct pronunciation herself. In other words, the teacher does not push the student towards producing a comprehensible output.

Another student presents the elaborated answer to the question by reading it out of her school exercise book. This student tends to stress and clearly articulate important words in her speech, such as *touch line* and *side line*. Another interesting aspect that is worth mentioning is that she is able to correctly pronounce the verb *to throw*. It seems important to add that the wording of the answer is similar to the text on the handout. Then the teacher spontaneously decides to ask the student to demonstrate a throw-in. The teacher's first request is formulated very vaguely and hence she concretises her intention, though she still uses *it* instead of the precise technical terminology [102-103]. Here the teacher misses the opportunity for the students to hear the previously mispronounced word again, which is a highly relevant term for the up-coming PE lesson. Nevertheless, the student seems to understand the teacher's request in this particular context, because she hands her school exercise book over to the teacher. Without explicit request the student explains and demonstrates the movement simultaneously. For instance, the student points to her feet while explaining their positioning. The quick up-and-down movements of her hands might be a sign of nervousness. The student explains the movement at a slightly reduced speech rate, which might be a result of her intense concentration due to the double demand. Although the student makes a grammatical mistake [104], the teacher approves of her utterance. Here the teacher misses another language learning opportunity to push the student towards producing a grammatically correct output. To overcome communication difficulties the students makes use of mime (see 4.2.2). Although the language of her utterance is almost meaningless [107-108], she still gets her message across because the physical demonstration clearly shows the accurate arm movement

of a throw-in. Moreover, these language difficulties might be an indication that the student is pushed “to go beyond safe territory” (Dalton-Puffer 2005: 238). The teacher gives indirect feedback by imitating and verbalising the students’ movement simultaneously.

Scene 3: Students give a short presentation on goal kicks in football

A detailed description of the course of the lesson is provided in 6.2.2 *Procedure: Unit 3*. For this scene analysis, a short sequence of students’ presentation was selected which coincides with the focus of the present research.

Table 12: Formulating interpretation of scene 3 [112-127]

(Files: Video (Sony) ‘Football 3’: approx. 00:34:17-00:34:36; Video (PlaySport) ‘Football 3’: approx. 00:32:20-00:32:40; Audio ‘Football 3’: approx. 00:34:38-00:34:56)

Line	Speech	Movement
112 113 114		[Four SS stand in front of the blackboard, facing the class. T stands near them. SS hold their exercise books in their hands.]
115 116 117 118	D.: Where should the ball be // placed for a <i>cor</i> * // gooool kick ?	D. starts reading the question out of his school exercise book, //then D. looks up and almost misspeaks himself. //D. looks at his notes again.
119 120 121	Da.: The ball should be // placed at the corner of the <i>s-</i> small box in front of the goal .	Da. reads the answer out of his school exercise book, //but while reading Da. briefly looks up several times.
122 123	T: <i>And</i> //where is it? Can you show it?	//T points to the drawn football pitch on the blackboard.
124 125 126		Da. and S. point at the corners and the lines of the small box in the drawing on the blackboard, respectively.
127	T: Yes.	

The student who reads out the question from his school exercise book attempts to speak freely towards the end of his turn, though he almost makes a mistake and therefore he takes a careful look at his notes again. The pupil clearly articulates and lengthens the escaped term. Another pupil presents the answer in a user-friendly manner by clearly accentuating important words. He also seizes the opportunity to speak freely several times in order to look at the audience like a real presenter. The given answer summarises the most important information of the handout well [119-121], because the text on the handout reads as follows: “For a goal kick, the ball should be placed anywhere within the small box in front of the goal, but most players put it on the corner of the box because from there the ball gets the farthest away from the goal.” This shows that the students have taken up the opportunity to alter a text in order to produce an accurate and concise summary. Thereby the students have taken on an active role in their own language learning processes. Subsequently, the teacher asks the students to show the best spot for a goal kick on the drawn football pitch on the blackboard. On the one hand,

this request may be intended to check the group members' comprehension of the content. On the other hand, this visualisation helps to clarify the content for the other students. Such visual tools can also be employed in bilingual PE lessons in the form of sketches on posters and worksheets. Although the teacher's request is formulated in an extremely imprecise manner, the students seem to comprehend it with ease because two motivated students immediately point at the corners and the line where a goal kick is ideally done [124-126]. Here the teacher does not challenge the students to explain their pointing movements in words but instead simply confirms their non-verbal signs.

Scene 4: Student explains the next dribbling exercise

A detailed description of the course of the lesson is provided in 6.3.2 *Procedure: Unit 4 & 5*. For this scene analysis, a short sequence of the dribbling exercise was selected which coincides with the focus of the present research.

Table 13: Formulating interpretation of scene 4 [127-158]

(Files: Video (Sony) 'Football 4+5': approx. 00:14:39-00:15:14; Audio 'Football 4+5': approx. 00:19:48-00:20:24)

Line	Speech	Movement
127 128 129 130 131 132 133 134 135		T marks with a cloth peg the next dribbling instruction, which an individual S is supposed to read out to the class. [S is expected to present it in a comprehensible way, so that the SS can practise this kind of dribbling subsequently. The instructions are located on the wall bars in the middle of the gymnasium. T and students' regular PE teacher stand next to the poster with the instructions.]
136 137 138	T: S., come and //read this .	//T points to the poster with her right arm. S. runs to the poster.
139 140 141	S.: Dribble the ball with a partner by holding hands .	S. stands in front of the poster, facing the wall bars. S. holds on to the wall bars with both hands. T stands next to him.
142 143 144	T: So what do you have to do ? //Tell the others .	T gives S. a visible sign to turn around in order to face the class. //T points to the other SS.
145 146 147	S.: Hmm, I should * <i>eh</i> //holding my hands with a partner .	S. makes a step forward. His skin colour turns slightly red. //T holds her index finger in front of her lips.
148	T: Partner .	T nods her head while looking at S..
149	S.: <i>And</i> * we *should run * together.	T looks at S..
150 151 152	T: Exactly , //you hold hands and //you dribble one ball.	//T indicates grabbing and holding someone's hand. S. makes a step backward. //T lifts her right arm and holds her thumb up.
153 154	<i>So //you //leave one b, -</i>	//T points with her left index finger to SS, //then T lowers and lifts her left arm quickly.
155 156 157	You put one ball //on the side. Okay?	T points with her left arm to the side, where SS should place their spare balls. //T stretches both arms to the side.

At the beginning of the scene, the teacher appoints a student to read out the instruction for the next dribbling exercise to the class. The teacher's request can only be understood in combination with the pointing gesture [136-138], because the actual term *instruction* is replaced by the deictic *this* in the utterance. Thus the teacher does not give the students the opportunity to learn a new vocabulary item. Nevertheless, the pupil's reaction suggests that he has understood the teacher's highly contextualised discourse, because he runs to the poster and immediately starts to read out the instruction to the others. Due to the fact that the pupil stands with his back to the class, it is difficult to clearly hear him in the gymnasium. As a direct consequence, the teacher gives the student a visual sign to turn around and prompts him to restate the instruction. This clarification request invites the student to take up the opportunity to summarise a specific content in his own words. Possibly due to the fact that the teacher stresses the word *you* in her request, the pupil feels personally addressed and explains the task in the First Person Singular. During the effort to produce a meaningful summary the student grows a bit nervous and insecure, because he formulates his statements very slowly and carefully. He also makes many unnatural pauses and uses fillers, which help him to gain time to spontaneously construct a comprehensible utterance. In between the teacher repeats and accentuates a significant word. She also makes use of non-verbal signs to remind the other students to be silent. Although the student's utterance includes a grammatical mistake [145-147], the teacher accepts his answer. Towards the end of the scene, the teacher restates the student's utterance and the additional body gestures complement her verbal instructions well [150-152]. It is unclear whether the *okay*-phrase at the end of the scene [155] serves as filler or is deliberately employed to check students' understanding.

To sum up, these three scenes show that students can be encouraged to actively engage in their own language learning processes, for instance, through producing longer strings of spoken language in the form of monologues or dialogues. Such output opportunities can be created through asking students to present, to explain, to summarise, to show and to demonstrate the content of a specific subject matter. In this context, clarification requests and comprehension checks are useful tools for teachers to push students to restate a certain subject matter in their own words as well as to check students' comprehension. To insist on the verbalisation of physical demonstrations also helps to actively promote second language acquisition. As communication strategies to overcome communication breakdowns, students tend to use bodily movements and paraphrases. Occasionally, students grow insecure during the production of comprehensible output, which might also be a sign that they are pushed "to

go beyond safe territory” (Dalton-Puffer 2005: 238). With regard to output, it can be said that the learning opportunity created in the CLIL lesson is remarkably similar to those offered in the EFL lessons during the project. Based on this finding, it can be assumed that the treatment of opportunities very much depends on the teaching style of a particular teacher. As the scenes reveal, the teacher seems to push students to produce meaningful utterances without paying much attention to grammar mistakes. This indicates that the main focus lies on meaning rather than form in this interdisciplinary CLIL project. However, Swain (1995: 141) argues for the necessity of a focus on form in order to improve students’ syntax and morphology. In terms of second language acquisition, it would be better to push students towards producing a coherent *and* grammatically correct utterance instead of simply giving corrective feedback. For instance, a focus on form could be integrated immediately after a language mistake has been made by prompting students to repeat previous statements while paying particular attention to form or by reflecting with the class on what has been said.

8.1.3 Interaction opportunities

The scenes dealing with classroom discourse provide good examples for the negotiation of meaning and reflection in the CLIL environment, respectively. Moreover, the first interaction opportunity uncovers mediation processes by the teacher and the peers.

Scene 5: Teacher discusses organisational matters with the class

Although organisational matters concerning only this particular CLIL project are discussed in the chosen scene, it is considered to be a highly representative example for the negotiation process in verbal interaction.

Table 14: Formulating interpretation of scene 5 [159-212]

(Files: Video (Sony) ‘Football 3’: approx. 00:41:30-00:42:50; Video (PlaySport) ‘Football 3’: approx. 00:39:35-00:40:53; Audio ‘Football 3’: approx. 00:41:56-00:43:09)

Line	Speech	Movement
159 160 161 162		[The desks and chairs are rearranged in the classroom owing to the previous group work. The members of each group still sit around one desk.]
163 164 165	T: Okay.	T walks from the front to the back of the classroom. T holds a pen in her left hand. T briefly looks at her watch.
166 167 168 169 170	<u>Today we will //all have a soccer or football lesson together.</u>	T sits down on a table on the window side. [From this position T has a good view over SS.] //T draws a circle with the index finger of her right hand in the air.
171 172	<i>Ahmm, where? Ah? Mrs. G.?</i>	T looks towards Mrs. G., the pupils’ regular language and content teacher.

173	G.: Yes.	Mrs. G. looks up.
174	T: Where do we meet? <i>For the?</i>	
175	G.: In front of the school.	Mrs. G. points with the index finger of her left hand in the direction of the front entrance of the school.
176		
177		
178	T: In front of the school, //because we will go to the primary [school] gym again . //Okay?	T slightly nods her head.
179		//T points with her left arm in the direction of the primary school gymnasium.
180		//T looks around.
181		
182	SS: Was? ['What?']	
183	S: Was ist das? ['What's that?']	T looks in the direction of S.
184	T: <u>Volkschulturnsaal</u> . We will have soccer there, <i>okay?</i>	
185		
186	[20 sec.]	
187	T: Okay , any other questions?	
188		S. raises his arm.
189	T: Ja. ['Yes.']	T looks at S..
190	S.: But in <i>eh</i> //the primary school there are not goals.	//S. lifts his right arm and points with his index finger in the direction of the primary school building, then S. lowers arm again.
191		
192		
193		T nods her head.
194	T: We will draw some.	
195	[T laughs.]	
196	S.: Draw?	
197	S: Was? ['What?']	S. looks at D..
198	D.: //Aufzeichnen.	D. quickly draws a small goal with his right index finger in the air.
199		
200	T: //Goals. * Tore.	
201	Si.: Ja, was ist da? Da sind ja keine. [in English: 'Yes, but what's there? There aren't any.']	
202		
203	T: We will draw some.	
204		T draws a big goal with the index finger of her right hand in the air.
205	Si.: Aso, ja. [interjection expressing comprehension, like 'I see.']	Si. nods his head.
206		
207	SS: UNAUD.	
208	S: Mah. [interjection expressing disappointment]	
209	T: With chalk . Do you know what this means?	
210	SS: [whispering] Kreide.	
211	Ta.: Kreide.	
212	T: Kreide.	T nods her head.

Towards the end of the EFL lesson, some organisational matters concerning the up-coming CLIL session are discussed. This conversation unexpectedly opens up the ideal opportunity for the negotiation of meaning created by comprehension difficulties. In the beginning of this scene, the teacher informs the students about the content of the PE session held in English. The teacher's metaphoric or deictic gesture in combination with the strong emphasis on the word *all* might be intended to hint at the coeducational nature of the double sports lesson. The teacher's input includes the AmE as well as the BrE term for this sport, whose difference has been explained in one of the preceding presentations. The teacher usually speaks slowly and clearly by putting stress on signification words, as this short sequence exemplifies [166-170].

Thereupon the teacher addresses the pupils' regular English and PE teacher, who is occupied with the filming, in order to arrange a meeting point. The teacher clearly repeats the information of the regular class teacher and states the reason behind the arranged meeting spot, i.e. the lesson has been moved to another nearby gymnasium due to the research project. In order to increase students' understanding of the input, the teacher points in the direction of the primary school gymnasium. She also emphasises the word *again*, possibly to remind the students of having had a PE lesson there already during the trial run. However, the teacher swallows a word [178-181], which may add to students' confusion.

The students' reactions reveal major comprehension difficulties. The teacher obviously assumes that the students do not understand the phrase *primary* [school] *gym*, because she unhesitantly offers a German translation. An alternative way to deal with this situation would be to provide an English circumlocution possibly in connection with a deictic gesture (see 4.2). Without any kind of indication the teacher subsequently switches the language code back to English again. The additional English comment contains a fuzzy term. On the one hand, this may be a conscious attempt to avoid the problematic phrase. On the other hand, the teacher misses the opportunity to repeat the unknown word especially relevant for this particular CLIL project.

Afterwards the teacher seeks to inquire about any remaining uncertainties amongst the students. One student remarks that there are no goals in the primary school gymnasium. Perhaps he indirectly tries to find out how this concrete situation will be dealt with in the upcoming football session. It is surprising that the student endeavours to incorporate the newly introduced term in his statement. Simultaneously he points in the direction of the primary school building, which enhances the comprehension of his utterance. Although a mistake occurs while speaking [190-192], the teacher does not prompt the pupil to realise or even correct his own mistake. The teacher's nodding can be understood as a sign of agreement. The teacher's reply is shortened and therefore lacks precision, which makes the comprehension of the message more difficult for the students. Additionally, the teacher makes use of the *will*-future instead of *going to*-future in her statement, which could be due to two reasons: Firstly, the teacher intends to give students the opportunity to see the most recently introduced tense in context. Secondly, it is assumed that the *will*-form is directly associated with the future tense.

The students' immediate reactions indicate that they have severe difficulties making sense of the teacher's message. It seems as if the student, who has made the announcement, is unable

to decipher the meaning of the verb (*to*) *draw*, because he slowly and interrogatively repeats the word. These circumstances provide the ideal basis for the negotiation of meaning. To clear up students' confusion, the teacher becomes more precise by adding the specific term and subsequently translating the addition into German [200]. At the same time, another pupil is able to discern his classmate's comprehension difficulty and attracts his attention by drawing a small goal in the air and by providing a German translation of the problematic verb. This is an excellent example of social mediation by peers. In the same negotiation process a different pupil intuitively seems to switch to German to enquire what is used in place of goals, because he has not understood the meaning of the teacher's reply yet. In short, this pupil employs code-switching as a strategy to resolve his comprehension difficulties. However, the teacher neither responds in German nor linguistically modifies her prior message. Instead she repeats her initial message by stressing the problematic verb in the sentence and demonstratively draws a big goal in the air. The movement in combination with the accentuation is intended to unveil the meaning of the teacher's message. As the pupils' interjections reveal, the teacher's communicative strategies have been effective at last [205-208].

At the end of the scene, the teacher adds some complementary information, possibly to introduce a new word, and checks whether students really understand the meaning of the word. The reactions show that the students already know the word, because they can easily translate it into German. Subsequently, the teacher carefully repeats its German translation and makes an affirmative gesture with her head, which signals that the student answer is correct.

Scene 6: Teacher discusses appropriate playing behaviour with the class

A detailed description of the course of the lesson is provided in *6.2.2 Procedure: Unit 4 & 5*. For this scene analysis, a short sequence of the reflection round was transcribed which is significant for the course of the conversation and with regard to the research focus. It is also important to mention that gestures and movements are scarcely visible in this scene, due to the fact that one video camera (Sony Handycam) was out of order and all the participants were sitting in a circle. Therefore some participants sat with their backs to the recording video camera or were obscured by others.

Table 15: Formulating interpretation of scene 6 [213-275]

(Files: Video (PlaySport) 'Football 4+5': approx. 00:57:21-01:00:06; Audio 'Football 4+5': approx. 01:01:00-01:03:45)

Line	Speech	Movement
213 214		T and SS sit down in the centre circle after the final football game called <i>Golden Goal</i> .
215 216	T: Okay. ** <i>What</i> * Was there anything you didn't like about the game ?	T looks around.
217		[Approx. four SS put up their hands.]
218	T: S.!	T points at S..
219 220 221	S.: (UNAUD.) [S.'s input is un audible due to background noises.]	
222 223	T: Listen!	T holds her index finger in front of her mouth and looks at some clamorous SS.
224 225 226	S.: The field is so little, we <i>can't</i> [AmE pronunciation] <i>football</i> - we can't play football in this - in the field .	T looks at S..
227 228	[Some SS laugh.]	[Approx. three SS hold their hands up in the air.]
229	[5 sec.]	
230 231 232 233 234 235	T: It's smaller than a normal football field . How <i>lo</i> - // large is a usual football field? Do you know?	//T holds both hands at the same height and with about a shoulder's length in-between in front of her upper body and moves them quickly up and down.
236		L. raises his arm.
237	T: L.	
238 239	L.: Hektar * ungefähr. ['Approximately a hectare.']	T looks at L..
240 241 242	T: One hectare. //Who was - <i>who was the the</i> - the experts on the field ? Do you remember the numbers?	//T looks around and points at individual SS randomly.
243	S: Ah, das soccer.	
244	T: Mhm.	T looks closely at the SS right next to her.
245	S: Of the game.	
246 247 248	T: The field size, do you remember? * //The size of the field . The experts of the field , do you remember the size ?	T looks around. //T draws a square with her right hand in the air.
249		D. raises his arm.
250	T: D.!	T looks at D..
251	D.: Hundred twenty metres long.	(INV.)
252	T: Yes, and that's much smaller ,	T nods her head.
253 254	so you need to play more gentle , S.!	T holds football in her hands and lifts ball quickly up and down.
255	Shorter passes, not long passes.	(INV.)
256	[1 min.]	
257		Lu. raises his arm.
258	T: Lu.!	
259	[Some SS are chatting.]	
260	Lu.: (UNAUD.)	
261	T: Try to speak in English .	
262 263 264	Lu.: Why * can we * not kick the ball in the air?	T looks at Lu.. [The movements of Lu. are INV. from this camera angle.]
265	T: Because it's also not possible here. The // pitch	//T stretches both hands to the side, then she

266	is not so wiiide .	slightly moves them up and down.
267 268	You //don't need it, <i>okay</i> ?	//T shakes her head several times.
269 270	And you can also hit things * in here.	T lifts her right hand and draws several small circles in the air.
271		D. raises his arm.
272	T: Yep.	T makes a pointing movement with her chin towards D..
273 274	D.: A goal shot is easier, when I shoot the ball high.	(INV.)
275	T: That's true. Yes, it's <u>easier</u> .	T nods her head several times.

The basis for this oral reflection forms a set of unexpected events encountered during the course of the final football game. Almost at the end of the first CLIL session, the teacher feels compelled to abandon the game due to increasing conflicts in order to to give students the opportunity to express their emotions and opinions, to analyse the challenges of the game and to come up with solutions. At this point it needs to be indicated that scene 6 does not display the whole conversation between the teacher and the students.

At the beginning of the scene, the teacher asks the students about their dislikes regarding the final game. This question [215-216] indicates that the teacher expects some criticism. Several students immediately raise their hands, which confirms the teacher's assumption. The first student criticises the size of the field, because in his opinion the playing field is not of adequate size to play football properly. Due to the fact that the student's initial remark is scarcely audible, the teacher verbally and non-verbally admonishes the class to attentively listen to their colleague's utterance. At one point in the interaction [224-225] the student appears insecure, because he slowly and carefully utters some of the words. In this process he makes a mistake, which he promptly rectifies without any kind of hint or assistance from the teacher. Furthermore, his utterance initially lacks precision, but he naturally specifies his message in the interaction process [226].

Due to the fact that the pupil's criticism concerns the size of the football field, the teacher decides to repeat the respective football fact. The teacher's speech includes synonyms, e.g. *usual* for *normal* [230-231], possibly to increase the students' full comprehension of the content. Additionally, the teacher's arm movements implicitly refer to the size of a football field. In general, the teacher tends to stress and clearly articulate crucial words in her speech. The first student guess is expressed in German or, more precisely, the student switches the language code without bothering to translate the term into English [238]. This reaction presumably signals language difficulties, which are easily overcome by the use of the native language. The teacher promptly provides the English translation instead of encouraging the student to manage this task himself or with some help from the teacher or a peer.

Without taking the student's answer into closer consideration, the teacher proceeds with addressing especially those students who have elaborated the theme in the previous EFL lesson. However, the teacher seems to feel uncertain about how to best phrase the question, because she initially stutters and unwittingly makes a grammar mistake [240-242]. Apart from that, this sequence displays an excellent example of interdisciplinary teaching. The succeeding comments of two different pupils reveal that some students still have difficulties grasping the teacher's question. Consequently, the teacher repeats and paraphrases the issue. In her speech the nouns *field* and *size* are especially accentuated. The paraphrases in combination with the iconic gesture are supposed to help students understand its gist. This artefact mediation proves to be effective, because the next student answer is correct. However, the teacher does not demand the formulation of a whole sentence comprising the new information from the student at this point.

The mentioned figures are the starting point for the teacher's line of reasoning, in which she attempts to explain why and how students are expected to adapt their playing behaviour to the size of the football field, albeit the students have already been given instructions on how to control their passes before the actual football game. The teacher's input is expressed clearly and slowly, though it contains one mistake with regard to the comparative adverb [253]. The teacher's quick up-and-down movements with the ball [253-254] do not seem to carry a particular meaning, except for stressing the importance of the content. Therefore they can be labelled as beats (see 4.2.3). Then the teacher directly addresses the student who initially raised the issue [253], possibly to make him aware of her proposed solution. In the further course of the conversation the teacher repeatedly brings up this practical advice. In view of students' learning processes, it would have been more effective to give students the opportunity to come up with possible solutions themselves and later test them in a game.

Almost at the end of the reflection a pupil asks a question about a still unresolved rule for him. At first, the teacher encourages the student to translate his initial message into English, hence the student makes an effort to compose a grammatically correct translation. While speaking the rapidly increasing speech rate is conspicuous. This could stand in connection with the decline of the student's mental demand, owing to the fact that the pupil has possibly managed to internally construct a meaningful utterance at a faster pace than speaking. The question implies that the student has not really understood the teacher's line of reasoning, either as a result of inattentiveness or lack of comprehension. This situation creates the perfect opportunity to negotiate meaning in a social interaction between expert and novice (see 4.1.3). Consequently, the teacher restates the content modified through recasts and expansions. For

instance, the argument about an accidental damage on things in the gymnasium expands the previous line of reasoning. However, the teacher's restatements lack precision and coherence and are only meaningful in combination with the iconic and metaphoric gestures. These visual scaffolds and the lengthening of vital words, such as *wide* and *need*, are intended to improve students' comprehension the content [266-267]. In other words, this artefact mediation through language and gesture tries to assist students to fully understand a complex matter (artefact mediation see 4.1.3; scaffolding techniques see 4.2).

In this context, another pupil points out that a higher-placed shot on goal is easier for him. The student autonomously produces an accurate utterance in English and makes use of word coinage (see 4.2.2) in order to keep up the conversation. Due to the ambiguity of the newly coined word, it remains unclear whether the term *goal shot* refers to a certain type of shot or the scoring of a goal. Owing to lack of time, the teacher does not request a clarification of the new term. Likewise, the teacher does not make clear that it has actually been allowed to chip the ball within the box in front of the goal. Instead the teacher affirms the student's utterance verbally as well as non-verbally. The teacher's simplified and abbreviated affirmations can only be understood within this interactional context. This shows that the teacher's speech becomes more contextualised towards the end of the session.

Lastly, it needs to be said that the students' active participation remains fairly high throughout the entire reflection round and several pupils seize the opportunity to express their impressions and experiences and to resolve uncertainties, respectively. The foreign language is mainly perceived as a means of communication, though individual students make a conscious effort to produce accurate und comprehensible utterances in the foreign language.

To sum up, the teacher's talk generally tends to be clear and intelligible through the employment of reduced speech rate, precise articulation and accentuation of meaningful words. In addition, the teacher's input is characterised by reduced sentence length and complexity. An interesting feature is that the teacher's speech includes fuzzy terms and discourse deixis especially in face-to-face conversations with the students. Although the language is embedded in a certain communicative context, these fuzzy terms and discourse deixis can cause major comprehension difficulties for the language learners. To enhance the comprehension of the input, the teacher tends to make use of repetitions, recasts and expansions, frequently in combination with visual scaffolding. Additional comprehension checks and clarification requests might also be useful for CLIL teachers to see whether the language learners have fully understood a specific content, as the example in scene 5 shows

[209]. Moreover, the sample scenes illustrate effective mediation by the teacher or a peer and with the help of socio-culturally established artefacts (i.e. language and gestures). However, the support provided by the teacher is rather implicit and could probably be more explicit for the target learners. In contrast to the teacher, the students normally do not apply body language or mime to make themselves understood. Another characteristic is that students' foreign language output is usually expressed slowly and carefully.

The above examples of classroom discourse indicate that the primary focus is on meaning rather than on form, because the negotiation for meaning receives most of the attention in this particular CLIL setting. In these negotiation processes language mainly functions as a mere means of communication. A suggestion for improvement would be to make ample use of modifications instead of switching to the native language. This also means that the teacher should not readily accept code switching on the part of the students, but rather should provide appropriate scaffolds that help students to keep up a conversation in the foreign language. In contrast, grammar mistakes are seldom recognised or corrected in this CLIL project, but grammar is not the focus of pedagogical attention. In retrospect, however, it seems important that content-and-language teachers occasionally prompt the students to produce coherent, grammatically correct and socio-linguistically appropriate messages in order to assist them to reach higher levels of language proficiency. This seems particularly relevant once the students have become acquainted with CLIL tuition.

8.2 Analysis of students' brainstorming

Examining students' output in the brainstorming task, it is evident that some groups were inclined to state single words while others preferably reproduced phrases or whole sentences encountered during the CLIL project. The amount of language items mentioned per group ranges between 12 and 32 entries. Although there is a big gap between the highest and the lowest score, these figures reveal that at least some language items have been acquired during this interdisciplinary CLIL project. In total, the number of occurrences amounts to 203 phrases, which means that the ten participating groups mentioned approximately 20 words or phrases on average. At the same time, this reveals that only four out of the ten groups were below average. Upon closer examination of the single brainstormings, it becomes apparent that their entries vary in quality. More precisely, there is the general tendency that high quality strings of words were reproduced in smaller quantities than single words. Another interesting feature in this context is that one of the groups with the lowest score only listed single words of which almost all are correct. This may be due to the group's low level of risk-taking. In other words, students may have intended to stay on the safe side to avoid mistakes.

Considering students' mistakes, it can be said that approximately 40 out of the 203 items were incorrect, which is almost a fifth of the total number. In this context, it seems important to mention that these figures disregard mistakes concerning the capitalisation as well as the compounding and/or separation of words. The most common errors are spelling mistakes. More precisely, the mistakes include *omissions* (such as in *specators*), *additions* (e.g. *centere circle*), *selection* of wrong components (such as *curft* for *curved* or *coal* for *goal*) and *misordering* of letters (*refeere* for *referee*) or a mixture of several errors (i.e. the most misspelled word is *subsutie defander* instead of *substitute defender*). Furthermore, some words are spelt in accordance with their audible sounds (for example, *atlets* for *athletes*). The most frequently misspelled word is *referee*. Besides spelling mistakes, grammatical errors are also quite frequent especially in longer strings of words. These mistakes concern possessive and comparative adjectives but principally tense and prepositions, as the imperative "Ran faster as you can" indicates. The following example depicts confused prepositions: In the statement "you must push the ball *of* the floor, not in the air!!" the prepositions *of* and *on* fundamentally alter the meaning of the sentence.

Evaluating the outcome, the most frequently mentioned words ($n > 5$) are *defender* with 11 mentions; *skills* with 9 entries; *football*, *goal*, *hockey* and *hockey stick* with 8 mentions and *linesman* and *referee* with 6 entries. This may already reveal the fact that shorter phrases

tended to have a higher frequency of mention than longer strings of words. As the chart below illustrates, the mentioned phrases can be assigned to specific contexts, in which they were primarily applied during the CLIL project. With regard to the EFL context, it is apparent that mainly technical terms and short phrases were memorised from the language classes. Almost all of these lexical items derive from specific instructional materials, namely the hockey and football handouts including the picture dictionary “On the pitch” (designed by Hueber¹¹⁹), and were applied in group discussions and homework tasks. For example, one homework task asked the students to describe the happenings on the football pitch by using as many words as possible from the picture dictionary, as at least the last two sentences in table 16 (see next page) demonstrate. In addition, it can be assumed that the students had known some of the mentioned words before the actual implementation of the CLIL project, but probably not in connection with the sports games hockey and football. Providing an example, the students presumably rediscovered the word *skirt* as an item of the female hockey equipment. Overall, the vocabulary acquired during the EFL lessons is almost double the amount of those memorised in the English sports lessons only.

With regard to the content-and-language-integrated PE lessons only, it is evident that mainly instructions, apart from a few technical terms and the name of the final football game, were memorised. These instructions are usually informal conversational expressions, which represent items of authentic language use. This is highly surprising because most of these utterances were merely encountered receptively and interactively. For example, expressions like “When I whispel [whistle] you stop the Ball” were receptively taken up and subsequently acquired. A possible reason for their uptake and acquisition might be that these were the most frequently encountered phrases during the content-and-language-integrated PE lessons. However, it needs to be pointed out that some of these informal expressions are incomplete, such as in “come all to me = [, when I] clap your [my] hand[s]”, or grammatically incorrect, as described previously. Some of these memorised phrases might even be expressions used by the students during the ball games, such as “Ran [Run] over there”, or in one of homework tasks, such as the letter dealing with the students’ football experiences.

¹¹⁹ Source: <http://www.hueber.de/sixcms/media.php/36/fussballplatz.pdf> (29 Oct. 2012)

Table 16 Students' outcome in the final brainstorming task

EFL & CLIL		EFL		CLIL in PE		Other	
defender	11	linesman	6	push pass	4	rugby	2
skills	9	uniform	5	instep pass	2	stage	2
football	8	coach	4	golden goal	1	athletics	1
goal	8	halfway line	4	in the middle	1	chef	1
hockey	8	striker	4	pick	1	dress	1
hockey stick	8	corner flag	3	dribble the ball	1	trousers	1
referee	6	hair band	3	Kick the ball into the goal!	1	Total number of occurrences	8
centre circle	5	skirt	3	Run over there!	1	Total number of words	6
curved head	5	centre spot	2	Run as fast as you can.	1		
ball	5	helmet	2	Come all to me = clap my hands	1		
goalkeeper	4	(crowd of) spectators	2	Come all in the circle = hold my arm in the air	1		
team	4	athletes	1	When I whistle, you stop the ball.	1		
dribbling	3	baseball	1	Start from a cone.	1		
football pitch	3	cheering	1	You must push the ball on the floor and not hit it in the air!	1		
corner	3	football boots	1	Total number of occurrences	18		
trainer	3	goal line	1	Total number of words	14		
shoot	2	scarf	1				
Good idea!	2	scream	1				
Good teamwork!	2	shirt	1				
I'm wide open!	2	substitute	1				
Nice goal!	2	sweeper	1				
field	1	The defenders build a wall.	1				
goalie	1	The striker shot the ball into the goal.	1				
passing	1	Total number of occurrences	50				
soccer	1	Total number of words	23				
sport	1						
teamwork	1						
inside	1						
outside	1						
over there	1						
kick the ball	1						
play	1						
run	1						
Excellent shot!	1						
Great goal!	1						
Great pass!	1						
Good game!	1						
It was a good football game!	1						
Pass the ball!	1						
Pass to me!	1						
Play to me!	1						
Run with me!	1						
Speak English.	1						
In football you have a ball.	1						
In hockey you have a stick.	1						
Total number of occurrences	127						
Total number of words	45						

As the chart above illustrates, most of the acquired language items were interdisciplinarily encountered, which means the students came across these phrases in both school contexts – the EFL and the CLIL context. More precisely, the interdisciplinary tuition helped students to acquire almost twice as many new words and phrases as in the EFL context and more than three times as many as in the CLIL context alone. Similarly, this implies that substantial language gains can be achieved if words are experienced in combination of cognitive as well as physical learning environments. In this interdisciplinary context, single words as well as conversational expressions were taken up during the project. A lot of these acquired expressions derive from the final homework task, in which the students were supposed to freely translate informal conversational phrases commonly used in team sports from German into English, such as „Hey Schieri! Das war ein Foul!“. Concerning the assessment of this homework task, only comprehensible and meaningful translations were accepted in order to give students some feedback on their personal learning gains during the CLIL project. As a further note, it should be mentioned that the students performed quite well in this task because generally more than half of the student answers were apt. More precisely, the majority of students achieved between 9 and 10 out of the 12 possible points. Afterwards the students received a vocabulary sheet with possible translations. Considering students' outcome in the final brainstorming task, it is recognisable that at least twelve sports phrases of this homework task were memorised by the students. Other conversational phrases that were memorised were frequently used by the teacher, e.g. “Speak English”, “over there” and “Good idea”. There are two utterances that demonstrate students' combined acquisition of language and content knowledge, such as in “In football you have a ball. In hockey you have a stick.”. However, there were some mentions that did not fall into one of these distinct project areas. Therefore it is assumed that the students either knew these words beforehand or became acquainted with them during the trial sessions.

A further analysis of the brainstorming showed that most of the acquired words and phrases were utilised in the interdisciplinary lessons in combination with homework assignments. In detail, it is presumed that nearly two-thirds out of the total number of new vocabulary items were acquired through their multiple uses. On the one hand, the learners' self-efficacy and the active language use in homework assignments may have helped to positively reinforce the acquisition of lexical items besides learner autonomy. Therefore this finding might confirm the overall effectiveness of tasks that are done by the students themselves outside the immediate classroom environment. On the other hand, the decisive factor for the uptake could

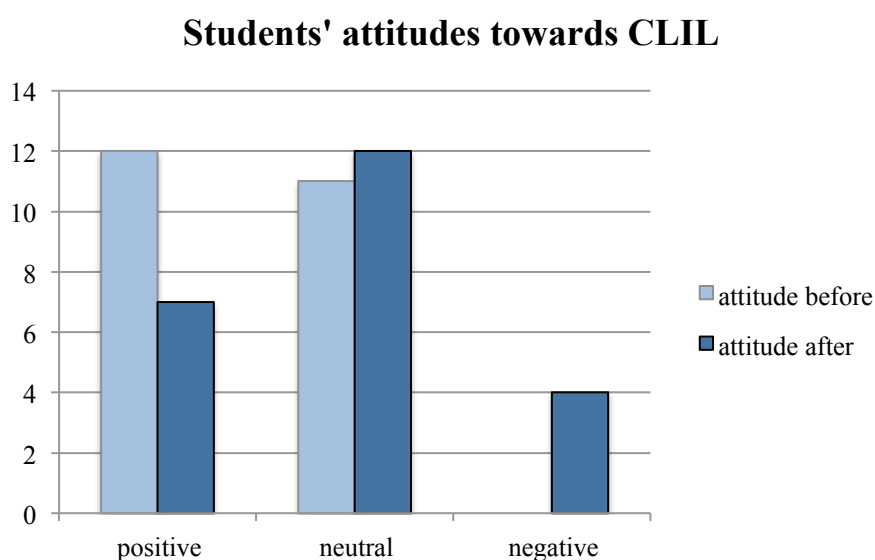
have been the tasks themselves by successfully motivating and encouraging learners to increase their lexical knowledge.

To conclude, the quantity as well as the quality of students' reproduced phrases have by far exceeded the researcher's expectations, because the expectations lay around 5-10 mentions per group after a five-week hiatus. In total, the students stated slightly over 200 words and almost one half of them were distinct terms. It also seems to be of importance to mention that relatively few mistakes occurred. A further examination of the brainstorming showed that in the EFL context mainly single vocabulary items were acquired compared to the CLIL context in which primarily informal conversational expressions were picked up. This finding implies that language is strongly embedded in the context in this physical school subject. It is clearly evident that most of the words and phrases were acquired through interdisciplinary tuition. This finding promotes this kind of tuition and simultaneously proposes a closer collaboration between content and language teachers in Austrian schools.

8.3 Analysis of students' feedback

This section discusses positive and negative aspects of the CLIL project put forward by the students and also includes the teacher's reflective interpretation on the qualitative and quantitative findings of the study.

Figure 4 Students' attitudes before and after the CLIL project



Before the actual implementation of the CLIL project students' attitudes ranged between positive and neutral, whereas the amount of positive attitudes slightly prevailed. After the CLIL project, however, the majority of the students showed a neutral stance. As the above

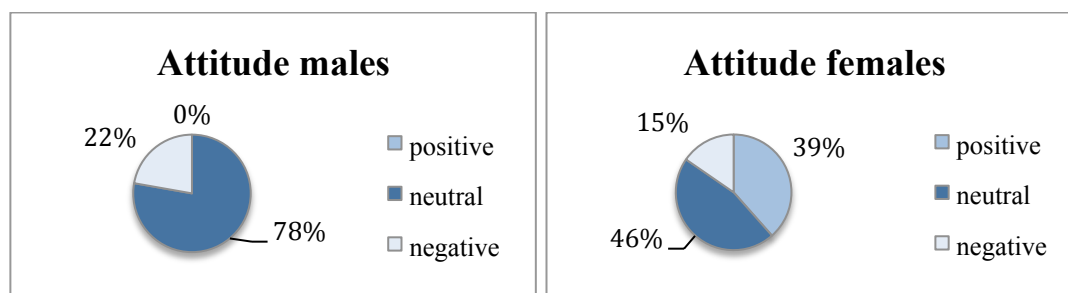
chart shows, the positive stances were reduced by almost half and four out of the 23 students had even adopted a negative attitude. On closer examination, it becomes apparent that the attitude of almost half of the class deteriorated (from positive to neutral or from neutral to negative), the attitude of the other half largely remained unchanged and only the opinion of two students improved (from neutral to positive). This underlying trend reveals that the CLIL project partly fulfilled and partly fell short of students' expectations. Students' comments on their likes and dislikes of the project may shed light on this overall change in attitude.

Regarding students' preferences, the topic choice and the selection of games and exercises were on top of the list. For example, one student wrote: "I liked [it] because [sic] we played football and Hockey" and another student mentioned that s/he enjoyed dribbling the ball. However, the fact that these issues also received some criticism should not be suppressed. For instance, two students admitted that they would have liked to play different games. Further positive feedback pertained to the showing of film and video clips as well as the implementation of group and pair work tasks. Two students even praised the self-made CLIL materials. Although English as the prime medium of instruction was heavily criticised, a few students seemed to appreciate it, as shown in "I liked we must spoke [sic] English". The opponents, on the other hand, criticised this basic principle as well as the amount of foreign language instruction. Yet another pupil approved of the acquisition of new English words though complained about comprehension difficulties. Students' opinions also seemed to differ greatly with regard to homework assignments in PE. As an additional remark, several students emphasised that they had a lot of fun during the CLIL project. Another interesting comment apart from the students' likes and dislikes focuses on the project's uniqueness, saying that "es ist einmal eine andere Turnstunde ☺ [It is a different (= in the sense of *unique*) PE lesson]".

The main points of criticism centred on coeducational matters, the project conditions and the overall organisation of the PE lessons. Concerning the schedule of the PE lessons, it was suggested that less time should be spent on warm-up exercises in order to have more time to perform the actual sport games. Some students also complained about sacrificing vital movement time for the sake of talking time, such as in "Ich möchte mehr Zeit zum Spielen [I wish we would have had more playing time]" as well as in "Wir haben zu viel geredet und zu wenig gespielt [We talked too much and played too less]". Further criticism concerned the given circumstances, for instance, the constant presence of the video cameras (e.g. "Die Kameras. Weil ich immer nervös und unentspannt mich fühlte. [The cameras. I always felt nervous and uncomfortable.]") and the setting of the PE lessons as well as its conditions of use (see 6.2.3 Organisation and arrangements).

With regard to the coeducational sports lessons, it needs to be said that students' comments revealed a clear gender difference. More precisely, the female students tended to perceive the ball games, especially the fiercely competitive football match at the end of the first CLIL session (see 6.2.2 Procedure), as too aggressive, whereas the males held an entirely opposing opinion (e.g. "Manchmal war es zu unaggressiv. [Sometimes it was too unaggressive.]") and complained about the increased number of rules (e.g. "Ich mag nicht so viele Regeln. [I don't like so many rules.]"). In this context, it needs to be said that some girls also expressed a dislike for the frequent introduction of new and stricter rules due to the heatedness of some games. One male, for instance, argued that the rules were slightly too strict and therefore the football game was boring. This is the reason why the second questionnaire aimed at enquiring about the males' and females' attitudes towards coeducational sports lessons.

Figures 5.A and 5.B Male and female attitudes towards coeducational PE lessons

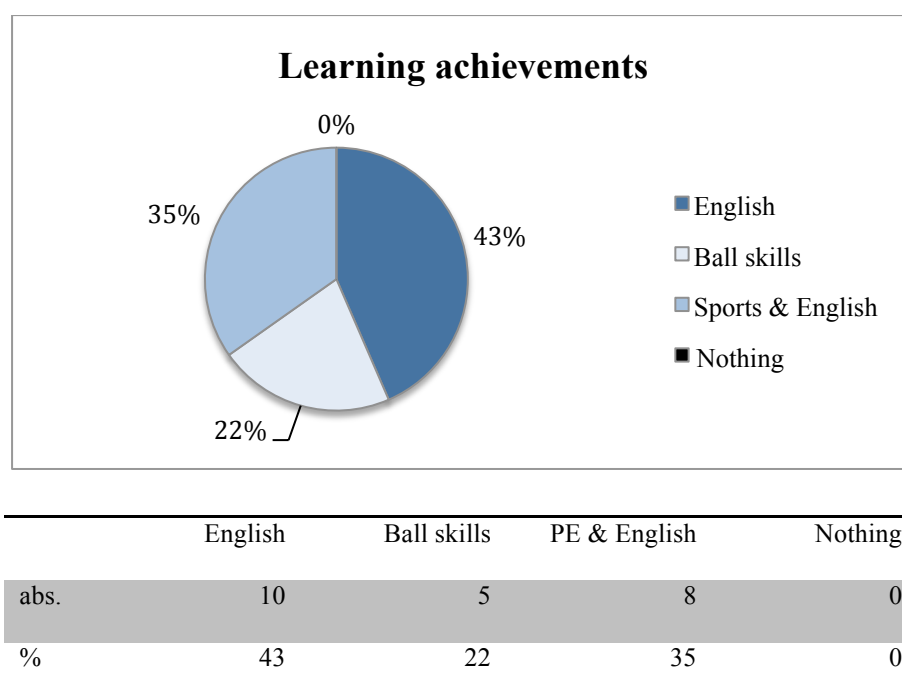


The chart shows that a neutral stance towards coeducational PE lessons prevailed amongst the male students. In other words, the majority of boys felt that it was okay doing sports together with the girls. Only two out of the nine boys stated that they disapprove of sports lessons with the other sex. It is surprising that none of the males revealed that he enjoyed doing sports with the girls. By contrast, 39 per cent of the female students perceived the coeducational PE lessons as excellent, though nearly half of them also expressed a neutral stance. As with the males, two girls disliked the coeducational PE lessons.

Regarding students' arguments for a particular stance, it needs to be said that several of them relate to the PE lessons of the project instead of the coeducational matter. Fun was mentioned as the main reason for coeducational teaching by the male and female students alike. Some male arguments against the implementation of coeducational PE lessons expressed a general disapproval, such as in "because I didn't like to train with the girls" or "The games were boring with the girls". Other arguments referred to girls' ball skills, e.g. "they [the girls] are not so good in football playing", or an unfortunate circumstance in the football lesson, namely "the girls hasn't got shoes" (see 6.2.2 Procedure).

By comparison, the girls generally expressed a more positive attitude towards coeducational instruction, because most of them pointed out that they enjoyed the PE lessons together with the boys. However, one student remarked that she is not keen on doing sports with the boys all the time and another one stated that she prefers having PE without the boys. Moreover, one female student approved of these particular coeducational PE lessons based on the fact that she considers the girls' sporting abilities to be as good as those of the boys and yet another student mentioned that she enjoyed the lessons even though she found it difficult playing with the boys. A few female students expressed a distaste, which was closely linked with the boys' playing behaviour during the lessons, as the quote "[...] the boys are so shoot hard [sic]" reveals, and one student argued against coeducational instruction due to the fact that the boys have other sporting preferences as the girls. One female pointed to the fact that there were more players due to coeducational teaching. However, it is unclear whether this is an argument for or against this type of instruction, because the student maintains an impartial stance.

Figure 6 Estimated learning achievements



This single-choice question aimed to ascertain in which area of competence the students presumed to have learnt the most during this interdisciplinary CLIL project. Looking at the chart, it is obvious that almost half of the students (43 per cent) considered that the project was best for their additional language acquisition and was therefore beneficial for their EFL classes. In other words, the majority of students reckoned that language gains were their greatest learning achievements. For instance, one comment affirmed that the students

assumed to have learnt new English words during the project. The language subject was closely followed by the subject combination PE & English, because eight out of the twenty-three pupils presumed that the interdisciplinary project brought an advantage for both school subjects. In short, these students were of the opinion that they had improved their practical knowledge as well as their linguistic knowledge during the project. Only five pupils presumed that CLIL instruction was only advantageous for their content-subject in terms of developing and/or improving their ball skills, e.g. dribbling the ball. It is interesting that none of the students believed that no learning achievements whatsoever were made during the CLIL project.

Considering students' answers in the questionnaires, it becomes apparent that the majority of students chose to fill out the first questionnaire in German, whereas the explanatory comment of the second questionnaire was mainly made in English. The English statements of the first questionnaire were usually fairly short, incomplete and vague in comparison to the lengthy and detailed German comments. This may indicate that the language learners were still not capable of formulating coherent and precise arguments in a foreign language. In order to provide constructive feedback, many students chose to write in their mother tongue. Yet others switched the language code between statements or even within statements without indicating the language switch, such as in "I didn't like that I became [sic] in Turnen [PE] a homework". Therefore it is surprising that the explanation on the second questionnaire was mainly filled out in English, maybe because of the fact that only a short answer was requested. Albeit it needs to be pointed out that the statements contained mistakes in terms of word order, spelling, tense and vocabulary, as some of the example above have shown. However, students' language preference could also have to do with the fact that the first questionnaire was filled out after an exhausting PE lesson taught in English and the second during an EFL lesson. As a general note, I would like to add that most of the students took the feedback seriously and really endeavoured to bring up all the aspects that could be improved in case the project was carried out another time. Therefore the students' comprehensive feedback can be of great value for future CLIL projects in PE.

Teacher-researcher's interpretation of students' feedback:

First of all, students' unfamiliarity with this teaching approach as well as the relative rarity of project work in Austrian schools may have awoken students' interest. This initial curiosity may be the reason for students' approving attitudes towards the CLIL project prior to its implementation. However, it is difficult or rather impossible to satisfy everyone's

expectations and interests, as the divergence of opinion with regard to topic choice and game selection shows. For instance, the fact that the majority of the female students did not bring or rather pretended not to have brought their gym shoes on the day of the football session may be an indication for a general disapproval of this sport amongst the girls.

Moreover, coeducational teaching may entail difficulties, especially if the pupils are not familiar with it. For example, in the first coeducational CLIL session it was noticed that the boys did not really pass the ball to the girls in the final football match. In this highly competitive game the boys tried to make as many goal attacks as possible and in doing so some of them fired the ball into the goal. It seemed as if some of the female players were afraid of the ball and therefore the teacher frequently introduced new and stricter rules. On the other hand, some females seemed to be motivated and tried really hard, possibly to impress the boys. Such situations can create coeducational challenges for the students and the teacher alike. Nevertheless, the majority of the study participants expressed a neutral stance towards coeducational sports lessons and therefore it can be recommended that the girls and the boys should sometimes have Physical Education together. With regard to coeducational teaching, my advice is to sensitise students through the treatment of coeducational matters, such as team work and team play, and reflecting on students' experiences, feelings and opinions.

Another point of criticism concerns the reduced playing time. Some students criticised the amount of time devoted to practical exercises compared to the actual game. However, the lessons actually aimed at improving students' ball skills in the selected sports instead of devoting a whole lesson to play games. Furthermore, this teaching project had to cope with two demands at the same time. On the one hand, it was intended to make students familiar with CLIL instruction and, on the other hand, it needed to introduce the English game sports and all the necessary English sport terminology. Another problem was that the pupils were not familiar with any of the basic physical exercises, but it can be assumed that this circumstance would have also slowed down the tuition in the mother tongue. These requirements surely increased the teacher's talking time at the expense of students' playing time. Wensen (2006: 45) emphasises that the language focus should not predominate at the expense of movement time in CLIL teaching and therefore she suggests to deal with linguistic matters in necessary movement breaks or to integrate language learning into games. Like Nietsch and Vollrath (2007: 166) and Kruschhausen (2008: 73f.), I would like to point to the fact that similar kinds of sport have a common terminology, which means that the technical terms need to be introduced only once for several sport disciplines and this certainly helps PE teachers to gradually minimise their talking time. In order to repeat the technical vocabulary

over and over again, Hofmann and Radicke (2009: 9) suggest introducing similar sport disciplines and sports games in a row. This bundling of related content subjects brings about an economisation of the language work (Nietsch & Vollrath 2007: 166). Kruschhausen (2008: 73) adds that some of these technical terms are similar in German and can therefore be grasped without extra explanation. To sum up, teachers' talking time decreases over time when routines and rituals have been established in the CLIL lessons and the pupils have become familiar with the basic terminology and the game instructions (Kruschhausen 2008: 74). The repetition of similar instructions and vocabulary leads to the desired automatism (Kruschhausen 2008: 74).

In addition, several students disapproved of using English as the only means of communication throughout the project. In this context, it needs to be pointed out that students did not choose to participate in this project. Mewald (2004b: 49) as well as Kruschhausen (2008: 78) advise against coercion of CLIL implementation and regard voluntary endeavours as the best prerequisite. In order to avoid a negative impact of the foreign language as a medium of instruction on students' likes for PE or vice versa (Kruschhausen 2008: 62), Kruschhausen (2008: 78) recommends that students should be given the option to resort to the mother tongue any time.

Concerning the video recording, there is a genuine difference of opinion in the current literature whether the presence of video cameras in the classroom greatly affects students' behaviour. For instance, Altrichter and Posch (2007: 149) support the claim that video recordings can disturb the teaching situation due to the conspicuous camera equipment, whereas Helmke and Helmke (2004: 52) regard this as a myth based on their own research experiences. An interesting feature of the present study is that the presence of the two video cameras in the room provoked different reactions amongst the students. Some pupils were extremely reserved and cautious in the beginning of the project, as implied by Altrichter and Posch (2007: 144), and reminded others that they were being filmed or asked whether the scene was being recorded. Others were more open and frequently smiled or waved into a video camera. However, after the first couple of sessions the students seemed to pay less attention to the cameras. Likewise, Altrichter and Posch (2007: 149) say that students' knowledge of being recorded normally alters students' behaviour only for a short time and that students even become familiar to moveable cameras if this kind of data collection is used frequently. In this context, Wagner-Willi (2007: 129) reports that the students in her study did not forget about the present video cameras, but they tolerated them as they got used to their presence. Similar to Wagner-Willi's account (2007: 129), the new objects seemed to arouse

the pupils' curiosity over time, because they walked up to the fixed camera at the back of the classroom and inspected or interacted with it during the break. Therefore it is somewhat surprising that several students announced that they perceived the video cameras as highly disturbing. One student even revealed that the presence of the video cameras made him feel uneasy and anxious throughout the project. This could be the reason why some students participated more actively than others. Based on students' feedback, it can be assumed that the two video cameras have been a source of distress for some students in this project, but, on the other hand, it was a starting point to make students familiar with these digital devices.

All of the above mentioned incidents, circumstances and requirements may have led to the deterioration of students' attitudes, which again could have a negative impact on students' attitudes towards the single school subjects. However, there was a whole list of things that the students liked. Amongst these things were the increased number of group- and pair-work tasks and the screening of videos and films, owing to the fact that these mediation methods are rarely applied in the students' regular EFL and PE classes. In this interdisciplinary CLIL project it proved very useful to discuss certain techniques or tactics on the basis of a previously shown English sports video in the EFL class before the up-coming sports lesson. Lastly, it seems as if the students had great fun during the project, because "fun" is among the most frequently made comments. Lasagabaster's and Sierra's results (2009: 4) show that CLIL programmes seem to promote the development of a positive attitude towards language learning in general.

9. Discussion and summary

The first part of the discussion examines the foreign language learning opportunities provided during this interdisciplinary CLIL project. More precisely, the following paragraphs critically discuss the teacher's input and the teacher-student interactions as well as the teacher's verbal and non-verbal scaffolding techniques. Subsequently, students' output and their employed communicative strategies are considered. The second part deals with students' outcomes in the brainstorming task and tries to infer whether the offered learning opportunities have brought about second language acquisition.

Among others, Dalton-Puffer (2005: 9) points to the fact that every teacher is a language teacher and although PE is a predominantly physical school subject, Kuhlmann (1986: 15-163) indicates that the teacher's actions are commonly linked with speech and that language plays an essential role in terms of sports instruction. In short, it is barely conceivable that PE lessons would work without a single spoken word (Kuhlmann 1986: 7; Klingen 2013: 12). These statements suggest that every school subject contains components of speech even those with a high level of physical activity, as the subsequent description of learning opportunities in PE shows. Nevertheless, the fact should not be disregarded that learners mostly perform a rather passive role, namely that of listeners (Wensen 2006: 45; Dalton-Puffer 2008: 11).

With regard to the provision of learning opportunities in PE, foreign language teaching and learning can be integrated in the explanation of a specific technique, short presentations on theoretical themes, the instruction of games and exercises, oral and/or written reflections¹²⁰ (e.g. writing a letter to an English-speaking friend in which one reflects on one's playing behaviour and communication during a sports game) and the discussion of organisational matters, as some of the previous scene analyses (see 8.1) have illustrated. However, PE covers many more such language learning opportunities, as Nietsch and Vollrath (2007: 150ff.) show.

Concerning the promotion of students' language skills, a slight difference between the EFL and CLIL lessons is discernible in the present study. On the basis of *Communicative Language Teaching*, speaking tasks predominated in the EFL lessons, covering monologic as well as interactive speaking. The CLIL lessons provided more opportunities for active listening, frequently in combination with physical exercise. For instance, the students were supposed to physically perform the teacher's instructions and demonstrations, like in Asher's

¹²⁰ For further information on the combination of action and reflection see Rottmann (2007: 220f.).

TPR approach (1969: 3ff.). Activities that combine cognitive learning with movements facilitate holistic learning, which again may lead to an increased retention of the content (Wensen 2006: 45). Hofmann and Radicke (2009: 9) add that specific terms and formulations are commonly linked with certain motions, which helps learners to recall the acquired knowledge. Moreover, the attempt was to foster students' speaking and writing skills through reflections and to incorporate short reading tasks in the English PE lessons (see scene 4). The writing skill was mainly promoted in the interdisciplinary homework tasks. As the results in section 8.2 reveal, the homework tasks seem to have helped students to consolidate recently learnt terms and phrases and thus they contributed to the expansion of students' vocabulary. It is also assumed that these written assignments helped to broaden students' content knowledge along with their linguistic knowledge. For example, students had to demonstrate their knowledge of certain techniques and tactics in a particular sports game, on the one hand, and they had to pay particular attention to the coherence and cohesion of their English texts, on the other hand. These gains seem to indicate the importance of homework tasks in all school subjects, even in PE, and particularly in the context of CLIL teaching.

Based on the principle of dual foci (Coyle, Hood & Marsh 2010: 1), sports lessons taught through the medium of English are supposed to promote students' physical competence and foreign language competence equally. However, research has revealed that input, interaction and output opportunities are not fully exploited in Austrian CLIL practice (Mewald, Prenner & Spenger 2004: 61ff.; Dalton-Puffer 2007: 281ff.). Therefore the following paragraphs critically examine the learning opportunities opened up in the present study.

Considering input opportunities, the teacher's input is largely provided in monologues and interactive talks and is characterised by an interrogative style, possibly to generate motivation and interest. Similarly, Dalton-Puffer's study (2007: 283) shows that the input of Austrian CLIL teachers contains relatively homogeneous syntactic structures with interrogatives being especially predominant. Cabrera and Martínez (2001: 286) point out that students seem inclined to actively listen to the input if the teacher interposes questions that request an answer. Dalton-Puffer's research (2007: 283) also reveals that longer formal teacher talks are extremely rare in Austrian CLIL classrooms, which Dalton-Puffer (2005: 250) regards as an area for improvement. Based on my CLIL teaching experience, I venture to say that teacher monologues can easily be incorporated in content-and-language-integrated PE lessons, for example, in the explanation of specific techniques. However, in the present research mainly scenes were selected that actively involved students. As the scene analyses demonstrate, the input was commonly modified but at times also simplified. In order to enhance students'

foreign language competence, Mewald and Spenger (2004: 92f.) emphasise that the complexity of the input should be increased gradually, because it is presumed that the teacher's input influences students' output.

With regard to the appropriateness of the input, there were a few occasions in which some students complained about the level of difficulty of the input, such as the reading text given for homework, though upon closer examination it turned out that the students were able to understand its overall meaning. These incidents can be seen as indications that the input was slightly above learners' level of competency. In other words, the teacher managed to provide roughly-tuned input, as Krashen's input hypothesis (1982) suggests. Wensen (2006: 45) remarks that a major advantage of content-and-language-integrated PE lessons is that the students' movements and actions give CLIL teachers as well as the students themselves immediate feedback on their comprehension of the input (also cf. Nietsch & Vollrath 2007: 148; Trömel 2006: 42). Another effective way of checking learners' comprehension is to ask a pupil to repeat or summarise the input in his/her own words (Müller-Hartmann & Schocker-von Ditfurth 2011: 6), as the example in scene 4 depicts. As students' feedback reveals, most of the students liked the topic choice and from this it can perhaps be inferred that the provided input was interesting for the learners. Like in Kruschhausen's study (2008: 72), the content of the present CLIL lessons also received some criticism. Kruschhausen (2008: 72) rules out that the criticism concerns his CLIL lessons in particular. In consonance with Kruschhausen (2008: 72), it can be claimed that the same criticism would have been raised if the lessons had been held in the students' mother tongue.

The analysis is largely confined to whole-class interactions, due to the fact that student-student interactions are scarcely audible on the recordings. Concerning the provision of interaction opportunities in Austrian CLIL classrooms, Dalton-Puffer's data (2005: 238) reveals that the IRF-type prevails in teacher-led whole-class discussions, whereby students usually take on a passive, responding role (Dalton-Puffer 2005: 245). In addition, Dalton-Puffer (2008: 12) states that 88 per cent of all questions in the CLIL classroom ask for facts, which generally receive short responses from the students. Mewald (2004b: 46) rightly states that question-answer-chains that demand minimalist answers are not reckoned as conversation. Thürmann (2013: 238) even remarks that this type of conversation only minimally promotes students' discourse competence. Likewise, the teacher in the present research study does not fully exploit the created interaction opportunities, because she does not provide appropriate scaffolds that prompt students to phrase full and accurate answers.

In the present study the most common form of corrective feedback are recasts, whereby the teacher implicitly corrects students' incorrect utterances (De Graaff, Koopman, Anikina & Westhoff 2007: 616). Like in Mewald's survey (2004b: 47), the teacher in the present study occasionally highlights students' mistakes by laying stress on the corrected forms. Thereby the teacher provides additional meaningful input, but usually does not ask students to repeat the corrected input (also cf. Mewald 2004b: 47). Furthermore, the teacher does not tend to explain the underlying grammatical rules when errors occur, as in de Graaff, Koopman, Anikina and Westhoff's study (2007: 621). Dalton-Puffer (2008: 13) found that CLIL teachers generally seem to prefer recasts to overt negative feedback. Nevertheless, the teacher's feedback could have been more explicit for the age group participating in this case study in order to facilitate noticing (see 4.1.2). According to de Graaff, Koopman, Anikina and Westhoff (2007: 615ff.), teachers seldom provide the basis for noticing of significant or problematic forms. Long (1996: 454) recommends that language teachers should create interaction opportunities that stimulate the negotiation for meaning as well as direct students' attention to linguistic forms. There is one scene analysis that depicts the negotiation for meaning caused by comprehension difficulties. In this negotiation process the pupils might have learnt new vocabulary items, though the meaning of the unknown words was mainly expressed non-verbally. Based on the previous recommendations it probably might have been more effective if the negotiation had also been expressed in words. In general, it can be said that only a few comprehension difficulties occurred during the CLIL project that led to the negotiation of meaning (also cf. Kruschhausen 2008: 73).

To increase students' comprehension of the input, several verbal and non-verbal scaffolding techniques are employed in the study. As previous studies have already revealed (Larsen-Freeman & Long 1994: 118ff.; Hasan 2008: 38ff.; Mayerhofer 2011: 74ff.), lexically and syntactically reduced utterances, slower speech rate, clear articulation and the accentuation of key words are made use of in order to linguistically modify the input for the learners. De Graaff, Koopman, Anikina and Westhoff (2007: 614) found that CLIL teachers lay stress on important words especially when they realise that the students have difficulties in understanding a certain concept. Like in Mayerhofer's study (2011: 75), imperatives are frequently applied, which in turn is a common way of giving instructions in school. Although the provided input consists of less complex structures, it is usually well-formed in terms of syntax. Unlike the findings of Larsen-Freeman and Long (1994: 125) and Mayerhofer (2011: 74), the CLIL teacher does not make use of a wider pitch range or integrate significantly

longer pauses in her speech. On the whole, these communicative strategies help the teacher to provide authentic language in a comprehensible way.

In classroom interaction the teacher frequently employs comprehension checks, clarification requests and confirmation checks. Like in Mayerhofer's study (2011: 76), the teacher adds an *okay* with rising intonation to most utterances, which may function as indirect comprehension checks. This may signal the teacher's concern that the students have not fully understood the English content matter, as Mayerhofer (2011: 76) suggests. However, they are usually not recognised as requests by the students, because the teacher only seldom receives a reaction from the students (also cf. Mayerhofer 2011: 76). In case the teacher's checks provoke a reaction from the students, nodding and follow-up comprehension questions are amongst the most common. This finding is congruent with Mayerhofer's research analysis (2011: 76). In general, the teacher's language in interactions tends to be more contextualised than in teacher monologue due to the frequent use of fuzzy terms and discourse deixis. As the negotiation for meaning in scene 6 shows, the teacher's speech lacks completeness and precision possibly due to the fact that the subject matter had already been covered before. Further interactional modifications apparent in the present study are the frequent use of repetition, paraphrases, expansions and circumlocution. The teacher's non-verbal scaffolds, such as gestures and body movements, also assist in the comprehension of the subject matter.

Kruschhausen (2008: 81) argues that CLIL in PE has a considerable advantage over traditional foreign language instruction and other bilingual subjects owing to its physical and material environment that facilitates the immediate visualisation and demonstration of new terms and difficult subject matters. In the present study materials (e.g. additional charts, worksheets and objects), mime, gestures and body movements are employed as non-verbal teaching tools in the gymnasium to assist students' comprehension of the teacher's input (cf. Cabrera & Martínez 2001: 286). As Harmer (2001: 65) suggests, gestures and mime are frequently exaggerated in order to make the meaning explicit (also cf. Kruschhausen 2008). In addition, body language seems to be more expressive in CLIL tuition (Mayerhofer 2011: 74). Mayerhofer (2011: 74) provides a common example, which is CLIL teachers counting distinctly with their fingers in addition to their oral output. Moreover, in the present study iconic, metaphoric, deictic and beating gestures frequently co-occur with speech, possibly to picture what the speaker considers to be the most important information in a particular communicative context. In comparison, in the EFL lessons the motions tend to be less spacious (i.e. more use of pointing movements) and material mediation generally predominates. Based on students' feedback, Mayerhofer (2011: 75, 96f.) assumes that

physical demonstrations significantly contribute to learners' apprehension of the foreign-language input. From the findings of the present study it can be inferred that gestures and movements play a vital role in the negotiation of meaning and seem to promote a better understanding of the subject matter.

As the sample output opportunities depict, some tasks required the students to produce longer stretches of speech, because monologues are considered to be good opportunities for foreign language learning (cf. Crabbe 2003: 20f.). During the presentations students generally made an effort to express themselves in the foreign language without hesitation, whereas they easily switched between German and English during pair and group work tasks (cf. Rottmann 2007: 224). This is due to the fact that presentations are held in the 'public sphere', as Dalton-Puffer (2005: 245) points out. Overall, the students made use of word coinage, circumlocution, language switch and mime to overcome lexical deficiencies. Like in Mayerhofer's survey (2011: 78), the students mostly tended to communicate in the foreign language with the CLIL teacher, though they often spoke in their mother tongue with their peers. This finding contradicts Mewald's assertion (2007: 156) that it is quite common in Austrian CLIL classrooms for students to respond in their mother tongue. Dalton-Puffer's data (2005: 247) also shows that Austrian CLIL students frequently express unknown words in German or request language support from the teacher or their peers. Like student responses in teacher-led interaction, Austrian studies reveal that the output of CLIL students is fairly restricted apart from (scripted) student presentations (Dalton-Puffer 2005: 238; Mewald 2007: 166). More precisely, students frequently construct incorrect and incomplete responses that typically consist of short noun-phrases (Dalton-Puffer 2008: 11; Mayerhofer 2011: 78f.). These observations are also true for the study at hand. Dalton-Puffer (2005: 238) claims that teachers' acceptance of these terse responses does not push students "to go beyond safe territory". Due to the fact that students participating in the CLIL project were usually not directly challenged to produce accurate and meaningful output, it can be assumed that their linguistic repertoire did not broaden to the maximum possible extent that could have been reached in the given timespan, as suggested by Swain (1985: 249ff.). Also, students' noticing of linguistic gaps, hypothesis testing and conscious reflection were only marginally promoted (see 4.1.2). On the other hand, the CLIL teacher noticed that some students fell silent, presumably due to mounting anxiety, when being pushed to get their message across in English. It was only through language support that the teacher sometimes managed to encourage students to give it a try. In this context, it needs to be pointed out that students'

anxiety could also have to do with the presence of the video cameras (Mewald 2007: 152) or the peers, which might have had a negative impact on students' outcome.

Furthermore, Mewald (2004b: 47) found that there is hardly any error correction in Austrian CLIL classrooms, presumably to create an anxiety-low learning environment. In the present study students' oral output was far less frequently rectified compared to their written output in homework assignments (i.e. describing the actions in a football match, reflecting on the happenings in CLIL football lesson, translating informal sports phrases¹²¹). Only those lexical, grammatical and pronunciation errors that seemed to endanger the comprehension of the oral output were corrected, primarily through recasts. The scene analyses of the current study show that most errors are made when students make an attempt to freely express themselves. With regard to error correction, Austrian data shows that lexical and pronunciation errors are frequently repaired, whereas grammatical and morphosyntactic errors are commonly ignored in discourse (Dalton-Puffer 2008: 14). The above scene analyses confirm this finding, because there are several examples in which the CLIL teacher accepts students' grammatical mistakes, such as in scene 2 (line 104) 'feets' and scene 4 (line 145) 'should [...] holding'. It seems that most learning occurs in the field in which most errors are made and therefore Dalton-Puffer (2005: 238f.) suggests that teachers should increase the probability of syntactic mistakes within IRF sequences in addition to students' frequent lexical mistakes. In this context, it could be argued that the apparent disregard of linguistic form is based on the fact that the primary focus of CLIL lessons seems to be on content learning (Mewald, Prenner & Spenger 2004: 80ff.; Dalton-Puffer 2008: 14). In other words, CLIL teachers seem to pay more attention to factual information than to language accuracy, which might be true also for the current study. To enhance students' foreign language output, Dalton-Puffer (2005: 249f.) advocates the implementation of a combined focus on content and linguistic form¹²² in CLIL teaching. Müller-Hartmann and Schocker-von Ditfurth (2011: 8) make a suggestion of how a focus on linguistic form could be integrated into content teaching: If a learner encounters language problems in classroom discourse, the teacher can initiate a reactive focus on form after the student has finished his/her turn (ibid.). Furthermore, Mewald (2007: 167) recommends for the development of students' foreign language competence that CLIL teachers should consciously attempt to gradually increase the complexity and the frequency of pupils' output and in doing so she advises against heavy scaffolding. This supports Lantolf's thesis (2000: 80) that the amount and type of scaffolding

¹²¹ Examples of students' completed homework assignments are provided in section 12.5.

¹²² Dalton-Puffer (2005: 20) points out that this has previously been recommended by Mohan and Beckett (2003) for content-based instruction.

needs to be individually adapted to a learner's particular language competency. In this respect, the scene analyses indicate the necessity to improve this aspect in future CLIL practice.

From students' outcome in the final brainstorming task it can be implied that CLIL teaching has the potential to enhance students' lexical knowledge and to improve their foreign language competence. Due to the fact that the brainstorming task asked students to list all the words and phrases they remembered from the CLIL project, it is almost impossible to draw conclusions about the development of students' grammatical competence. Although the current CLIL project only lasted for two weeks, the amount of new words and phrases acquired during the project lessons is relatively large. More precisely, every pupil mentioned around 10 vocabulary items on average and in total the study participants stated 203 words and phrases out of which 88 terms are completely distinct. It needs to be said that this vocabulary increase exceeded the researcher's expectations. Similarly, Mewald's inquiry (2004c: 84ff.) confirms that EAA students acquire a considerably active and technical vocabulary, because in a similar brainstorming task¹²³ 36 students reproduced more than 3400 words in total and 539 out of these words can be ascribed to specific CLIL subjects. In contrast to the present study, only the smartest children of every ability group participated in Mewald's survey and the students had received CLIL instruction in several school subjects on a regular basis (ibid.). Moreover, Mewald (2004c: 91) stresses that her results do not mirror students' full potential, because, like in the present study, the brainstorming failed to assess students' passive vocabulary. Likewise, other Austrian CLIL surveys reveal that teachers estimate that students' vocabulary acquisition is one of the areas that seems to benefit the most from CLIL instruction in contrast to syntax (Dalton-Puffer 2005: 238; Gierlinger, Hametner & Spann 2007: 78-79). A German study testing CLIL in PE also shows that the majority of the participating students reckon to have acquired new vocabulary items after only two bilingual PE lessons (Kruschhausen 2008: 64ff.). However, an Austrian CLIL teaching-project in Psychology demonstrates that the amount of new vocabulary items learnt was below the participants' expectations after four CLIL lessons (Regitschnig 2009: 84f.).

On closer examination, it becomes apparent that mainly single technical terms were acquired during the interdisciplinary language lessons. The analysis of the brainstorming task also shows that this CLIL project hardly promoted the acquisition of general academic language, as Dalton-Puffer (2005: 249) advises. This indicates that the learning environment did not provide enough opportunities to develop students' academic language skills (e.g. explaining,

¹²³ For further information on Mewald's analysis (2004c) read page 85 of her report.

describing and arguing). In addition, it seems as if mostly informal conversational expressions were acquired during the content-and-language-integrated PE lessons, which is an interesting research finding. Wensen (2007: 46) and Nietsch and Vollrath (2007: 151) agree that the language in PE tends to resemble everyday language more closely than in other school subjects based on the higher frequency of social interactions and processes. Therefore words and phrases acquired in the bilingual PE lessons can easily be transferred to other social contexts (Wensen 2007: 46). Another finding seems to allude to the crucial importance of written homework tasks for language learning in addition to the treatment of the subject matter in class. The combination of oral input, interaction and written output seems to be a highly effective way to support students' lexical development in CLIL teaching. This is also the language area in which most errors were made, because spelling mistakes prevail in the final brainstorming task (also cf. Dalton Puffer 2005: 237). Based on these findings it can be concluded that increases in students' lexical knowledge are likely to be achieved through CLIL teaching in PE.

10. Outlook and pedagogical implications

As the findings of the present study show, Physical Education turns out to be an adequate CLIL subject because it evidently has the potential to improve students' foreign language competence. For this reason the integration of foreign language learning into Physical Education can be approved of.

Based on the facts that the weekly hours of Physical Education have generally experienced a reduction in Austrian school curricula and the net movement time is already fairly low in conventional PE lessons, I strongly recommend offering CLIL in PE in combination with other school subjects at least in the beginning, as this interdisciplinary CLIL project has demonstrated. For example, the key lexis of a particular sport could be introduced in the language classroom and reencountered in the sports lessons held in the foreign language or students' presentations concerning a specific sport topic could also be moved to the language class. This way foreign language teaching only minimally affects students' movement time. After some time students will be well acquainted with the basic terminology for various sports disciplines, which also helps to increase physical activity in the content-and-language-integrated PE lessons.

Like Abuja (1999: 3) and Coyle, Hood and Marsh (2010: 11ff.), I regard CLIL-lessons as a valuable addition to students' regular language classes. In my opinion, language classes provide a good basis for applying a foreign language in real communicative events. As Coyle, Hood and Marsh (2010: 1) have pointed out, it is important to consciously promote foreign language learning also in the CLIL classroom. The previously examined input, output and interaction opportunities show attempts to develop students' foreign language competence through CLIL tuition. However, Dalton-Puffer (2005: 10) regrets that no language curricula for CLIL instruction have been established in Austria so far. Dalton-Puffer (2005: 250) is of the opinion that "the way forward for CLIL in Austria and elsewhere" is the conscious promotion of all four language skills through highly diverse classroom activities. With regard to theories about second language acquisition, my advice would be not to correct students' mistakes when they make their first attempts to express themselves in the foreign language as long as their message is comprehensible. Only when they seem to use the foreign language without considerable distress, will it be of great importance to draw students' attention to their mistakes in order to advance their foreign language competence.

Considering the suitability of PE for CLIL tuition, it can be said that the merging of physical and cognitive school subjects might be highly beneficial for the acquisition of knowledge.

The neurobiologist Gerald Hüther (Huether & Goetz 2012: 14) claims that knowledge that is emotionally anchored is retained more effectively. Students' active participation and the handling of emotionally loaded situations are distinctive characteristics of Physical Education (Rottmann 2006a: 78; Lightner 2013: 361). These factors seem to have a positive bearing on students' content and language learning, as the final brainstorming task in the present study shows. Its results indicate a considerable language uptake. Consequently, it would be interesting to conduct the same study with a different group of students to be able to contrast the language outcomes. In any case, Physical Education is considered to be an excellent school subject for CLIL tuition and is assumed to make an effective contribution to foreign language teaching.

Based on the gained experiences, I would finally like to offer practical suggestions for the implementation of CLIL in PE. Due to the fact that males and females attend separate PE classes in Austria, offering CLIL in this particular school subject might entail some challenges. As the current CLIL project shows, coeducational PE lessons can provoke problems between the sexes that might have a negative impact on the learning atmosphere. For the implementation of CLIL in PE on a regular basis, I suggest the following: It is advisable to alternate between coeducational and unisex PE tuition. More precisely, I would recommend offering coeducational CLIL lessons on a regular basis but with the viable option to split the group if need be or on occasion. This requires the constant presence of two PE teachers in the gymnasium, who are willing to team-teach as well as to instruct a smaller group of students parallel to the other. Of course, careful planning and good communication between the team teachers are necessary prerequisites for CLIL instruction in PE. Furthermore, it is important to sensitise students beforehand and to introduce coeducational tuition step by step. Opportunities for reflection, in which students openly address their feelings and emotions, seem to be crucial in this process. Another crucial precondition concerns the setting, which needs to be appropriate for the respective amount of students. In short, it needs to be big enough for the double amount of students, which was not the case in the present CLIL project. Despite these challenges, teachers should not refrain from offering CLIL in PE and should always keep the benefits of CLIL tuition in mind.

On principle, it can be said that professional CLIL teaching seems to improve students' foreign language skills. As this diploma thesis has shown, Physical Education is a unique school subject that should not be excluded from CLIL tuition. In this context, it should be highlighted once again that sport disciplines that originate from English-speaking countries seem especially suitable for this kind of tuition due to their standardised terminology in the

target language. Like Mewald and Spenger (2004: 93), I am of the opinion that the integration of this new and attractive teaching method into PE is indispensable in this time of rapid globalisation. More precisely, I believe that CLIL is the way forward in order “to achieve a healthy, plurilingual and intercultural society” (Coral 2012b: 1).

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12. Appendix

12.1 Feedback slips

12.1.1 Feedback 1

PROJECT: SPORTS & ENGLISH			
Name: _____			
1) How did you feel about the project, when I came into your classroom one day and told you about it?			
☐ 	☐ 	☐ 	
2) How do you feel about the project now?			
☐ 	☐ 	☐ 	
3) Do you feel that the project was better for your English or your ball skills or both?			
☐ English	☐ ball skills	☐ Sports & English	☐ nothing
4) Tell me what you liked and what I should change (and why). You can also write in German!			
What I liked ...		What I did not like ...	
Other comments:			

12.1.2 Feedback 2

How did you like doing sports with the boys?		
☐  (super)	☐  (o.k.)	☐  (didn't like)
Why? _____		
How did you like doing sports with the girls?		
☐  (super)	☐  (o.k.)	☐  (didn't like)
Why? _____		

12.2 Project preparations

Date	Time	Place	Activity	Description & comment
27/09/2012	9.00 - 10.00	Head's office	Presentation and explanation of my research project	- Head person's approval of the project - Establishing the project schedule - Discussing additional organisational matters, e.g. equipment, specific local conditions, etc.
01/10/2012	8.35 - 8.45	Classroom of the project class	Introducing myself and my project to the students	- Personal details: my name, my studies and future job - Information on the project: rationale, timetable (starting after the students' first written exam in English), organisation, topics
01/10/2012	8.45 - 9.25	Classroom of the project class	Observation 1 in students' regular EFL lesson	- Topic: Music and famous musicians - Languages of instruction: German and English - German usually used for organisational and disciplinary matters therefore German prevails especially in the beginning of the lesson - Frequent code-switching to assist the students' understanding or to check their comprehension - Students' utterances: usually guided, short, frequently in German - My first experiences in finding alternative ways to make myself understood in English.
08/10/2012	8.35 - 9.25	Classroom of the project class	Observation 2 in students' regular EFL lesson	- Topic: Grammar (Present Continuous): describing the actions in a picture in this particular tense - Active participation - Pupils seem to understand me, when I speak English with them. - Pupils usually answer in German.
08/10/2012	11.35 – 11.45	Football pitch	During the break having a casual conversation with the female students in English AND playing football	- Students tell me that they have already seen the movie "Bend it like Beckham" at school. This information is crucial for me in terms of planning the lessons. - Girls have already played hockey, but the last time someone was slightly hurt [neg. associations]. - Girls seem to have mixed feelings about football, though they show a passionate commitment during the football game. Their ball skills (passing, shooting, team work) are average; some are a little bit shy. - The imaginary goal is marked by two key rings. - A student tells me that she does not understand me and therefore another girl acts as translator.

10/10/2012	10.45 – 11.35	Classroom of the project class	Observation 3 in students' regular EFL lesson	• Topic: Grammar (Present Continuous and introducing the Past Continuous) • Interactive activity • Students: risk-taking
10/10/2012	17.00-18.00	Classroom of the project class	Parents' evening	• Introducing my project and asking for the parents' permission. • They are asked to sign a consent form. • Parents seem to be a bit sceptical, but they all support my project.
11/10/2012	10.45 – 11.35	Classroom of the project class	Observation 4 in students' regular EFL lesson	• Topic: Grammar (distinction between Past Simple and Past Continuous) • Some statements of the students are highly creative (ideas, vocabulary).
11/10/2012	14.25 – 16.05	Multipurpose hall [Mehrzweckhalle] of the town attached to the secondary school	PE session (preparatory CLIL session): Getting to know the students, checking students' fitness and skills through physical exercises, introducing and practising frisbee	• Introducing rituals: When I raise my arm, students come together in the circle and listen. • Encouraging students to speak English and/or to use their body language: e.g. "Don't be afraid of making mistakes, because you learn from your mistakes!" • Students get name tags. • Getting-to-know exercises: e.g. asking for students' favourite school subject. Girls seem to love music and boys seem to like English. • Noticeable spatial distance between boys and girls • Students do not know most of the exercises and games. • Sometimes a student translates important information for the other students. • Students start making short comments in English just for fun [slipping into the role of an English speaking person]. • Very noisy in the sports hall, because another class has PE in the same hall at the same time. My recordings are hardly audible. • Receiving some useful teaching hints from supervising teacher, e.g. let the students count the cones in English
25/10/2012	14.25 – 16.05	Primary school gymnasium and cloakroom in the secondary school	PE session (preparatory CLIL session): Touch rugby	• Supervising teacher and I decided to have another preparatory CLIL lesson in order to become acquainted with the smaller gym, the timing and the filming. • Student asks me in English, where the lesson will take place. • One male student knows some technical rugby terms. • Reflection round: Each student briefly expresses his or her opinion on the game. In general, male

				students wanted to tackle; female students felt that the boys were very competitive and played slightly aggressive. • Small-group discussions in the cloakroom of the secondary school, because we had to leave the gym 20min. earlier due to overlaps with another sports course. Students have to come up with an additional rugby rule and discuss it with a partner. Teachers listen. • Very interesting conversations: Students speak freely in English. Their messages include mistakes, though they are understandable. Teachers ask students to give reasons for the introduction of this particular rugby rule and to consider its pos. and neg. side effects.
11/10/2012 – 4/11/2012		At home	Designing the lesson plans and obtaining the technical equipment for the project	• Designing worksheets and lesson plans: own ideas, authentic material adjusted to the proficiency level of the target group, selecting appropriate film scenes, in which girls play football, simplifying a passage of the original screenplay, integrating the soundtrack of the movie, and rewriting game descriptions from a university course on hockey • More teaching materials available for football/soccer, therefore, designing more lessons on football than on hockey • No dictionary found containing the terminology of various sport disciplines • EFL lessons based on the approach of Communicative Language Teaching (CLT) • Revising lessons plans: Receiving useful ideas and feedback from the students' EFL and PE teacher and my supervisor • Getting acquainted with the technical equipment and finding the right positions for the video cameras • Check-list for the technical equipment

12.3 Lesson plans

12.3.1 Lesson 1

LEARNING ABOUT FOOTBALL IN ENGLISH (1)

Class: 3rd grade of the 'Neue Mittelschule' [New middle school]

Time and Place: Monday (5/11/2012), 08.35-09.25, EFL classroom

Aims:

- Learning specialist vocabulary for football
- Improving English language skills with a special focus on listening, reading and speaking
- Listening to 'real' footballers' conversations (informal language)

Materials (see 12.4): 'Kick it like Beckham' worksheets, DVD

Nr.	Time	Activity & Procedure	Interaction	Aids
1.	10' 08.35 – 08.45	The project teacher and the regular EFL teachers (team-teaching) welcome the students. One of the class teachers collects the students' test books, while the other class teacher sets up the movable camera. The project teacher sets up the second video camera at the back of the classroom and turns on the projector. Then the project teacher starts the lesson with a short imagination trip. Students should sit comfortably and listen carefully to the story. If they want, they can close their eyes. The imagination trip: "Imagine one day you wake up in a classroom. It's definitely not the classroom you know. It looks very different, but you don't know exactly where you are and how you came here. You look around and find out that everything is in English: the words on the blackboard, the posters and even the pupils' names sound English. You wonder where you are. You have no idea! Suddenly a pupil opens the door and comes in. 'How are you, mate?' he says with a big smile. He seems very friendly, but you don't know him. You answer him in German, but he only gives you a confused look. He obviously doesn't understand you, so you try to answer him in English. 'Good!' and he seems to understand. More and more students enter the classroom and everyone speaks English. First you sit at the back of the classroom and listen to their dialogues, but then you gather your courage to ask, where you are. First they don't understand you, but you say it again and they tell you that you are in a school in London. Now you know that you have landed in an English classroom.	T	Projector (plug in, turn on, relocate desks in front of the blackboard and in the middle of the classroom), microphone (REC + Hold + Stop), video cameras (open lens + REC + Stop), tripod and chair (in the middle and at the back of the classroom, respectively)

		The pupils are very friendly and want to know more about you and you try to answer their questions using the English you have learnt so far in Austria. You also use your body to explain things. In the beginning it's difficult for you to speak and understand them, but it gets better and better and the pupils also help you. In this classroom you wake up now and for the next two weeks. Always remember that the other pupils as well as the teacher won't understand you if you speak German!" Then the teacher informs the students about the project (topics: football/soccer & hockey), overall timetable (EFL: Mon., Wed., Thurs., next Thurs.; PE: Thurs. only), organisation (Coeducational PE sessions in the primary school gymnasium) and the videoing (Mrs. G. (regular EFL teacher) → to be able to evaluate project). Project teacher also informs the pupils about the topic (football) of today's lesson. Students put their decorated nametags on their desks.		
2.	5' 08.45 – 08.50	The pupils have already watched the movie <i>Kick it like Beckham</i> but as revision they answer some questions about the film together with a partner. They don't have to write full sentences or a coherent text. Short notes are fine!	S-S	Worksheets 'Kick it like Beckham'
3.	5' 08.50 – 08.55	Then the teacher discusses the students' answers together with the whole class. The teacher selects one student after the other (girl and boy alternately), who reads out his/her answer. They briefly talk about the film and what it is about and the footballer David Beckham. Do the students know him and what do they know about him? David Beckham has played for Manchester United, Real Madrid and the English national football team. David Beckham English, born in 1975 Very good at taking free kicks Has won a record number of caps for England Was signed for LA Galaxy in the USA Set up the David Beckham Football Academy in London (Source: http://www.englishcenter.dk/Files/Billeder/PDF/pdf/macred/Kick-off1%20Worksheet%20Answer%20Key.pdf, 29 Oct. 2012)	T-C	Worksheets 'Kick it like Beckham'
4.	20' 08.55 – 09.15	1. Storyline (T) In the story Jess, the main character, becomes a famous footballer in the end. Let's look back at her story ... → First Jess plays football in the park with her friends. → A girl called Jules, who frequently goes jogging in the park, recognises her talent and invites her to join the football club <i>Hounslow Harriers</i> if the trainer agrees. → The first scene we watch is about Jess' first football training session, in which she has to show her talent to convince the trainer Joe. ... 2. Watching scene 1 3. Storyline (T) In the text of the book "Bend it like Beckham" Jess describes the pitch first and then the game.	T → S-S → T-C	DVD, projector, worksheets 'Kick it like Beckham'

		Do the exercises 1-3 together with a partner. You have to talk very quietly, so that you don't distract your classmates while they are working on the task as well. Then the teacher reads out the text passages and one student after the other tells her which number the word in bold has or which word the correct one is. If a student makes a mistake, the next student will help him/her.		
5.	10'-5' 09.15 - 09.20/ 09.25	1. Storyline (T): → Jess' parents don't allow her to play football, because they think that young women should learn to cook and to do other things in the household instead. Therefore Jess isn't honest with her parents and usually sneaks out of the house to attend the training sessions. → Jess and Jules had a bit of a fight and therefore they don't play together very well. 2. Watching scene 2 Students watch a short movie scene twice. The second time they should write down some of the colloquial phrases used by the footballers during the game. Afterwards the students tell the teacher what they have heard. The teacher writes some of the phrases down on the blackboard and the students add them to their notes on the worksheet. Teacher also encourages students to think about phrases they use in a game of footie themselves and translate them into English.	S → T-C	DVD, projector, worksheets 'Kick it like Beckham'
HW	till Wed., 7/11/12	Read the text on pages 3-4 twice at home. Sometimes there is a number next to a word, which means that there is a German translation of the word underneath the text at the bottom of the page.	S	Worksheets 'Kick it like Beckham'
extra	10'	Lyrics 'Do your thing' by Basement Jaxx: Listen to the song and then discuss what the song text is about. (Source: http://www.elyrics.net/read/b/basement-jaxx-lyrics/do-your-thing-lyrics.html , 29 Oct. 2012)	S → T-C	Worksheets, CD, projector

Sources:

Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.

Dhami, Narinder. 2003. *Bend it like Beckham: Based on the original screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges*. Stuttgart: Ernst Klett Sprachen.

Image:

<http://www.fisch-thiele.de/notizzettel.jpg?v=1d7p1oisa3ndrz> (29 Oct. 2012).

Lyrics:

<http://www.elyrics.net/read/b/basement-jaxx-lyrics/do-your-thing-lyrics.html> (29 Oct. 2012).

12.3.2 Lesson 2

LEARNING ABOUT FOOTBALL IN ENGLISH (2)

Class: 3rd grade of the 'Neue Mittelschule' [New middle school]

Time and Place: Wednesday (7/11/2012), 10.45-11.35, EFL classroom

Aims:

- Listening to 'real' footballers' conversations (informal language)
- Learning specialist vocabulary for football
- Improving English language skills with a special focus on listening and speaking

Materials (see 12.4): 'Kick it like Beckham' worksheets, DVD

Nr.	Time	Activity & Procedure	Interaction	Aids
1.	10' 10.45 – 10.55	The project teacher sets up the video cameras and turns on the projector, while the students study the new football words. Then the teacher welcomes the students and informs them about the topic and the overall timetable of the lesson. Short recap: ⇒ Do you remember, in which classroom we imagine to be? Where is this classroom? In which way is it different to Austrian classrooms? ⇒ What details do you remember from the story 'Kick it like Beckham'? ⇒ Do you know what 'Fußballfeld, etc.' is in English (and vice versa)?	T, S → T-C	Projector, microphone, video cameras, worksheets 'Kick it like Beckham'
2.	10' 10.55 – 11.05	Students listen to scene 2 once more and compare their answers together with the teacher. If the students seem to have difficulties understanding the players' utterances, the teacher will pause the movie and ask the students what they have heard. The teacher writes the expressions down on the blackboard and students copy them onto their handouts. Teacher also encourages students to think about phrases, which they use during a football game, and how they would translate them into English. These can be added onto their handouts. The teacher points out that during a football game players use keywords (short but precise phrases), so that the other players know exactly what they want them to do. Examples of such expressions are listed on the notepad in the handout.	S → T-C → T	Projector, worksheets 'Kick it like Beckham', blackboard
3.	15' 11.05 – 11.20	Students have read the text of scene 3 twice at home. At school, the teacher asks them the following questions: ⇒ Was the text easy/difficult for you to read? Why? ⇒ Did you understand the overall meaning	S → T-C → S-S → T-C	Projector, worksheets 'Kick it like Beckham'

		of the text? Yes/No ⇒ Are there any words that you don't understand? Then the students watch the scene and compare the texts (movie scene and book passage) with a partner of their choice, e.g. 'I think X in the movie scene is similar/different to the book passage because ...' Afterwards the teacher discusses the similarities and differences of the texts together with the class. The students name 5 things, which are either similar or different.		
4.	10' 11.20 – 11.30	The students should have a close look at the picture of the football pitch on page 5 of the handouts (Source: http://www.hueber.de/sixcms/media.php/36/fussballplatz.pdf, 29 Oct. 2012) and then tell the teacher what the people are doing on the pitch right now by using the Present Continuous (Example: The goalie is trying to catch the ball.). Then they watch scene 4, which is about Jess' most successful football game, and describe the scene to the teacher (T: What's happening in this scene? What did you see? What did the sports reporter say? Who scored? Etc.). To provide an illustrative example, the teacher may pretend to be a sports reporter herself.	T-C	Projector, worksheets 'Kick it like Beckham'
5.	5' 11.30 – 11.35	The teacher explains the homework: – You can choose between Task A or Task B. – This means that you can either describe what is happening on the football pitch right now or you imagine being a sports reporter and you describe in a lively way what is happening in a football game of your choice. The picture may help you to get some ideas. You will find some examples on the handout. – Write at least 10 sentences and use the new football words as well as the words from the picture on page 5. The more football words you use, the more points you get! – You can give the players names. – Write the homework into your homework-book.	T	Projector, worksheet 'Kick it like Beckham'
extra		Lyrics	T-C	Lyrics, CD, CD player or USB flash drive, projector (video clip)

Sources:

Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.

Dhami, Narinder. 2003. *Bend it like Beckham: Based on the original screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges*. Stuttgart: Ernst Klett Sprachen.

Images:

<http://www.fisch-thiele.de/notizzettel.jpg?v=1d7p1oisa3ndrz> (29 Oct. 2012).

<http://www.hueber.de/sixcms/media.php/36/fussballplatz.pdf> (29 Oct. 2012).

Lyrics:

<http://www.elyrics.net/read/b/basement-jaxx-lyrics/do-your-thing-lyrics.html> (29 Oct. 2012).

12.3.3 Lesson 3

LEARNING ABOUT FOOTBALL IN ENGLISH (3)

Class: 3rd grade of the 'Neue Mittelschule' [New middle school]

Time and Place: Thursday (08/11/2012), 10.45-11.35, EFL classroom

Aims:

- Intercultural learning: learning (more) about the name, the history and the game of the English team sport called 'football [BrE]/soccer [AmE]'
- Improving English language skills with a special focus on reading and speaking
- Presentation skills
- Teamwork

Materials (see 12.4): Group handouts dealing with the game, the rules, the history and the name of 'soccer'

Nr.	Time	Activity & Procedure	Interaction	Aids
1.	5' 10.45 – 10.50	The teacher welcomes the students and informs them about the topic and the overall timetable of the lesson. Some pupils collect the homework books, while the teacher sets up the video cameras.	T-C	Microphone, video cameras
2.	5' 10.50 – 10.55	The teacher divides the students into 6 equal groups. The members of one group are given the same handouts. Each group pretends to be a panel of experts on a specific topic (history of soccer, the game of soccer, etc.). Students, who play soccer themselves or know a lot about the game, should be the experts on goal kicks and corner kicks.	T → S-S-S(-S)	Group handouts
2.	20' 10.55 – 11.15	After having read the text and the questions, the students answer the questions and underline the answers in the text. Each group selects two speakers. The teacher moves from group to group and listens to the students' conversations and/or helps if problems or questions arise.	S-S-S(-S)	Group handouts
3.	5' 11.15 – 11.20	The experts select two questions, which they favour to present to the other groups.	S-S-S(-S)	Group handouts
4.	15' 11.20- 11.35	Each group presents one or two questions to the other groups, depending on the amount of time left. Two pupils read the chosen questions, while the selected group speakers present the answers to the questions.	S-S-S(-S)	Group handouts
extra		Lyrics Handing back corrected HW texts and displaying good example texts Talking about football skills	T-C	Lyrics, CD player, CD

Source:

Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.

12.3.4 Lessons 4 & 5

CLIL FOOTBALL SESSION

Class: 3rd grade of the 'Neue Mittelschule' [New middle school]

Time and Place: Thursday (8/11/2012), 14.25 – 16.05, primary school gymnasium

Aims:

- Overall aim: Getting to know an English team sport and its characteristics and communicating in English as much as possible (opportunities partly provided by the teacher)
- Learning about different techniques, tactics and skills in football (theory)
- Practising dribbling, passing and off-the-ball movement or defensive skills (technical skills)
- Playing the game 'football': Practical application of technical skills
- Reflecting on students' individual ball skills and football experiences
- Improving English language skills with a special focus on speaking in 'real' situations

Equipment: Balls, cones, team sashes, gymnastics benches

Materials (see 12.4): Poster with different dribbling exercises, scoring boards, handouts dealing with different football skills, homework sheet

Nr.	Time	Activity	Instructional procedures	Equipment
1.	5' 14.40 – 14.45	Students sit in a circle	- Welcoming students in the centre circle (of 'our' football pitch) - Introducing a classroom ritual: If the teacher raises her left arm, it means that the students should come together in the centre circle and listen. - Informing the students about the topic of the lesson (football) and its timetable: 'Due to the fact that we have to leave the gym 20 min. before the lesson ends, we will have a short conversation about skills and strategies practised in today's football lesson and a round of reflection in the cloakroom afterwards.'	Video cameras, microphone, chalk, balls, cones, team sashes
2.	5' 14.45- 14.50	Students help setting up the obstacle course with cones.	Teacher shows students a picture of an obstacle course and asks them to set up a similar one. Students form groups of 1-5 persons. These groups set up different parts of the course. For example, a group of 3 pupils is instructed to set up rows of three cones randomly on the pitch.	30 cones, soccer book (source see below)

3.	10' 14.50- 15.00	Move the ball! Dribble around the cones and avoid bumping into the other footballers that are practising at the same time. - Dribble around the cones! - Dribble the ball only with your left/right foot! - Dribble the ball only with the inside/outside of your foot! - Circle the cones! - Dribble one ball together with a partner by holding hands!	Exercises practising students' dribbling skills When the students hear the ref's whistle, they stop the ball and freeze. A student, whom the teacher has selected beforehand, runs to the poster (see 12.3) and reads out the next instructions to his/her classmates. The next dribbling exercise is marked with a clothes peg.	30 cones, 1 football per student, poster, clothes peg
4.	5' 15.00 – 15.05	Students come together in the centre circle and put their balls in the middle of the circle.	Teacher gives some advice on how to pass and stop the ball accurately (→ passing skills). Teacher's instructions [italic words and phrases are emphasised]: Perfect Passing: ☞ <i>Plant</i> : A step towards the ball that shifts your weight forward. ☞ The planting foot must always be <i>pointed in the direction</i> you want the ball to go. Push pass: ☞ <i>Swinging</i> comes from your <i>hips</i> ☞ <i>Hit</i> the ball squarely <i>in the middle</i> Instep pass: ☞ Powerful kick ☞ <i>Knee joint and hip joint</i> swing forward ☞ <i>Toes</i> point down ☞ Keep <i>knee over the ball</i> to keep the ball on the ground → ball easier to control for your teammates ☞ <i>Ball rising into the air</i> : place plant foot a good distance back from the ball and lean back; knee behind the ball to get the ball over the heads of the defenders. It is useful in goal kicks and free kicks. Passing strategies: ☞ Pass the ball to another teammate, if the defence doesn't allow you to dribble forward.	1 football for the teacher
5.	10' 15.05 – 15.15	Coneball (Go for the cone!): The object of the game is to knock down as many cones as possible. 2-3 cones are placed	Practising passing skills and off-the-ball movement skills The students form two groups by	4-6 cones, 1-3 footballs, gymnastics benches

		in the centre of the pitch. One team has to defend the cones, while the other team tries to hit the cones by passing the ball(s). Nobody is allowed to be within 1 metre of the cones. The attackers pass the ball(s) round till they get an open shot. In order to do so, they need to communicate with their teammates verbally or non-verbally.	counting from 1-2 in English while sitting in the circle. Due to the big group of students, the pitch is divided in two halves so is each group of students. When the students hear the teacher's whistle, they change roles. In other words, the defenders turn into attackers and vice versa.	
6.	10' 15.15 – 15.25	Number-Ball [‘Nummernball’ in German]: Two teams of 5-6 players play against each other. To get a point, a team has to get 6 passes in a row, without the other team touching the ball. At the same time the other team tries to gain possession of the ball to achieve points as well. To speed up the game, another ball may be added.	Passing skills Either each team counts their own points or there is 1 referee, who counts the number of passes in English aloud. If there are students present who cannot participate physically in the PE lesson, they act as referees. Due to the big group of students, there are 2 teams who play against each other in one half of the pitch.	2 footballs, team sashes, 2 scoring boards
7.	15' 15.25 – 15.40	Golden Goal: The students form three equal teams. One team is watching the other teams, while they are playing against each other. If one team scores, the winning team will change with the team waiting. This substitution should be done very quickly, because otherwise the other team gets the chance to score a goal in the meantime.	The students are expected to form three equal teams in their lunch break. The teacher points out how important it is that the substitution takes place very fast.	2 scoring boards, 1 football, team sashes, gymnastics benches
8.	15' 15.45 – 16.00	Each group reads about a specific football skill, strategy or technique, respectively, and presents the information to the other groups.	The students are divided into 6 groups. The members of one group are given the same handouts. The students read the short text and underline the most important information in their handouts. Then they form one correct English sentence for each group member containing important information on the skills, strategy or technique. Each member presents one of these sentences to the other groups. Discussion question: Do you think, there is more communication in team sports like football than in individual sport disciplines like athletics or swimming? Why? Compare the single dribbling exercise and the football game at the end of the lesson. Concluding sentence: Practice makes perfect!	Handouts on skills, strategies and techniques in football

9.	5' 16.00 – 16.05	Students receive a sheet of paper explaining the homework until Monday, 12 Nov. 2012.	The teacher explains the homework: ⇒ Tick the skills, strategies and techniques, which you were practising and using in the different games and exercises of today's lesson. ⇒ Then write about your experiences and what you liked or didn't like about playing football & communicating in English (see reflection questions). ⇒ On the handout you will find some useful phrases that help you to describe your skills and experiences.	HW sheet
extra	-	The More the Merrier: Playing a game of football with more than one ball (2-3). Two-Goal-Soccer: There are four goals that form a square and stand in the centre circle. Each team has to defend 2 goals. Catching game: Each student dribbles a ball. There are two catchers, who also dribble a ball. If a student gets caught, s/he is the new catcher.	Practising scoring and/or dribbling	

Source:

Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!.* (2nd edition). Avon, Massachusetts: Adams Media.

Image:

http://ideen-stadl.de/media/catalog/product/cache/2/image/9df78eab33525d08d6e5fb8d27136e95/f/u/fussball_3.jpg (24 Aug. 2015).

12.3.5 Lesson 6

LEARNING ABOUT HOCKEY IN ENGLISH

Class: 3rd grade of the 'Neue Mittelschule' [New middle school]

Time and Place: Thursday (15/11/2012), 10.45-11.35, EFL classroom

Aims:

- Learning new hockey terms (specialist vocabulary)
- Improving English language skills with a special focus on reading and speaking
- Intercultural learning: learning (more) about another English team sport called 'hockey' (history, equipment and characteristics of the game)
- Interdisciplinary learning: In EFL classroom the students learn about hockey theoretically and in the upcoming PE session they try it out.

Materials (see 12.4): 'Hockey' worksheet based on a short video clip, group handouts concerning the history, the equipment and the game of hockey, cards describing different ball skills, handout with game descriptions (homework), YouTube videos

Nr.	Time	Activity & Procedure	Interaction	Aids
HW	Mon., 12/11/12 EFL class	The class is divided into 3 small groups (group A, group B and group C). All the students of one group are given the same handouts, which they have to read individually at home. The handout consists of a small text and some questions (about the text). On the back of the handout there are short descriptions of various hockey games and exercises that will be played in the upcoming PE lesson. At home they should carefully read the text (about the history, the equipment or the game of field hockey) and answer the questions by making brief notes. They don't have to write full sentences or a coherent text. Furthermore, they should read the games and exercises on the back of the handout and describe what the players have to do in the dribbling exercise in 3 short sentences. In the PE session the students should be able to explain the games with or without the help of their classmates or the teacher (T: 'How many teams play against each other?' etc.).	S	Group handouts
1.	5' 10.45 – 10.50	The teacher welcomes the students and informs them about the topic (hockey) and the overall timetable of the lesson. Then she sets up the video cameras and turns on the projector, while the students form groups of 3 people (one student from group A, one from group B and one from group C). Students need their handout and a pen or a pencil. Some students also distribute the 'hockey' handouts.	T → C	Projector, microphone, video cameras, laptop and cables, tripod and/or ladder
2.	7' 10.50 – 10.57	The students watch a 4 min. YouTube video clip (Source: http://www.youtube.com/watch?v=w1bwKfPQ8eg , 29 Oct. 2012) and are given some time afterwards to answer	S → S- S-S	'Hockey' handout

		the questions on the 'hockey' handout together with their partners.		
3.	3' 11.57 – 11.00	Comparing students' answers by selecting students to read out their answers to the others. Teacher writes some answers or difficult words down on the blackboard.	T-C	Blackboard, chalk, 'hockey' handout
4.	10' 11.00 – 11.10	Each group is a panel of experts (= meeting of experts) and is made up of a history, equipment and game expert of field hockey. These experts discuss interesting and important facts about hockey in their field of expertise. They should give answers to the questions below the text, which the other experts have not read. The teacher points to the importance of giving satisfactory explanations to the other experts. If the other experts don't understand an explanation, they should ask questions to gain a better understanding. The experts should take equal turns or the teacher gives a sign (e.g. whistle), when the next expert should have his/her turn.	S-S-S	Group handouts (of group A, B and C)
5.	10' 11.10 – 11.20	The teacher asks the expert groups some theoretical questions: ⇒ How old is hockey? Where was today's hockey first played? Some experts think that it comes from the same Chinese ball game as football/soccer. ⇒ What kind of field hockey do you think we are going to play today? What other types of hockey do you know? (There are a lot of different types: ice hockey, street hockey, table hockey, air hockey, water hockey, under water hockey, mini hockey, knee hockey, floor hockey, unihockey) ⇒ Which side of the hockey stick is the playing side? Our hockey sticks are made of plastic instead of wood and have two flat sides. This makes the handling a little bit easier, but you should still try to play with the correct side. ⇒ What do you know about the ball? We will play with tennis balls today. Are the real hockey balls smaller or bigger than tennis balls? Tennis balls are bouncier, but for beginners just perfect. ⇒ What do the goalkeepers usually wear? Our goalies are not fully protected, therefore we play with tennis balls and plastic sticks. ⇒ In indoor field hockey it's not allowed to hit the ball. This means that it's not allowed to lift the ball and the hockey sticks higher than your knees; otherwise you get a red card. In other words, the sticks and the balls have to be in contact with the ground all the time. I will be really strict on this.	T-C	Poss. hockey stick
6.	15' 11.20 – 11.35	Talking about passing and defensive skills: ⇒ What do you already know about attack and defence? What do you remember from our football session? Teacher asks individual students to read out loud one sentence about defensive or passing skills, respectively. The teacher writes various keywords on the blackboard and students should copy them onto their 'hockey' handouts. ⇒ What does attack/defence mean? ⇒ Do all of the players have the same job? ⇒ What's the focus of attention? ⇒ What's important when you do a pass? ⇒ What else do you remember about passing strategies? ⇒ Teamwork and communication are very important.	T-C	Blackboard, chalk

		Don't pass to a player if s/he is standing next to a player from the other team. Only pass to a player who is wide open. If no player is open, then give somebody from your team a sign to run free (= freilaufen). ⇒ Because our hockey field is quite small, it's better to do a number of short passes to the other players of your team instead of dribbling the ball all the way to the other side on your own. While I was watching the videos from our last football session, I realised that the boys usually passed the ball to the other boys and not to the girls of their team. Remember you are all members/players of one team! Don't only watch out where the other boys are but instead look who is open. Let the girls have the ball as well otherwise it's no fun for them to play with you.		
extra	-	The students watch two short YouTube video clips about how to pass and stop a hockey ball (Sources: http://www.youtube.com/watch?v=1akAeNDJ0g4 & http://www.youtube.com/watch?v=LfYV0ZPCUj8, 29 Oct. 2012).	S	Projector, laptop

Sources:

Connolly, Helen. 2005. *Field hockey: rules, tips, strategy, and safety*. New York: The Rosen Publishing Group.

Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.

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Milliken-Ziemba, Marian. 2001. *The physical education teacher's book of lists*. San Francisco: Jossey-Bass.

Rüdiger, Geis. 2009. *Sportspiele – leicht gemacht: Für Schule und Verein*. Schorndorf: Hofmann.

Hockey script and handouts created by Mag. Sabine Czech (University course: UE Lernen, Üben und Vermitteln-Lernen spielorientierter BWH: Hockey, SS2011)

Videos:

<http://www.youtube.com/watch?v=w1bwKfPQ8eg> (29 Oct. 2012)

<http://www.youtube.com/watch?v=1akAeNDJ0g4> (29 Oct. 2012).

<http://www.youtube.com/watch?v=LfYV0ZPCUj8> (29 Oct. 2012).

Images:

http://dir.coolclips.com/clipart/150/vgjm/tf05249/CoolClips_vc037020.jpg (29 Oct. 2012).

<https://sarantakos.files.wordpress.com/2010/03/keritizein21.jpg> (24 Aug. 2015).

http://clubs.arizona.edu/~hockey/webpage_images/field_hockey_stick.jpg (29 Oct. 2012).

http://rlv.zcache.ch/feld_hockey_tormann_fotoskulptur-r2ee7b2d70fbb4460941816fa8252f47e_x7saw_8byvr_324.jpg (24 Aug. 2015).

12.3.6 Lessons 7 & 8

CLIL HOCKEY SESSION

Class: 3rd grade of the 'Neue Mittelschule' [New middle school]

Time and Place: Thursday (15/11/2012), 14.25 – 16.05, primary school gymnasium

Aims:

- Overall aim: Getting to know an English team sport and its characteristics and communicating in English as much as possible (opportunities partly provided by the teacher)
- Learning and practising how to dribble, pass and stop the hockey ball (technical skills)
- Playing the game 'hockey': Practical application of technical skills
- Expanding students' vocabulary: Learning new sports terms and phrases
- Improving English language skills with a special focus on speaking in 'real' situations

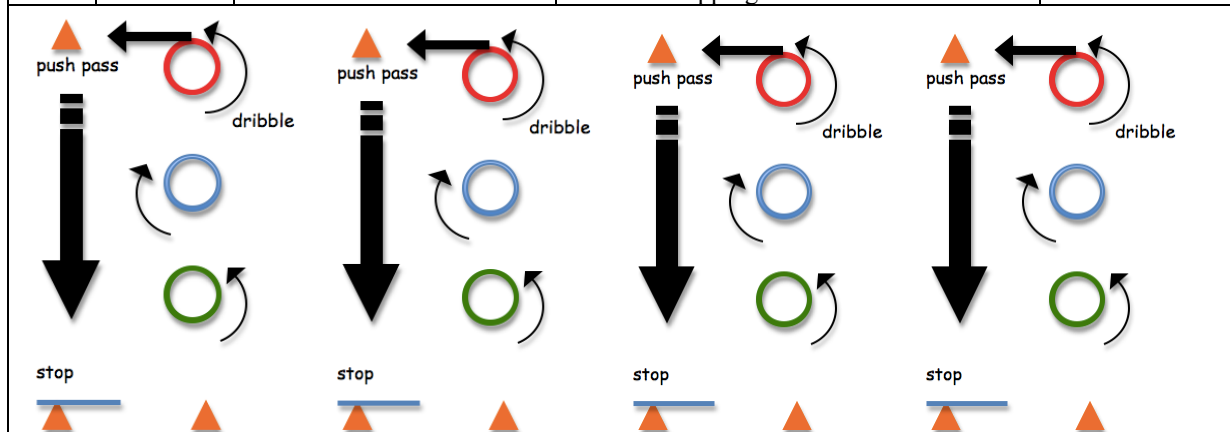
Equipment: hockey sticks, tennis balls, team sashes, hoops, cones, gymnastics mats, scoring boards, gymnastics benches

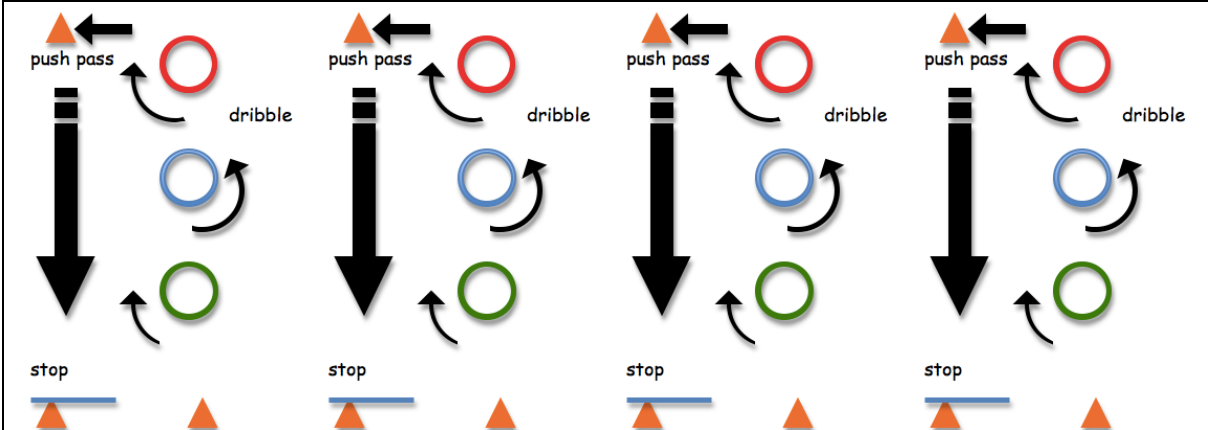
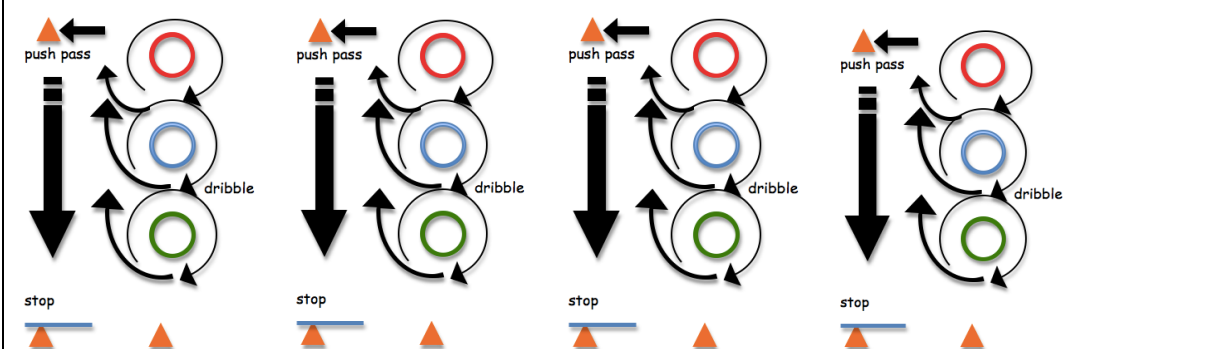
Materials (see 12.4): Rough drafts of hockey exercises and games, handout with final homework task

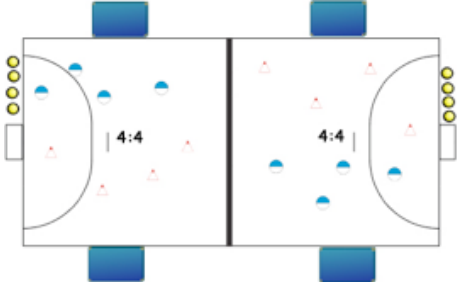
Nr.	Time	Activity	Instructional procedures	Equipment
1.	5' 14.40 – 14.45	Students sit on the line of the smaller centre circle.	- The hockey sticks and balls are lying in the middle of the centre circle; no one is allowed to touch or play with them during the teacher's instructions. - Teacher welcomes students in the circle. - Informing the students about the topic of today's session (hockey) and its timetable. - Introducing a new classroom ritual: Raise your hand if something is unclear. - Safety Rules: 1. The stick AND the ball must be kept on the ground. This means that the stick must not be held higher than your knees and the ball must stay on the ground. 2. You are not allowed to kick the ball with your foot or touch it with any other part of your body. If you can't get out of the way of the ball, jump over it! 3. The stick is not a weapon or a toy!	Hockey sticks and balls (tennis balls)

2.	10' 14.45 – 14.55	Powers of concentration: Students stand in a big circle and hold the head of a stick with their right hand. They count up to 5 and then they move one stick further to the right. No stick should drop to the ground in the meantime. They do this a few times, but each time they count to the next lower number (1-2-3-4-5). When is it no longer possible to get hold of the right hand partner's stick? They do the same exercise to the left a few times. Then they count up to 3 and the teacher tells them in which direction they have to move. (Left!/Right!)	Exercise that trains students' concentration, dexterity and coordination. A student tries to explain the exercise with the help of other students or the teacher. If this does not work, the teacher will explain the exercise with the students' help by asking questions. Students count and/or follow the teacher's instructions (Left!/Right!).	23 hockey sticks
3.	5' 14.55 – 15.00	The students stand in the circle and imitate the teacher's movements. They practise how to properly hold a hockey stick.	The tennis balls are still lying in the middle of the circle. The students should have one stick each and they follow the teacher's instructions: ⇒ What do you know about the stick? Can anyone describe it? → Handle, curved head [called 'Kipferl' in German], round and flat side. ⇒ Hold the stick only with your right hand and lift your left hand. ⇒ Hold the stick with your right hand in the middle of the handle and in front of your body. ⇒ The curved head points upwards. ⇒ Lower your left hand from above and hold the end of the stick. ⇒ You have to hold the stick with both hands all the time. If you score a goal without both hands holding the stick, it won't count.	Hockey sticks
4.	5' 15.00 – 15.05	Students help together to set up four lanes according to the rough draft.	There should be some space between each single object in the lane, respectively. The balls and sticks remain in the centre circle. After having set up the lanes, the teacher explains and demonstrates how to dribble the ball and how to do a hockey stop: – The ball and the stick ALWAYS need to be in contact with each other. – Push but do not hit the ball. – To stop the ball, press it with the head of the stick to the ground.	Hockey sticks, 12-16 hoops, 12 cones, 4 tennis balls

5.	15' 15.05 – 15.20	Move the ball: A group of about 5 students practises on one lane how to dribble, pass and stop the ball. Exercises (see illustration): – Dribble the ball with your forehand between the hoops and to the cone. Stop the ball there and do a push pass to one of your group members. S/He stops the ball with a flat stop on his/her right/left side. – Start from the other side of the hoop. – Dribble around the hoops (1 whole circle). The teacher briefly demonstrates each exercise. After doing these exercises, students help to collect the cones and hoops.	If there is time, the teacher shows some short YouTube video clips in which the correct passing and stopping of the hockey ball is explained. Watching the clips takes place in the equipment room. If there is not enough time, the teacher explains and demonstrates passing and stopping the ball herself. The students position themselves on one side of the gym during the teacher's instructions. Then the students perform the drill one after the other. When a student has finished the slalom through the hoops, the next one can start. Push pass: – The ball lies besides a person OR – The ball lies in front of a person OR – The ball lies behind a person – Ball and feet form a triangle – The shoulders face the target – The stick is in contact with the ball – The ball is pushed Stopping: – Stick in an upright position → small stopping surface – Stick in flat position → large stopping surface	12-16 hoops, 12 cones, 1 stick and 1 ball per student, rough draft (see 12.3)
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6. OR	10' 15.25 – 15.35	Four-Zones-Hockey ['Vier-Zonen-Hockey' in German]: Two teams play hockey against each other in four equal zones/areas. The zones are marked with cones. The players of team A play in zones 1 and 3 and team B plays in zones 2 and 4. The number of players in each zone is the same. The players are not allowed to change zones during the game. A team gets a point when it succeeds in doing a pass to their teammates in the other zone and when the ball is stopped there accurately. To make the game more difficult, more balls could be added.	The groups from exercise 5 become teams. Two teams play together. The object and the rules of the game are briefly explained by a group of students and with the help of the teacher. At the end of the game the teams count their points together and tell the teacher their score of points.	Team sashes, hockey sticks, balls, 10 cones, scoring boards
6.	10' 15.25 – 15.35	Golden Goal: The students form 6 equal groups. Two teams play against each other in one half of the gym. The players of each team in reserve act as umpires in one half of the gym. A goal counts, when the ball has been hit into the goal within the same half of the field. After a goal has been scored, the teams change	The object and the rules of the game are briefly explained by a group of students, who have been selected beforehand, and with the help of the teacher. The teacher points to the importance of quickly substituting, because otherwise the losing team has the chance to score a goal.	4 gymnastics mats (= goal cages), gymnastics benches to divide the gym in half, rough draft (see 12.3)

		quickly. The winning team leaves the pitch, while the team in reserve comes in.		
7.	20' 15.45 – 16.05	Due to the fact that we have to leave the gym 20 min. before the PE lesson officially ends, the students have time to fill out a feedback sheet.	Critical reflection on the project: - How did you feel about the project when I came into your classroom one day and told you about it? - How do you feel about the project now/at the end? - Did you learn something? If yes, what? Do you feel that the project was better for your English or did you learn more in sports or both? - What did you like? - Was there something you did not like about the project? What would you change? - Any other comments! Then the teacher explains the homework until Monday (19/11/2012). The students should do a short translation exercise (see 12.3) individually at home. The EFL teacher will collect the homework for me. At school on Monday (19/11/2012), the teacher will also hand out some useful words and phrases in sports. The sentences are taken from the students' first homework assignment. The students are also informed that we will see each other again in their last EFL lesson before the Christmas break. I will bring biscuits and a short self-made film of the project, which we will watch together.	Feedback sheet (12.1)

Sources:

Rüdiger, Geis. 2009. *Sportspiele – leicht gemacht: Für Schule und Verein*. Schorndorf: Hofmann.

Ideas taken from the hockey script and handouts created by Mag. Sabine Czech (University course: UE Lernen, Üben und Vermitteln-Lernen spielorientierter BWH: Hockey, SS2011)

Images:

<http://thumbs.dreamstime.com/z/play-field-hockey-490898.jpg> (29 Oct. 2012).

<http://www.wandsworthguardian.co.uk/resources/images/3068328/> (29 Oct. 2012).

12.4 CLIL materials



KICK IT LIKE BECKHAM

TASK: Answer these questions with a partner and make notes.

1. What is the movie about? Guess from the title.

2. What does 'to kick sth.' mean? Give me another word for 'to kick'.

3. What does the word 'it' in the title stand for?

4. Who is Beckham?

Scene 1: Jess' first football *training session* () (00:11:26 – 00:13:02)

TASK 1: First watch the scene, then do exercises 1-3 with a partner.

Exercise 1: What do the highlighted words mean in German? Find the correct German word from the box and write its number next to the English word in bold.

I [Jess, the eighteen-year-old Indian girl] stood **at the side** () of the **football pitch** (). The **football club** () Hounslow¹²⁴ Harriers¹²⁵ had a real **ground** (). A real pitch with lights and **corner flags** () and **changing-rooms** () and **stands** () for **the crowd of spectators** (). The young women on the pitch in front of me were doing some **serious training** (). They were all different. Some of them were slim and skinny, like Jules, and some of them were more **powerfully built** (), like **athletes** (). There were a couple of black girls, but no Indians. ...

1. Zuschauermenge bei Sportveranstaltungen	2. Fußballplatz	3. kräftig gebaut
4. Fußballfeld/football field	5. auf der Seite	6. Tribünen
7. ernsthaftes Training	8. Umkleidekabinen	9. Eckfahnen
10. Fußballverein	11. Athleten	12. Trainingseinheit

Based on: Dhami, Narinder. 2003. *Bend it like Beckham: Based on the original screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges*. Stuttgart: Ernst Klett Sprachen.

¹²⁴ district of London

¹²⁵ (Jagd-)Hund; sport. Querfeldeinläufer(in); name of the football club

Exercise 2: Find a similar English word from the box and write the correct number (1-5) next to the word in bold.



Jules had told me that the **coach** () was called Joe. I watched him running up and down the pitch, shouting at the **players** (). Some of them were **practising** () ball control and some of them **banging** () the ball into the **net** (), one after the other. ...

1. goal	2. working on	3. footballers	4. trainer	5. shooting
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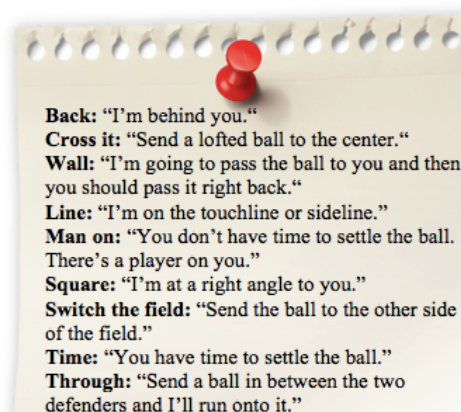
Exercise 3: Choose the correct English word from the box and complete the text.

“Where do you usually _____ dribble shoot play have the ball?” Joe said. I looked at him and said, “In the park.” He gave Jules a confused look. He said, “I mean, what _____ position side ball game of footie?” I felt like an idiot and answered shyly, “Oh sorry, I usually play all over, but up front on the right¹²⁶ is best.” Joe looked me up and down. “Get your football _____ t-shirt boots pitch track suit on, then”, he said. My face fell. “I haven’t got any shoes.” “All right,” he said at last. “Join in and start _____ cooling down scoring stopping the ball warming up.” I smiled and unzipped my tracksuit top. I had my Beckham shirt on underneath. Maybe soon I’d be wearing the Harriers _____ uniform strip jersey clothes like the other girls. But first I had to show what I could do. First I was nervous, but once the ball was at my feet I was fine. Adrenaline pumped through me as I dribbled down the pitch past two defenders. I did my famous double-step over the ball to get round a third and ran forward. I had the goal in my sights. “Pass to Jules!” I heard Joe shouting from the touchline. I slid the ball across the box, straight to Jules and she sidefooted it into the net. “Brilliant!” Joe called and stopped the game.

Scene 2: In the semi-final (1:00:00 – 1:04:00)

Task 2: Write down the orders the players give each other during the game.

Ex.: Come on, move it!, What a goal!, ...



Based on: Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.
 Dharmi, Narinder. 2003. *Bend it like Beckham: Based on the original screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges*. Stuttgart: Ernst Klett Sprachen.
 Image: <http://www.fisch-thiele.de/notizzettel.jpg?v=1d7p1oisa3ndrz> (29 Oct. 2012).

¹²⁶ vorne rechts = Stürmer auf der rechten Seite



Scene 3: The free kick (1:22:00 – 1:26:00)

HW/TASK 3: Read the text twice (2x) at home. At school watch the scene and then discuss with a partner in which way the movie scene and the book passage are similar/different.

“Start warming up, Bhamra¹²⁷,” Joe said. “We’re one-nil (1:0) down.” That score was a bit of a shock, but we still had plenty of time because we were only about twenty minutes into the first half of the football match. I did my stretches, then jogged nervously on the touchline waiting for my chance to get on the pitch. It came when Mel fouled one of the other team and they got a free kick.

I rushed on to the field as a sub¹²⁸, getting patted on the back and cheered¹²⁹ by the other Harriers as I passed. Jules came over and gave me a huge hug¹³⁰. Together, we lined up alongside the others to make a defensive wall¹³¹, as one of the QPR¹³² players placed the ball for their free kick¹³³. They were only just outside the penalty area¹³⁴ and this was their chance to grab¹³⁵ another goal. I could feel the blood rushing in my ears as I watched the player run up to take it, but the ball sailed over the top of the wall¹³⁶ and Charlie caught it safely.

Now that Jules and I were back in business as friends and teammates, we played better than ever. Our passes were fast and sharp and accurate¹³⁷, and we moved smoothly down the pitch, almost reading each other’s minds¹³⁸ as the ball flew between us. It was only a matter of time before we scored.

I watched as Mel passed the ball to Jules while we ran from the centre into the QPR half. I knew what Jules was going to do – and she did it. She let the ball roll through her legs to me, completely fooling¹³⁹ the QPR defence¹⁴⁰. I picked it up quickly behind her, allowing Jules to run forward nearer to the goal, then passed a neat pass¹⁴¹ towards her. Jules was on to it in a flash¹⁴² and a second later the ball was sitting in the corner of the net. Jules screamed “YES!” and we jumped on top of Jules, hugging her to death.

Based on: Dhami, Narinder. 2003. *Bend it like Beckham: Based on the original screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges*. Stuttgart: Ernst Klett Sprachen.

¹²⁷ Jess’ Indian name

¹²⁸ short for: substitute player = Auswechselspieler(in)

¹²⁹ (to) cheer = anfeuern

¹³⁰ Umarmung

¹³¹ Verteidigungsmauer

¹³² football club, name of the other team

¹³³ Freistoß

¹³⁴ Strafraum

¹³⁵ (to) get or (to) score a(nother) goal

¹³⁶ defensive wall

¹³⁷ genau

¹³⁸ Gedanken

¹³⁹ (to) fool = täuschen

¹⁴⁰ Verteidigung

¹⁴¹ sauberer Pass

¹⁴² Blitz



The QPR team did not want to give up and so they fought hard. There were several near misses¹⁴³. The second half was just as close¹⁴⁴. By the eighty-fifth minute, I was beginning to think that we would be playing extra time¹⁴⁵ to decide the tournament¹⁴⁶ winners. But, as it happened, I was wrong. When I was on the edge of the box, I suddenly felt that I was tumbling over¹⁴⁷ on the grass and the ref¹⁴⁸ blew his whistle. One of the defenders had tackled¹⁴⁹ me. Now we had a free kick, right on the edge¹⁵⁰ of the box¹⁵¹. This was the perfect place for a Beckham special.

I placed the ball carefully on the lawn¹⁵² and then took a few steps backwards. I took a deep breath and looked down at the ball, then up at the other team's wall. In my mind the QPR players had disappeared and instead there stood Mum, three old aunties¹⁵³ and my sister Pinky in her wedding dress. They were all shaking their heads and showing their dislike. But they could not stop me.

I took a short run and hit the edge of the ball with my inside right foot. It flew exactly where I wanted it to go, which was round the side of the defensive wall without being stopped by any of the QPR players. Then it curved¹⁵⁴ sweetly past the goalie. The goalie¹⁵⁵ tried to reach it but it went over her head and into the net just below the crossbar¹⁵⁶. I could hardly believe it. I'd kicked it just like Beckham. It was my best shot ever.

"We won the cup! We won the cup!" The match was over and the Harriers were the summer tournament champions. Back in the changing-room we were still laughing and cheering.

Based on: Dhami, Narinder. 2003. *Bend it like Beckham: Based on the original screenplay by Gurinder Chadha, Guljit Bindra and Paul Mayeda Berges*. Stuttgart: Ernst Klett Sprachen.

Scene 4: Bend it like Beckham (00:00:00 – 00:01:00)

HW (A-book): Choose TASK A OR TASK B and write at least 10 sentences using the new football words and the words from the picture (p. 5). Be creative ☺!

TASK A) Describe what the people in the picture are doing on the pitch right now. Use the Present Continuous (am/is/are + verb-ing)! Example: The substitutes are sitting on the bench.

TASK B) Imagine you are a sports reporter and you describe a football match to the television audience in an excited and lively way. Take a look at the picture to get some ideas!
Example: "Oh, the striker is having the ball. Will he kick the ball into the goal or will he pass it on to the winger? ..."

¹⁴³ Fehlschüsse

¹⁴⁴ genauso knapp

¹⁴⁵ Verlängerung

¹⁴⁶ a series of games = Turnier

¹⁴⁷ (to) fall = fallen

¹⁴⁸ referee or ref = Schiedsrichter(in)

¹⁴⁹ to tackle = attempt to take the ball from a player

¹⁵⁰ Rand

¹⁵¹ penalty area = Strafraum

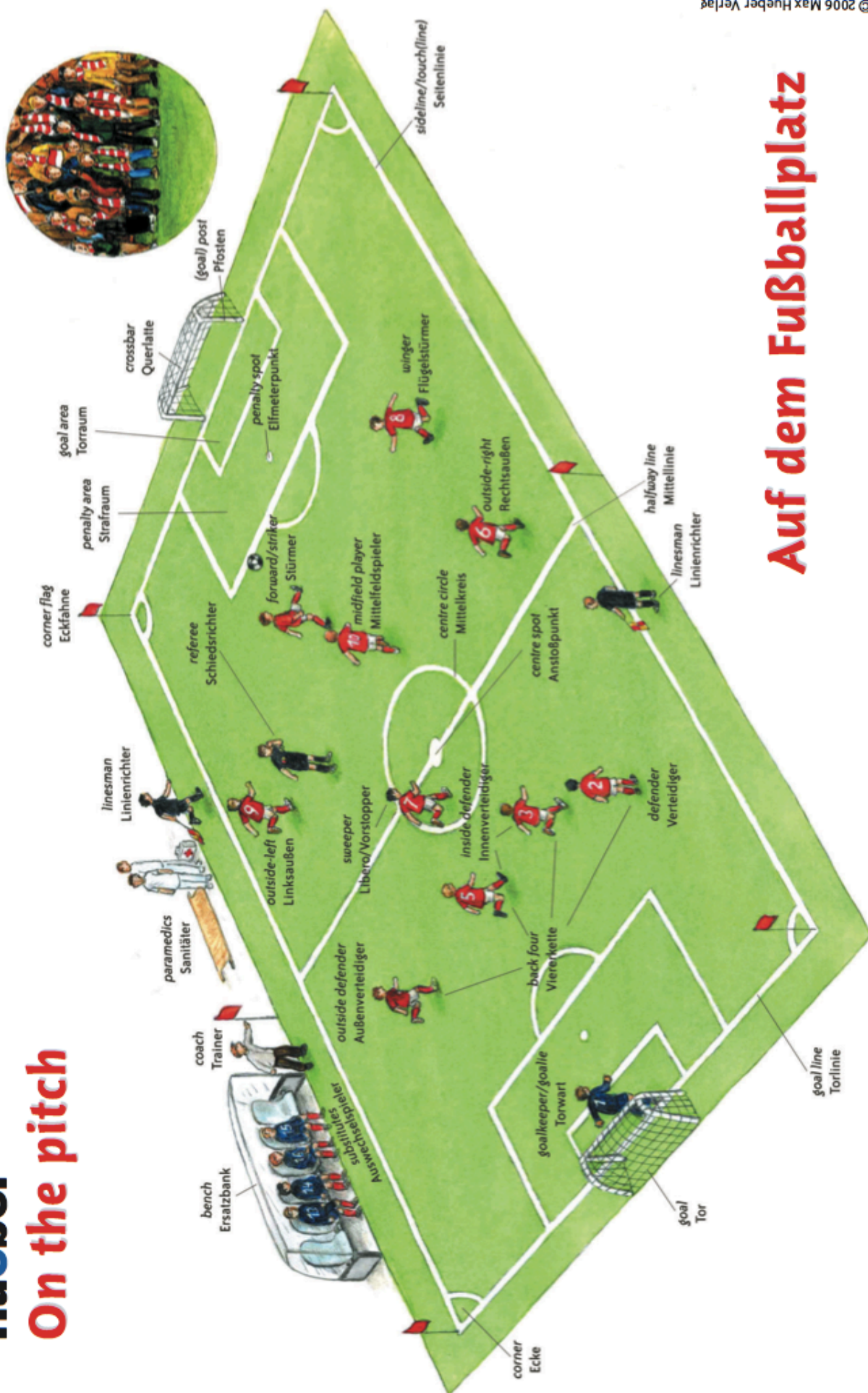
¹⁵² grass

¹⁵³ Tantchen, from aunt

¹⁵⁴ einen Bogen machen

¹⁵⁵ goalkeeper, keeper, goalie = Tormann/Torfrau

¹⁵⁶ crossbar of the goal = Torlatte



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Auf dem Fußballplatz



Song text: Basement Jaxx - Do your thing

I don't need **no TV**, I don't need **no news**
All I need is a **bumping beat**, to **bump away my blues**
I don't give a damn (=I don't care) what the people say
I'm gonna do it my way, gonna do it my way

Boom, boom, boom, a bang, bang, bang
I gotta let it all out, do my thing
Boom, boom, boom, and a bang, bang, bang
Boom, bang, boom, bang, bang
Boom, bang, boom, bang, bang

Do your thing, do your thing
Make my body swing
Do your thing, do your thing
Your thing, my thing, oh, oh, oh, oh

Shut up your mouth, you're in a fatal *tizz* (= Aufregung)
Free the *mayhem* (= chaos) in your mind, **release the need inside of you**
You're going to suffer, because the crowd's so far
Do your thing, do your thing

Boom, boom, boom, a bang, bang, bang
I gotta let it all out, do my thing

Boom, boom, boom, and a bang, bang, bang
Boom, bang, boom, bang, bang
Boom, bang, boom, bang, bang

Do your thing , do your thing
Make my body swing
Do your thing, do your thing
Your thing, my thing, oh, oh, oh, oh

And a boom, boom, boom, and a bang, bang, bang
Boom, bang, boom, bang, bang
And a boom, boom, boom, and a bang, bang, bang
Do your thing, do your thing

And a boom, boom, boom, and a bang, bang, bang
Boom, bang, boom, bang, bang
And a boom, boom, boom, and a bang, bang, bang
Do your thing, do your thing

Do your thing, do your thing
Do your thing, make my body swing
Do your thing, do your thing,
Do your thing, your thing, my thing, oh, oh, oh, oh

Source: <http://www.elyrics.net/read/b/basement-jaxx-lyrics/do-your-thing-lyrics.html> (29 Oct. 2012).

TASK 6: Listen to the song, then answer the following questions.

What is the song about?

How is music connected to sports?

PROJECT: FOOTBALL (British English)/SOCCER (American English)



Group 1:

Tasks: 1. Read the text. 2. Answer the questions within your group. 3. Underline the answers in the text. 4. Underline two questions at the bottom of the page, which you prefer to present to the other groups. 5. Presentation: Two of you read the questions and two of you present the answers. Let's get started ... ☺

The Field, the Time and the Equipment¹

Simply said, all you need to play soccer is a field, two goals, and a ball. The goals don't even have to be official² goals. Cones³, T-shirts, even a couple of trees will do the trick. The official size⁴ for an international match is a field that is 100 to 110 meters long and 64 to 75 meters wide. The length always has to be longer than the width⁵. The official time is two 45-minute halves.

Soccer Players and Positions

Soccer is played with one ball and two teams of eleven players each: ten field players and one goalkeeper. The goalkeeper wears a different colored shirt and is allowed to use his or her hands to touch the ball. The ten field players usually fall into one of the three categories.

- ❖ **Defenders:** Keep the ball from getting into the goal. = Protect the team's goal.
- ❖ **Midfielders:** Are the players between defenders and attackers.
- ❖ **Attackers:** Shoot the ball into the opponent⁶'s goal.

Questions:

- ❖ What do you know about the size of the field, the time and the equipment of the game?
- ❖ How many players are in one team and what's their job?
- ❖ Why is the goalkeeper a special player?
- ❖ You are our experts, also when we play soccer!

¹ Sportausrüstung

² offizielle

³ Hütchen

⁴ Größe

⁵ Breite, Weite

⁶ Gegner(in)

PROJECT: FOOTBALL (British English)/SOCCER (American English)



Group 2:

Tasks: 1. Read the text. 2. Answer the questions within your group. 3. Underline the answers in the text. 4. Underline two questions at the bottom of the page, which you prefer to present to the other groups. 5. Presentation: One of you reads the questions and two of you present the answers. Let's get started ... ☺

The Game of "Soccer"

Soccer can be found in more countries than any other sport in the world, and no other game is played by more people. The whole point of the game is to go for the goal! Two teams, each with a goal to defend, fight to get the soccer ball into the opponent⁷'s goal.

A player may move the ball with any part of his or her body, except for the parts between the shoulders⁸ and the fingertips⁹. A player can keep the ball or pass it off to another player. The team without the ball does the best to steal the ball and stop the opponents from shooting.

Whenever the referee or ref (in short) blows the whistle, the game stops and this might be because the ball went into the goal or rolled out-of-bounds (when the whole of the ball went over the goal- or sideline) or there was a foul. And of course, once play has stopped, it has to start again, and these are called restarts or set plays. The clock is never stopped, unless there is a serious injury¹⁰.

The winning team is the one with the most goals, when the time runs out.

Questions:

- ❖ What's the object (= the whole point) of the game?
- ❖ With which parts of the body are field players not allowed to touch the ball?
- ❖ When does the referee blow his or her whistle?
- ❖ You are our experts, also when we play soccer!

⁷ Gegner(in)

⁸ Schultern

⁹ Fingerspitzen

¹⁰ Verletzung

PROJECT: FOOTBALL (British English)/SOCCER (American English)



Group 3:

Tasks: 1. Read the text. 2. Answer the questions within your group. 3. Underline the answers in the text. 4. Underline two questions at the bottom of the page, which you prefer to present to the other groups. 5. Presentation: Two of you read the questions and two of you present the answers. Let's get started ... ☺

The History of Soccer

Soccer is one of the oldest sports in the world. During the time of knights¹¹ and castles, whole towns¹² would play a game of soccer in England. Of course, only gentlemen were allowed to play. The ball would be anything that was round and rolled. People used all sorts of things for balls: animal skin filled with grass, coconuts or human skulls¹³. The goals could be close (if only a few people were playing) or as much as 16 kilometers apart¹⁴, if hundreds of people played.

No one is quite sure when and where it started. China was the first country to actually write about a game that was about kicking a round object into a goal, and that game was played more than 4,000 years ago! The game was called *tsu chu*, and it was played for the emperor¹⁵'s birthday.

The game of soccer, that we know, started in England in the 1200s, but didn't have one set of rules until the 1800s. Before that time it was a popular game in many English schools, but each school played soccer a little bit differently. But all the schools agreed on one thing - the ball could never be touched by the player's hands. That's why in England, and in many other countries, the game is still called "football"!

Questions:

- ❖ How was soccer played in the old days?
- ❖ What was used as soccer balls in the past?
- ❖ In which country was today's soccer/football played first?
- ❖ Why is the game called "football" in British English and many other languages?

¹¹ Ritter

¹² Städte

¹³ menschliche Schädel

¹⁴ auseinander, getrennt

¹⁵ Kaiser, Imperator, Herrscher

PROJECT: FOOTBALL (British English)/SOCCER (American English)



Group 4:

Tasks: 1. Read the text. 2. Answer the questions within your group. 3. Underline the answers in the text. 4. Underline two questions at the bottom of the page, which you prefer to present to the other groups. 5. Presentation: Two of you read the questions and two of you present the answers. Let's get started ... ☺

The Name of the Game

You may wonder why people in the United States call it "soccer" whereas it is called "football" in British English and many other languages. During the early 1800s, there were **two kinds of football games in England**. One of them was called **rugby football** and the other one was called **association football** because it was played by the rules set by FIFA, the Fédération Internationale de Football Association. By the way, the Fédération Internationale de Football Association is the official soccer organization for world play and its job is to set and change rules, if necessary.

Going back to the history of the name "soccer", it has to be said that **people in the United States** started calling the **association football** "**assoc football**" for short and that quickly changed to "**soccer**". In **England**, however, the opposite happened. Rugby football became just rugby, and so **association football** simply became "**football**". The word 'association' was just dropped. The rest of the world didn't have two different kinds of football games, so they just called the sport "football". Although the name football sounds a little bit different in each language, it's still the same game.

Questions:

- ❖ Why is it called "soccer" in the United States?
- ❖ Why is it called "football" in England and many other countries?
- ❖ What does "FIFA" stand for and what's its job?

PROJECT: FOOTBALL (British English)/SOCCER (American English)



Group 5:

Tasks: 1. Read the text. 2. Answer the questions within your group. 3. Underline the answers in the text. 4. Underline two questions at the bottom of the page, which you prefer to present to the other groups. 5. Presentation: Two of you read the questions and two of you present the answers. Let's get started ... 😊

The Kickoff

Kickoffs are used for three different events: 1. At the start of a game; 2. At the start of the second half; 3. After a goal has been scored. The ball is placed in the center of the center circle. Each team must start the game on their side of the field. The defending team must also stay out of the center circle. When the referee blows his or her whistle, the game begins. The ball is moved and then the teams fight for the ball.

Throw-Ins

When a player kicks the ball over a touchline (sideline), the other team gets to throw the ball back in. It's the only time when you are allowed to touch the ball with your hands as a field player. There are a lot of rules you must follow:

1. Both feet must be on the ground when you let go of the ball.
2. You must throw the ball with both hands.
3. Both hands must start from behind your head and come all the way over.
4. Your body must face the way you're throwing.



Questions:

- ❖ When is the Kickoff used?
- ❖ What is a Throw-In?
- ❖ How do you do a correct Throw-In? Demonstrate the movement.
- ❖ You are our real experts on Kickoffs and Throw-Ins, when we play soccer!

PROJECT: FOOTBALL (British English)/SOCCER (American English)

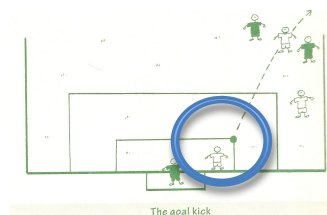


Group 6:

Tasks: 1. Read the text. 2. Answer the questions within your group. 3. Underline the answers in the text. 4. Underline two questions at the bottom of the page, which you prefer to present to the other groups. 5. Presentation: Two of you read the questions and two of you present the answers. Let's get started ... ☺

Goal Kicks

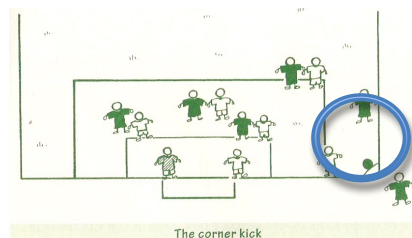
When the attacking team kicks the ball over the goal line (the end line), the defending team gets a free kick. This is called a goal kick. It is important that the goalkeeper stays in the goal to protect it because some kicks don't go very far. For a goal



kick, the ball should be placed anywhere within the small box in front of the goal, but most players put it on the corner of the box because from there the ball gets the farthest away from the goal.

Corner Kicks

If the defenders kick the ball over their own goal line, something very different happens. It's called a corner



kick. The attacking team places the ball in the corner of the field, where the touchline and the goal line meet. The ball can go directly into the goal, though this is quite unlikely¹⁶.

Keep in mind that the ball is still in play if it hasn't rolled completely over the goal line. Don't pick up that ball, because otherwise the other team gets a free kick because of your "handball".

Questions:

- ❖ What are the differences between a goal kick and a corner kick?
- ❖ Where should the ball be placed for a goal kick?
- ❖ Where should the ball be placed for a corner kick?
- ❖ You are our real experts on Goal Kicks and Corner Kicks, when we play soccer!

¹⁶ unwahrscheinlich



Dribble around the cones!



Dribble the ball only with the inside of your foot!



Dribble the ball only with your left foot!



Dribble one ball with a partner by holding hands!



Dribble the ball only with the outside of your foot!



Dribble the ball only with your right foot!



Circle the cones!

Source: Grisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!* (2nd edition). Avon, Massachusetts: Adams Media.

Group 1: _____

TASK: Read the text and underline the most important information. Then form one sentence for each group member and present them to the other groups.

Defensive Skills 1:

- ☞ Defense: Stop the other team's attackers and take the ball away from them.
- ☞ Skills: Balance, focus, patience, speed, strength, knowledge and cleverness.
- ☞ Job: Defending the goal is more than just the goalkeeper's job. It's the job of every single player on the field.
- ☞ Teamwork: Work together with your teammates to take the ball away from the other team.

Group 2: _____

TASK: Read the text and underline the most important information. Then form one sentence for each group member and present them to the other groups.

Defensive Skills 2:

- ☞ Balance: Stay low with your legs apart and your knees bent. Your arms should be out rather than at your sides.
- ☞ Focus: Always have an eye on the ball.
- ☞ Patience: Wait until the other team's attacker makes a move and then react.



The defensive stance

Group 3: _____

TASK: Read the text and underline the most important information. Then form one sentence for each group member and present them to the other groups.

Juggling skills:

- ☞ Juggling: Keeping the ball from touching the ground.
- ☞ Body parts: Use your head and thighs (=Oberschenkel) and even your head to pop the ball back up into the air.

Dribbling skills:

- ☞ Dribbling: A series of short, crisp (=hard) taps (=light hits) on the ball that allows the player to run with the ball under his or her control.

Group 4: _____

TASK: Read the text and underline the most important information. Then form one sentence for each group member and present them to the other groups.

Passing strategies:

- ① Spread the team out on the field: That way you create some open spaces in the middle to run into. The field is like a big sailboat: If everyone runs to one side of the boat, it's going to tip over (=umkippen).
- ② Switch the field: If the ball has been on one side of the field for a long time, try to pass it to a player on the other side.
- ③ Go for the goal: Don't wait for the perfect shot because it's not going to come. Only pass the ball to another teammate, if s/he is wide open.
- ④ Communication: Talk to your teammates all the time. Let them know where you are or where you're going, but don't call for the ball if you have a few defenders (=Verteidiger(innen)) nearby.

Group 5: _____

TASK: Read the text and underline the most important information. Then form one sentence for each group member and present them to the other groups.

Passing skills:

- ☞ Aiming: The pass must be accurate (=exact, precise). If you don't get the ball to your teammate, it's likely to go to your opponents (=Gegner(innen)).
- ☞ Timing: Don't pass the ball to where your teammate is now. Think of where s/he'll be in the next two seconds.
- ☞ Teamwork: Soccer is a team sport! If you constantly pass the ball around between your teammates, the defense is going to have a hard time getting hold of the ball. It's pretty simple: If your team has the ball, the other team can't shoot.

Group 6: _____

TASK: Read the text and underline the most important information. Then form one sentence for each group member and present them to the other groups.

Push Pass:

- ↳ Technique: A short, accurate pass
- ↳ Body part: Use the inside of the foot
- ↳ Position: Hold your foot and leg like a hockey stick (L-shaped position).

Instep Pass:

- ↳ Technique: A powerful pass, also called shoelace (=Schuhband) pass
- ↳ Body part: Kick the ball into the air by striking (=hitting) it with your instep. The instep (=Rist) is located under your shoelaces.



Based on: Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.

Name: _____



TASK: Tick the skills and techniques you were practising in today's football lesson. Several skills and techniques are possible per game.

Games					
Skills & Techniques		Move the ball	Coneball	Number-Ball	Golden Goal
	Defence (Brit. E.)				
	Passing			✓	
	Push pass				
	Instep pass				
	Dribbling				
	Juggling				

Homework: Until 12 Nov. 2012

Write a letter to your best friend telling him/her about your experiences when you played football and spoke English. Answer the questions in the box and use the new football words! (50 words)

Questions:

- ☺ How was sports in English for you?
- ☺ Did you communicate (=talk) in English? When, why and what did you say in English?
- ☺ Describe your football skills.



Example phrases:

- I played with ... / In my team were ...
- The lesson was fun/great/unfair/exhausting because ...
- I found it hard to ... / It was difficult for me to ...
- I kicked/passed/dribbled the ball to ... / I didn't pass the ball to ...
- I defended/juggled the ball when ...
- I did a push pass/instep pass to ...
- I scored a goal/fouled/attacked when ... / I didn't score when ...
- I said that ...
- I liked the lesson because ... /I did not like the lesson because ...

Image: http://ideen-stadl.de/media/catalog/product/cache/2/image/9df78eab33525d08d6e5fb8d27136e95/f/u/fussball_3.jpg (24 Aug. 2015).

FIELD HOCKEY

GAMES

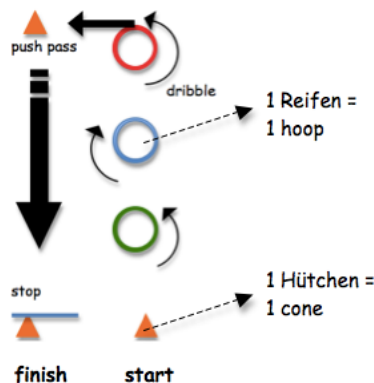


TASK: Read and try to understand the hockey games below. How would you explain them, if you were the sports teacher? In our hockey session you are the teachers.

1) 'Powers of Concentration': concentration training (=Konzentrationsübung)

The pupils stand in a circle. They hold the head of a hockey stick with their right hand. They count¹⁵⁷ up to 5 (1-2-3-4-5) and then they move one stick to the right. No stick should fall to the ground.

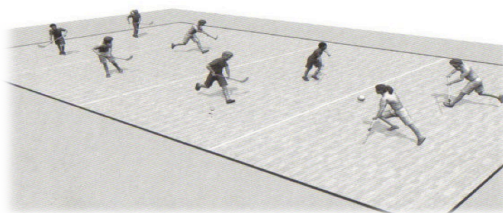
2) 'Dribbling exercise': dribbling training



Write 3 sentences explaining what hockey players have to do in this exercise.

3) 'Four-Zones-Hockey' ('Vier-Zonen-Hockey' in German): passing and stopping training

Two teams play hockey against each other in four zones. The players of **team A** play in **zones 1 and 3** and **team B** plays in **zones 2 and 4**. A team gets a point when the players of one team can do a pass from one zone to their teammates in the other zone.



¹⁵⁷ zählen

Based on: Rüdiger, Geis. 2009. *Sportspiele - leicht gemacht: Für Schule und Verein*. Schorndorf: Hofmann.
Hockey script by Mag. Czech
Image: http://dir.coolclips.com/clipart/150/vgjm/tf05249/CoolClips_vc037020.jpg (29 Oct. 2012).

FIELD HOCKEY



TASK: Watch the video clip (00:00:00-00:04:02) and answer the questions.

1) In which countries do people play field hockey?

All around the world, for example in India, _____

2) Where can you play **field hockey**? Tick the correct answers.

- ☐ indoors
- ☐ on a table
- ☐ in the water
- ☐ on the ice
- ☐ on the streets
- ☐ outdoors

3) What do field players wear in hockey? Circle the correct pieces.

jeans	tracksuit	hair band	skirt	stick
uniform	scarf	pullover	ball	
mouth guard	helmet		pyjamas	

4) Who can play field hockey?

SKILLS IN HOCKEY

Based on: Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.
Video: <http://www.youtube.com/watch?v=w1bwKfPQ8eg> (29 Oct. 2012).
Image: http://dir.coolclips.com/clipart/150/vgjm/tf05249/CoolClips_vc037020.jpg (29 Oct. 2012).

FIELD HOCKEY



Defense (=Verteidigung):

- ☞ Stop the players of the other team and take the ball away from them.

Defense (=Verteidigung):

- ☞ Defending the goal is more than just the goalkeeper's job. It's the job of every player on the field.

Defense (=Verteidigung):

- ☞ Always have an eye on the ball.

Passing:

- ☞ Pass the ball to another teammate, if s/he is wide open.

Passing:

- ☞ A pass must be exact.

Passing:

- ☞ If the ball has been on one side of the field for a long time, try to pass it to a player on the other side.

Passing:

- ☞ The field is like a big sailboat: If everyone runs to one side of the boat, it's going to tip over (=umkippen).

Communication & Teamwork:

- ☞ Hockey is a team sport! Talk to your teammates all the time. Let them know where you are or where you're going, but don't call for the ball if a few defenders (=Verteidiger(innen)) are next to you.

Based on: Crisfield, Deborah W. 2009. *The everything kids' soccer book: Rules, techniques, and more about your favorite sport!*. (2nd edition). Avon, Massachusetts: Adams Media.

FIELD HOCKEY



GROUP A

TASK: You are one of our history experts! At home read the text and give short answers to the questions. Let's get started ... ☺

HISTORY OF HOCKEY

- ⇒ Hockey is the oldest ball-and-stick game, but no one knows exactly where and when people started to play the game first.
- ⇒ People found 4,000-year-old drawings¹⁵⁸ showing men playing a form of field hockey¹⁵⁹.
- ⇒ Field hockey, as we know the sport today, started in England in the 1800s.
- ⇒ In those days people believed that the game was too dangerous for women to play because of its heavy balls and thick sticks, that could hurt a person seriously. But still women started to play the game in British schools.
- ⇒ The word "hockey" comes from the word "hooked" (= /hukt/) which means "gekrümmt" and "gebogen" in German.
- ⇒ Today it is a popular sport in many countries, such as the United States of America, Australia, England, South Korea, India and Pakistan.



Questions:

❓ Where and when did today's hockey start?

❓ Why did people think that the sport was not a sport for women to play?

Based on: Connolly, Helen. 2006. *Field hockey: rules, tips, strategy, and safety*. New York: The Rosen Publishing Group.
Khan, Sohaib. 2011. *How to play field hockey: Your step-by-step guide to playing field hockey*. (Kindle edition). HowExpert.com.
Milliken-Ziemba, Marian. 2001. *The physical education teacher's book of lists*. San Francisco: Jossey-Bass.
Images: http://dir.coolclips.com/clipart/150/vgjm/tf05249/CoolClips_vc037020.jpg (29 Oct. 2012).
<https://sarantakos.files.wordpress.com/2010/03/keritizein21.jpg> (24 Aug. 2015).

¹⁵⁸ from (to) draw, Zeichnungen

¹⁵⁹ Feldhockey

FIELD HOCKEY



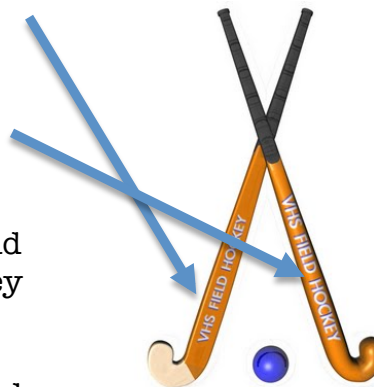
GROUP B

TASK: You are one of our equipment experts! At home read the text and give short answers to the questions. Let's get started ... ☺

FIELD HOCKEY¹⁶⁰ EQUIPMENT¹⁶¹

The Stick:

- ⇒ The stick has a straight handle¹⁶² with a curved¹⁶³ head (see picture).
- ⇒ The left-hand¹⁶⁴ side of the stick is flat¹⁶⁵.
The players must hit the ball with this side.
- ⇒ The stick is round on the right-hand side.



The Ball:

- ⇒ The ball is heavier than a tennis ball and larger than a baseball. Indoor hockey players must push¹⁶⁶ and not hit the ball.

Women's sports wear:

- ⇒ Most women wear a skirt on the field and this is very unusual.

Goalkeeper's equipment:



- ⇒ Goal keepers must wear a special suit while defending¹⁶⁷ the goal. S/he must wear a full helmet, shin guards¹⁶⁸, body and arm protectors¹⁶⁹ and padded¹⁷⁰ shorts. In other words, the goalkeeper is fully-protected¹⁷¹.

Questions:

- ❓ Which equipment do hockey players need? Do they need more equipment than soccer players?

- ❓ Which side of the hockey stick must players use?

¹⁶⁰ Feldhockey

¹⁶¹ Ausrüstung

¹⁶² Griff

¹⁶³ gebogen

¹⁶⁴ linke

¹⁶⁵ flach

¹⁶⁶ (to) push: The stick and the ball need to be on the ground (=Boden).

¹⁶⁷ verteidigen

¹⁶⁸ Schienbeinschoner

¹⁶⁹ Schützer

¹⁷⁰ gepolstert

¹⁷¹ geschützt

Based on: Connolly, Helen. 2005. *Field hockey: rules, tips, strategy, and safety*. New York: The Rosen Publishing Group.
Khan, Sohaib. 2011. *How to play field hockey: Your step-by-step guide to playing field hockey*. (Kindle edition). HowExpert.com.
Milliken-Ziemba, Marian. 2001. *The physical education teacher's book of lists*. San Francisco: Jossey-Bass.
Images: http://dir.coolclips.com/clipart/150/vgjm/tf05249/CoolClips_vc037020.jpg (29 Oct. 2012).
http://clubs.arizona.edu/~hockey/webpage_images/field_hockey_stick.jpg (29 Oct. 2012).
http://rlv.zcache.ch/feld_hockey_tormann_fotoskulptur-r2ee7b2d70fb4460941816fa8252f47e_x7saw_8byvr_324.jpg (24 Aug. 2015).

FIELD HOCKEY



GROUP C

TASK: You are one of our experts on the game of hockey! At home read the text and give short answers to the questions. Let's get started ... ☺

THE GAME

- ⇒ The game is called **HOCKEY**, but in countries where the word 'hockey' stands for other sports like ice hockey or street hockey, it is called **FIELD HOCKEY**. Field hockey can be played outside on a field¹⁷² or indoors in sports halls¹⁷³. When it is played indoors, it is called indoor (field) hockey.
- ⇒ Hockey is like soccer! Two teams play against each other and try to put as many balls as possible in the other team's goal. At the same time they try to defend¹⁷⁴ their own goal.
- ⇒ Field hockey is played with 11 players (10 field players and 1 goalkeeper) on each side, but an indoor hockey team has only 5 field players and 1 goalie on the field.
- ⇒ The game of field hockey has two halves¹⁷⁵ of 35 minutes. The halves of indoor hockey are 10 minutes shorter.
- ⇒ Unlike soccer, field hockey has two umpires¹⁷⁶ on the field.

Questions:

- ❏ Name¹⁷⁷ and describe 3 things that are different¹⁷⁸ between indoor hockey and outdoor hockey?

- ❏ Why is hockey like soccer?

Based on: Connolly, Helen. 2005. *Field hockey: rules, tips, strategy, and safety*. New York: The Rosen Publishing Group.
Khan, Sohaib. 2011. *How to play field hockey: Your step-by-step guide to playing field hockey*. (Kindle edition). HowExpert.com.
Milliken-Ziemba, Marian. 2001. *The physical education teacher's book of lists*. San Francisco: Jossey-Bass.
Image: http://dir.coolclips.com/clipart/150/vgjm/tf05249/CoolClips_vc037020.jpg (29 Oct. 2012).

¹⁷² auf einem Feld

¹⁷³ Sporthallen

¹⁷⁴ verteidigen

¹⁷⁵ Hälften

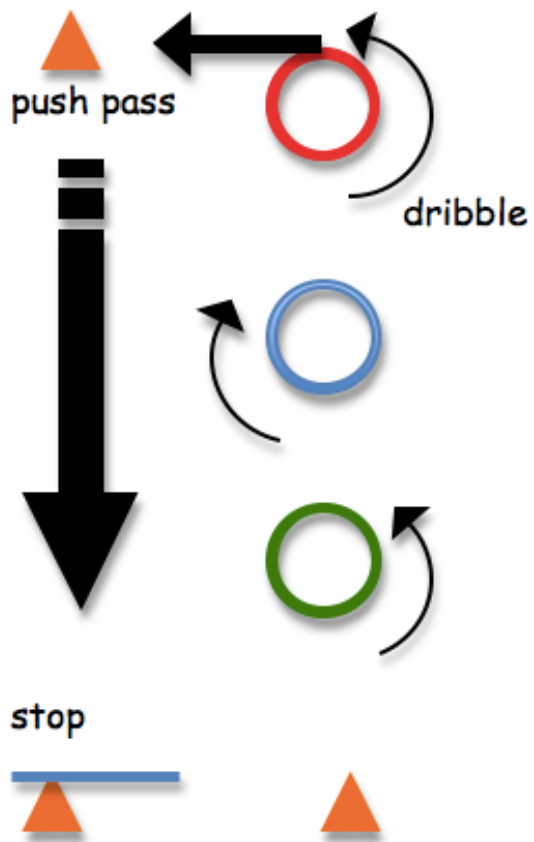
¹⁷⁶ referees; Schiedsrichter(in)

¹⁷⁷ nenne

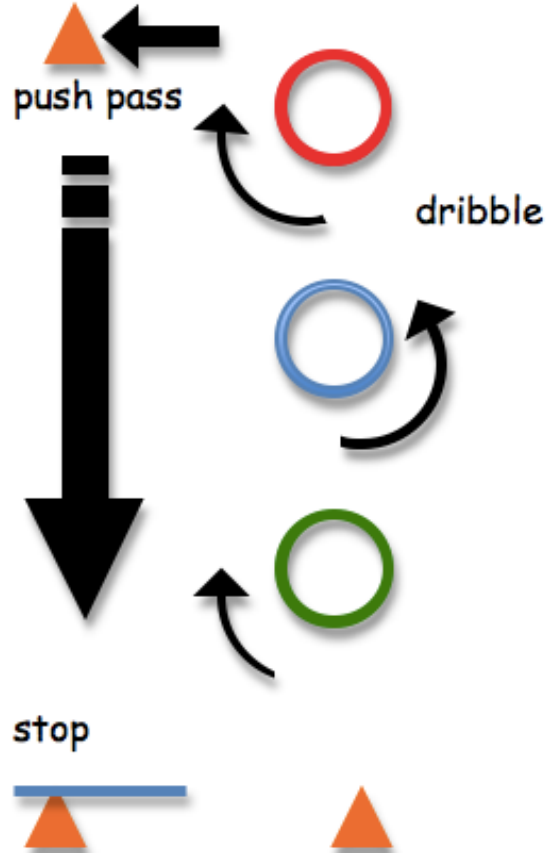
¹⁷⁸ unterschiedlich

Hockey Exercises: Practising Dribbling, Passing and Stopping

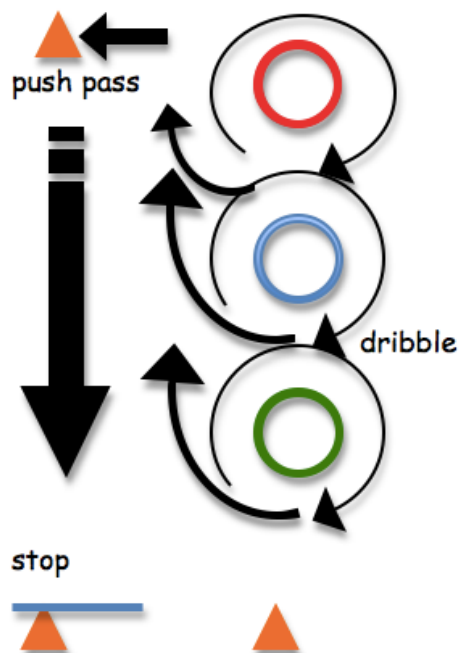
Exercise 1



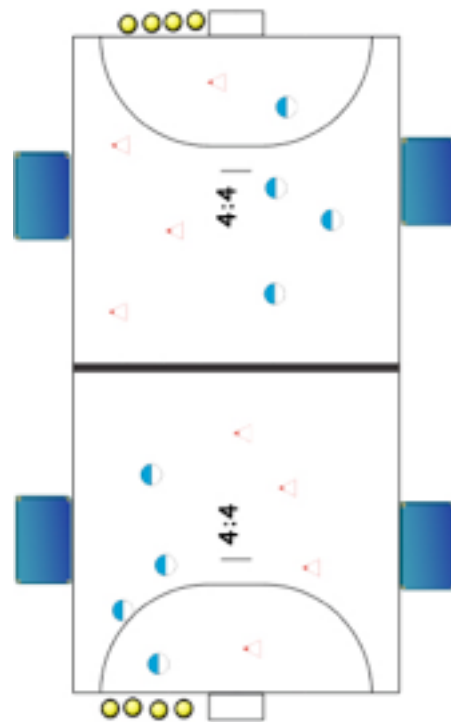
Exercise 2



Exercise 3



Golden Goal:



Source: Hockey script by Mag. Czech



Imagine you play football/hockey with a friend from England.
How would you say the following phrases in English ?

NAME: _____



„Ich bin frei!“	There are more answers possible! "I am wide open!", "Here!", "Hey!" ...
„Ball zu mir!“/„Spiel zu mir!“	
„Das haben wir gut gemacht!“	
„Was für ein tolles Spiel!“	
„Guter Versuch!“	
„Versuchen wir es noch einmal!“	
„Spiel den Ball ins Out!“	
„Ran mit dir!“	
„Genialer Schuss!“	
„Hey Schier! Das war ein Foul!“	
„Schnell zurück!“	
„Großartige Zusammenarbeit!“	
„Super Pass/Zuspiel!“	

Images: <http://thumbs.dreamstime.com/z/play-field-hockey-490898.jpg> (29 Oct. 2012).
<http://www.wandsworthguardian.co.uk/resources/images/3068328/> (29 Oct. 2012).

Key



Important words & phrases in sports



"I am wide open!"	„Ich bin frei!"
"Pass me the ball!"/"Pass to me!"	„Ball zu mir!"/"Spiel zu mir!"
"That was excellent!"/"Good job!"/"Great performance!"	„Das haben wir gut gemacht!"
"What a great game!"	„Was für ein tolles Spiel!"
"Good attempt!"	„Guter Versuch!"
"Let's try again!"	„Versuchen wir es noch einmal!"
"Pass the ball over the line!"	„Spiel den Ball ins Out!"
"Go for it!"	„Ran mit dir!"
"Excellent shot!"	„Genialer Schuss!"
"Hey ref! That was a foul!"	„Hey Schieri! Das war ein Foul!"
"Run back quickly!"	„Schnell zurück!"
"Fantastic team work!"	„Großartige Zusammenarbeit!"
"Great pass!"	„Super Pass/Zuspiel!"

What are the players doing on the pitch right now?



In the training session the athletes are practising ball control.	In der Trainingseinheit üben die Athleten Ballkontrolle.
All the players of one team are standing on the halfway line before the football game starts.	Bevor das Fußballspiel beginnt, stehen alle Spieler eines Teams auf der Mittellinie.
The paramedics are standing at one side of the football pitch and are waiting for an accident to happen.	Die Sanitäter stehen auf einer Seite des Fußballfeldes und warten, dass ein Unfall passiert.
The striker is banging the ball into the net and the supporters are screaming loudly, "GOAL!"	Der Stürmer knallt den Ball in das Netz und die Fans schreien laut: „TOR!"
The coach is shouting at his footballers, while the substitute players are sitting on the bench.	Der Trainer schreit seine Fußballspieler an, während die Auswechselspieler auf der Bank sitzen.
One linesman is holding a flag. The second linesman is running up and down on the touchline.	Ein Linienrichter hält eine Fahne. Der zweite Linienrichter läuft auf der Seitenlinie auf und ab.
The inside defender is dribbling the ball to the centre circle.	Der Innenverteidiger spielt den Ball in den Mittelkreis.
The referee is looking at the player with the ball and blowing his whistle.	Der Schiedsrichter schaut den Spieler mit dem Ball an und pfeift.
The other team is fighting for the ball and scoring a goal.	Die andere Mannschaft kämpft um den Ball und schießt ein Tor.
The crowd of spectators is standing in the stands and cheering.	Die Zuschauermenge steht auf den Tribünen und jubelt.

12.5 Examples of students' completed writing tasks (homework assignments)

12.5.1 Describing a short football scene

Learner 1

The linesman is standing by the sideline.
The goalkeeper is standing in front of his goal.
The referee is blowing his whistle.
In the corner there is standing a corner flag.
The coach is shouting to the players.
The striker is kicking the ball.
The substitutes are sitting on the bench.

Learner 2

The corner flag is in the corner.
The substitutes are sitting on the bench.
The coach is coaching.
The linesman is watching at the ball.
The referee is whistling.
The striker is banging the ball to the goal.
The goalie is keeping the goal.
The midfield player is running behind the striker.
Nobody is in the penalty area.
The halfway line is the middle of the field.

Learner 3

*On the left goal there is a goalie.
On the right side is he missing.
Suddanly is a penalty.
The striker is going to kick the ball into the goal.
The supporters scream loudly. GOAL!
The winger shot to the stricker.
The left defender is running to the ball.
The refender verteidikt the ball.
The lines man is running of the
The sweeper is in the centre spot.*

Learner 4

The goalie is passing the ball to the sweeper in the centre circle.
The coach is standing next to the substitutes.
The other team is becoming a corner, because a defender was kicking the ball behind the goal line.
The paramedics are standing behind the touchline.
When a player is fouling, the referee is blowing in his whistle.
The winger pass to the forward in the penalty area and the striker is shooting to the goal.
But the ball is flying next to the goal post.
The outside-right is standing on the halfway line.
The supporters are standing on the stands.
When a player is tackling a player from the other team the referee is giving a freekick.

12.5.2 Football reflections

Learner A

Dear M.,
How are you?
It's very nice in London because there are great friends.
Yesterday we had two football lessons in English.
It was nice, but it was a little bit difficult to understand.
I said that the football field was too little.
I kicked the ball to the goal.
I liked the lesson because dribbling and juggling is very funny.
I hope you also became so a nice football lesson in Austria.
Your S.

Learner B

Dear I.,
How are you? Yesterday we had a football lesson in English. The lesson was fun because we have learning new words. I played with T., S. and other people from my class. Sometimes it was difficult for me to understand some words. I kicked the ball to other players of my team. I said that it was not so good, when the boys sometimes were a little bit wild.
Yours J.

Learner C

Dear T.,
Yesterday we had a football lesson in English it was great and a little bit unfair. When we played Numberball there were in my team K., A., M., S., and I. I didn't find it easy to read English in the lesson. I didn't score a goal because I'm not so good in football.
I liked the lesson because it was funny and great.

Learner D

Dear S.,
How are you?
Yesterday we had a sport lesson in English.
The lesson was fun because we played funny games
I played with Isabella. In my team were C., T. and some other people. I kicked the ball to S. and she shot the ball to S. and to become a goal but he can't make one.
See you soon,
N.

Learner E

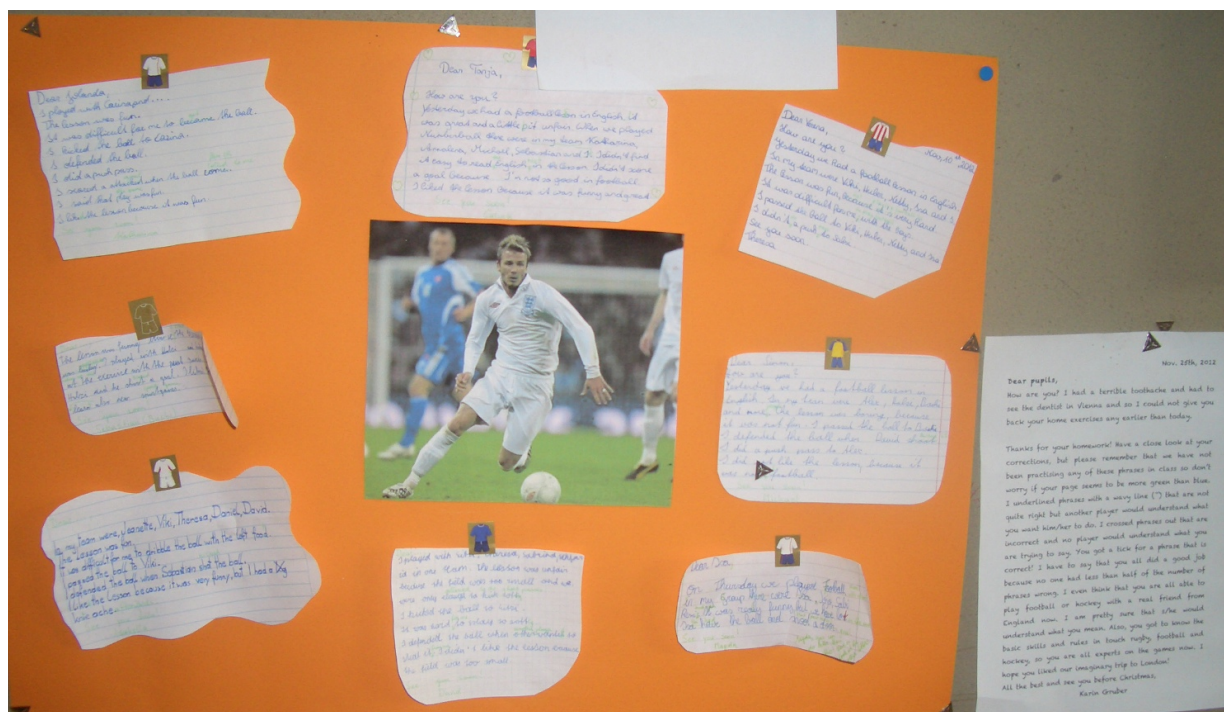
Dear M.,

How are you? Yesterday we had a football lesson in English. I played with S.. (We played Move the Ball, Numberball and Golden Goal. Golden Goal was a bit boring because it was too soft. I defend the ball when L. was attacking and I did a push pass to S.. The greatest thing was when I shot a goal. We communicate a lot in English.

Learner F

I played with E., T., [...] in one team. The lesson was unfair because the field was too small and we were only allowed to kick soft.
I kicked the ball to L..
It was hard to play so soft.
I defended the ball when others wanted to steal it. I didn't like the lesson because the field was too small.

Posters



12.5.3 Football phrases



Imagine you play football/hockey with a friend from England.
How would you say the following phrases in English?

NAME: _____



„Ich bin frei!“	There are more answers possible! "I am wide open!", "Here!", "Hey!" ...
„Ball zu mir!“ / „Spiel zu mir!“	"Ball to me!" / "Game to me!"
„Das haben wir gut gemacht!“	"What we did well!"
„Was für ein tolles Spiel!“	"What a great game!"
„Guter Versuch!“	"Good try!"
„Versuchen wir es noch einmal!“	"Let's try it again!"
„Spiel den Ball ins Out!“	"Play the ball out!"
„Ran mit dir!“	"Run with me!"
„Genialer Schuss!“	"Brilliant shot!"
„Hey Schieri! Das war ein Foul!“	"Hey Schieri! that was a foul!"
„Schnell zurück!“	"Quick back!"
„Großartige Zusammenarbeit!“	"Great collaboration!"
„Super Pass/Zuspiel!“	"Super Pass / passing!"



Imagine you play football/hockey with a friend from England.
How would you say the following phrases in English?

NAME: _____



„Ich bin frei!“	There are more answers possible! "I am wide open!", "Here!", "Hey!" ...
„Ball zu mir!“ / „Spiel zu mir!“	ball to me!" / pass to me!"
„Das haben wir gut gemacht!“	"We had done it good!"
„Was für ein tolles Spiel!“	"What a good game!"
„Guter Versuch!“	"Good try!"
„Versuchen wir es noch einmal!“	"We try it again!"
„Spiel den Ball ins Out!“	"Kick the ball into the out!"
„Ran mit dir!“	
„Genialer Schuss!“	"Great shot!"
„Hey Schieri! Das war ein Foul!“	"Hey ref! That was a fou
„Schnell zurück!“	"Fast back!"
„Großartige Zusammenarbeit!“	"Great teamwork!"
„Super Pass/Zuspiel!“	"great pass!"

12.6 English and German summary

12.6.1 Abstract

This diploma thesis deals with the question, of how students' English competency can be improved through an interdisciplinary CLIL project in Physical Education at the lower secondary level in Austria. To answer this research question, eight interdisciplinary CLIL lessons were audio and video recorded and subsequently analysed qualitatively and quantitatively. This case study shows that a wide range of verbal and non-verbal means are employed to increase the interlocutors' comprehension of the foreign language input. It is also evident that learners as opposed to the language teacher make significantly less use of these communication means. The analysis of output opportunities also shows that the teacher rarely pushes learners towards producing correct, meaningful and appropriate utterances. The examination of teacher-student interactions is in line with the previously mentioned findings. Furthermore, the results confirm that a two-week CLIL project in Physical Education leads to an expansion of students' vocabulary. In the EFL context the students mainly retained single terms, whereas in the CLIL context predominantly informal conversational expressions were acquired through their mere use. Especially useful opportunities for foreign language acquisition seem to be cross-curricular homework tasks intended to prepare or reflect on individual project lessons. Despite the many positive aspects of the CLIL project, students' feedback reveals that the movement time is perceived to suffer from the tuition in a foreign language to some extent. Nevertheless, it can be said that the material and physical context proves to be ideal for CLIL implementation in Physical Education.

12.6.2 Zusammenfassung

Die vorliegende Arbeit beschäftigt sich mit der Fragestellung, wie die englische Sprachkompetenz von Unterstufenschülern und Unterstufenschülerinnen durch ein fächerübergreifendes CLIL-Projekt im Fach „Bewegung und Sport“ in Österreich verbessert werden kann. Zur Beantwortung der Forschungsfrage wurden acht Unterrichtsstunden per Video und Audio aufgezeichnet und anschließend qualitativ und quantitativ ausgewertet. Die Fallstudie zeigt, dass eine Vielzahl an verbalen und non-verbalen Kommunikationsmitteln zur besseren Verständlichkeit des fremdsprachlichen Inputs eingesetzt wird. Im Gegensatz zur Lehrperson machen Lernende deutlich weniger Gebrauch dieser kommunikativen Mitteln. Die Analyse des Outputs zeigt auch, dass Lernende selten von der Lehrperson aufgefordert werden richtige, sinnvolle und situationsadäquate Aussagen zu formulieren. Die Betrachtung der Interaktionen zwischen Lehrperson und Lernenden liefert ähnliche Erkenntnisse. Des Weiteren bestätigen die Ergebnisse, dass ein zweiwöchiges CLIL-Projekt im Fach „Bewegung und Sport“ zur Erweiterung des fremdsprachlichen Wortschatzes der Schüler und Schülerinnen führt. Dies wird durch die vermehrte Verinnerlichung einzelner Begriffe im EFL-Kontext und vorwiegend umgangssprachlicher Phrasen im CLIL-Kontext ersichtlich. Besonders nützlich für den Fremdsprachenerwerb erweisen sich fächerübergreifende Hausaufgaben zur Vor- und Nachbereitung einzelner Projektstunden. Trotz der vielen positiven Aspekte des CLIL-Projekts geht aus dem Feedback der Schüler und Schülerinnen hervor, dass die Bewegungszeit im Sportunterricht unter der Verwendung einer Fremdsprache leidet. Dennoch kann gesagt werden, dass sich das Fach „Bewegung und Sport“ durch den physischen und materiellen Kontext besonders für die Implementierung von CLIL eignet.

12.7 Curriculum vitae

Karin Gruber

Education and training:

1996 - 2004	Grammar school BG Vöcklabruck
2004 - 2005	Gap year in Australia
2005 - 2006	University of Vienna Teacher accreditation programme for <i>English and Geography and Economics</i>
2006 - 2015	University of Vienna Teacher accreditation programme for <i>English and Physical Education and Sport</i>
Feb. 2014 – June 2014	Stadtschulrat Wien English teacher at a grammar school
2014 - 2015	Stadtschulrat Wien English teacher at a grammar school

Work experience:

July 2003 – Aug. 2003	Au pair in England
2008 - 2011	One-month au pair job in England during the summer months July and August
2011 - 2012	External sports activity leader in the Secondary after-school programme at the <i>Vienna International School</i>
2008 - 2014	External sports activity leader in the Primary after-school programme at the <i>Vienna International School</i>