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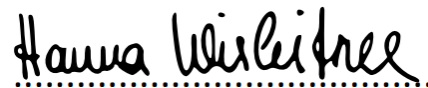
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Declaration of authenticity

I confirm to have conceived and written this master's 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.

Vienna, 2021

A handwritten signature in black ink, reading "Hanna Wirleitner". The signature is written in a cursive style and is positioned above a horizontal dotted line.

Hanna Wirleitner

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List of abbreviations

AHS – Allgemeinbildende höhere Schule (grammar school)

BLM – Black Lives Matter

BMHS – Berufsbildende mittlere und höhere Schulen

CBI – Content-Based Instruction

CDFs – Cognitive Discourse Functions

CEFR – Common European Framework of Reference for Languages

CLIL – Content and Language Integrated Learning

CLT – Communicative Language Teaching

EE – Ethical Education

EFL – English as a foreign language

FL – Foreign language

HOTS – Higher-order thinking skills

HTL – Höhere Technische Lehranstalt (secondary college of craft and technology)

ICT – Information and Communications Technology

L1 – Mother tongue, first language

L2 – Second language

LOTS – Lower-order thinking skills

PoC – Person of Colour

TBLT – Task-Based Language Teaching

T – Teacher

S – Student(s)

T – S Teacher-centred communication

S – T Student-centred communication

S – S Students working together (pair work, group work)

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1 Introduction

Being able to communicate and to express one's thoughts in English has become increasingly important in today's globalized world. With English being the number one lingua franca¹ (Eurydice 2004: 6), students are likely to encounter situations in which foreign language skills will benefit them. It is therefore of great importance to equip students with the relevant communication skills and linguistic knowledge as well as to offer them adequate practice time at school. Ideally, communicating in English can eventually become something students feel familiar with and thus confident about. Content and Language Integrated Learning (CLIL) could be useful for this purpose as it offers students significantly more contact time with the foreign language (FL) and provides them with meaningful opportunities to practice the language while also engaging in a content subject. Hence, the merging of content and language subjects can be a unique learning experience for students fostering both linguistic and cognitive development.

Across Europe, CLIL has been implemented in many schools for a variety of different content subjects (Eurydice 2006: 24). However, Ethical Education seems to have been rather neglected so far as it is a relatively new subject. Since Austria's educational politics has recently decided that from September 2021 onwards, Ethical Education (EE) will be established nationwide and taught alternatively to Religion as a compulsory subject (BMBWF 2019), the question arises as to whether Ethics could also be a CLIL subject. Looking for existing research or teaching materials in this specific field has not been fruitful. Hence, this given lack of CLIL research and materials in the area of Ethics motivates this thesis project. The main aim of the present paper is therefore to investigate the applicability of EE for CLIL as well as to develop ready-to-use teaching materials to showcase its suitability and illustrate how it could be implemented. The research question of the thesis at hand can thus be formulated as follows:

In how far is Ethics a suitable subject for the CLIL teaching approach in the Austrian educational context?

¹ lingua franca = language used for communication among people with different first languages

The underlying hypothesis is that through its communicative essence, EE is highly suitable as a CLIL subject in Austria and provides valuable opportunities for content as well as language learning. In order to verify this assumption, the theoretical foundations of CLIL and the characteristics of Ethics as a school subject will be thoroughly examined. Taking all findings from the above research into consideration, two CLIL Ethics teaching units on the topic of racism will be developed in order to prove that EE is a suitable CLIL subject and to set an example of what teaching Ethics through English could look like in practice. Furthermore, these materials will be developed because there is a lack of resources as EE is only emerging.

The present thesis project is organized into three main parts. First, the general concept of CLIL will be carefully studied, with a focus on educational benefits, methodology, materials design and lesson planning as well as teacher and student perspectives. The second part will then be concerned with CLIL and Ethical Education in Austria and in how far Ethics qualifies as a CLIL subject. Finally, the third part of the thesis will centre around the self-designed teaching project. After a careful analysis of core CLIL principles in part one and Ethics principles in the second part, two teaching units will be designed that incorporate and combine these important elements and show how Ethics could be taught through English. Each unit consists of three consecutive lesson plans dealing with the topic of racism. Although the same topic will be covered in both units, the cognitive and linguistic requirements will differ since one set of lesson plans is designed for 9th grade AHS students and the other one for 12th grade AHS students. The six lesson plans will be complemented by didactic considerations and materials, which can be found in the appendix. In the last chapter, the most important findings of this thesis project will finally be summarised and implications for schools, teachers and future research will be pointed out.

The results and insights gained through the present thesis can be of relevance to all teachers interested in CLIL, however, they might be specifically pertinent for Ethics teachers as the focus of this research is put on CLIL in Ethical Education. Although this paper is composed with the Austrian educational system in mind, many aspects concerning materials design and lesson planning in CLIL might still apply for other countries' teaching contexts.

2 CLIL

2.1 Defining the concept

In today's globalized, multicultural and plurilingual world it becomes ever more important to foster intercultural understanding and to develop strategies to overcome language barriers between citizens of different countries. Equipping students with foreign language competences has thus been high on the European Union's agenda (Eurydice 2006: 3). CLIL, an innovative and promising teaching method, can contribute considerably towards reaching these language goals (Dalton-Puffer & Nikula 2014: 117). The beginnings of CLIL are rooted in two different developments: one being local grassroots and bottom-up movements organised by teachers and parents and the other one being language policy actions that followed top-down processes (Dalton-Puffer 2011: 184). What started as a small educational innovation in the 1990s has since turned into a well-known and reputable teaching approach that has been implemented in schools all over Europe (Eurydice 2006: 7-9).

As the name *Content and Language Integrated Learning* already suggests, there is a twofold focus in this approach – on content *and* on language (Coyle, Hood & Marsh 2010: 1). It is, however, not the students' first language (L1) which receives that extra attention but a foreign language (FL) which serves as the medium of instruction in one or various content classes. In most cases, English is chosen to be this FL, which is not surprising considering its significant role as a lingua franca worldwide (Eurydice 2004: 6). Since CLIL lessons should mirror a purposeful merging of content and language methodology, CLIL teachers are asked to find a meaningful balance between content and language work in order to create ideal learning conditions for students. Despite the dual focus of content and language "it is the curriculum of the content-subject that is delivered in the foreign language while language goals may be high but remain implicit" (Dalton-Puffer, Nikula & Smit 2010: 2). Thus, when planning a CLIL lesson, content usually leads the way but once the curricular goals are set, language aspects come into play. Wolff (2016: 19) points out that CLIL is a "methodological concept which highlights a particularly efficient way to develop plurilingualism and intercultural understanding" – both crucial for living in an increasingly international society.

What needs to be pointed out before diving deeper into the subject, is the high number of different terms that are often associated with CLIL nationally and internationally, for example, Bilingual education, English Across the Curriculum, Content-Based-Instruction or Englisch als Arbeitssprache (Dalton-Puffer 2007:1). As Dalton-Puffer (2007: 1) notes, all these concepts “have their particular historical and contextual roots” and “slightly different philosophical implications”. What makes CLIL distinctive from all these other approaches is that the foreign language is not just the vehicle through which content is delivered but that there is a strong focus on integrating content and language aspects, thus creating “an innovative fusion of both” (Coyle, Hood & Marsh 2010: 1). In how far this unique combination can benefit learners in reaching their educational goals will be subject of discussion in the following part.

2.2 The benefits of CLIL

Through CLIL, the students’ contact time with the FL can be increased significantly. Thus, learners have more chances to try out newly learned language and “to put into practice the things which they see in theory on paper” (Coyle, Hood & Marsh 2010: 11). One of the reasons that make CLIL so attractive is therefore that CLIL classes offer safe spaces for students to familiarise themselves with new language forms. Another factor for the success of CLIL might be that it offers students a real and meaningful purpose for communicating in the target language. This is, unfortunately, often not the case in conventional language classes as students are frequently asked to work with artificial scenarios that they have to imagine. This lack of “meaningful personal engagement in talk” (Dalton-Puffer et al. 2010: 286) can be overcome by the CLIL programme since the students can concentrate on the actual content but still need the FL as the medium of communication. This content-led approach is also likely to allow for a carefree FL encounter as the students ideally do not have to fear face threatening error-correction and know that in the end they only get a grade in the content

subject². Hence, the affective filter³ of the students might be considerably low, creating an ideal condition for language uptake.

Although the language benefits are probably the most salient, CLIL seems to also offer additional value to other areas. Content-wise, for example, Bonnet (2016: 41-42) suggests that the slow and repetitive manner of language use could facilitate deeper and more profound understanding and processing. Moreover, the author (Bonnet 2016: 42) argues that the simplified FL use prevents teachers from using flowery phrases or loanwords which could cause misunderstandings – often without the teacher noticing. Thus, language problems which are likely to remain *invisible* or are commonly overlooked in normal L1 classes could possibly become much more *visible* in CLIL settings. This could be due to the fact that CLIL teachers are more considerate with their word choices since they are well aware of their students' limited FL competences. Moreover, another reason for this enhanced *visibility* of language issues could simply be that students are less afraid to ask for clarification when it comes to FL matters as they might think it is less embarrassing to have questions concerning a FL than concerning their own L1. It is, however, far from true that native speakers of a language know everything about their L1. Especially when it comes to academic language, there might be a high rate of unfamiliarity for students. Regarding intercultural competence, Bonnet (2016: 42) refers to Humboldt's idea that every language is linked to a certain way of thinking and viewing the world. Following this argument, FL use would inevitably cause a change in perspective, thereby promoting the speaker's ability to reflect upon different worldviews. Being able to put oneself in someone else's position is a meaningful asset when dealing with people from various backgrounds, which is likely the case in today's diverse societies.

Regardless the fact that CLIL can take on many different forms and shapes depending on the individual schools' resources, the overall aims of CLIL education remain largely the same (CLIL-Compendium quoted in Dalton-Puffer 2008: 141):

² At least this is the case in Austria as "language proficiency in the target language is not part of the assessment" (Eurydice 2004: 8).

³ The affective filter refers to negative feelings, such as anxiety, stress or lack of self-confidence, that can hinder language acquisition (Krashen 1984).

- develop intercultural communication skills
- prepare for internationalisation
- provide opportunities to study content through different perspectives
- access subject-specific target language terminology
- improve overall target language competence
- develop oral communication skills
- diversify methods & forms of classroom practice
- increase learner motivation

This set of ambitious goals can serve as a reference point in how far working with CLIL can be a promising undertaking. As can be seen from the list above, CLIL not only supports the development of basic interpersonal communicative skills (BICS) but also focuses on cognitive academic language proficiency (CALP) (Dale, van der Es & Tanner 2010: 46). BICS are relevant for learners to engage in informal, everyday conversations whereas CALP is particularly important to succeed in educational contexts and might therefore play a decisive role in the students' future academic careers.

When taking a closer look towards specific language outcomes, research shows that CLIL most likely fosters development in certain language aspects while other areas remain unaffected (Dalton-Puffer 2008: 5). Receptive skills, vocabulary, fluency or risk-taking are among the positively affected language aspects in contrast to syntax, writing or pronunciation which seem to be rather unaffected by the CLIL approach (Dalton-Puffer 2008: 5). Shifting the focus to content outcomes, research suggests that "CLIL learners possess the same amount of content knowledge as their peers who were taught in the L1" (Dalton-Puffer 2008: 4). Also, Meyer (2010: 12) points out that "CLIL students are equally, if not more successful, at learning a subject than students learning content subjects in L1".

Taking all these goals, aims and benefits into consideration, it seems evident why CLIL has been a success story. In order to learn more about the different elements that characterise CLIL, the subsequent chapter will deal with teaching methodologies and key principles inherent in the CLIL approach.

2.3 CLIL teaching methodology

The methodology of CLIL teaching is nothing entirely new but rather a combination of certain aspects of different already existing methodologies. The present chapter will thus introduce some of the related teaching methodologies and discuss important concepts in more detail.

First, it seems important to mention Communicative Language Teaching (CLT), which developed in the 1980s as liberating counter-model to form-focused teaching approaches that were prevalent at that time. At the core of CLT lies communicative competence, which comprises “knowledge of linguistic, sociolinguistic, and discourse rules in communicative interactions” (Savignon 1987: 235). The aim is to foster meaningful language use through communicative activities that urge learners to exchange and negotiate meaning in social interactions. Communicative competence also forms an integral part of CLIL. What makes CLIL distinctive, however, is its dual focus on language and content since subject-content learning goals are totally absent from CLT.

Moreover, Task-Based Language Teaching (TBLT) should be included here as its goal is to enable authentic communication in the classroom. The underlying assumption for TBLT is that “languages are acquired most successfully when they are learned for communicative purposes in meaningful and significant social situations” (Meyer 2010: 17). In a similar vein, CLIL is also concerned with challenging tasks that centre around authentic and meaningful content. Both teaching approaches are therefore drawn to the idea of “nurturing naturalistic acquisition through meaningful use” (Moore & Lorenzo 2015 :336). What differentiates the two is again, the strong focus on the content subject’s curriculum in CLIL.

Furthermore, Content-Based Instruction (CBI) can be associated with CLIL. The main objective of CBI is to improve language competence through content. As Dalton-Puffer (2008: 2) points out, “such programs have commonly been developed in situations where education systems have to cope with large numbers of immigrant speakers who have yet to learn the official language of instruction in the system”. Although content plays a crucial part in both teaching approaches, CBI tends to focus on language outcomes in second languages whereas CLIL deals with foreign languages that students are normally not surrounded with in their everyday lives.

Additionally, in CLIL, there is a much stronger focus on content-related competencies, which seem to play a subordinate role in CBI.

When comparing CLIL to these other methodologies, it becomes evident that one distinct feature of CLIL is the fusion of language and content. A helpful tool to not only merge the methodologies of language and content subjects but to also integrate other important aspects of CLIL is the 4 Cs Framework, which will be discussed in the subsequent section.

2.3.1 4Cs Framework

The 4Cs Framework, developed by Coyle et al. in the 1990s (Coyle 2015: 89), aims at taking a holistic approach and integrating all the different aspects of CLIL. Raising awareness to the interrelationship of the four Cs, namely Content, Cognition, Communication, and Culture, the goal of the framework is to “transform classrooms into language-rich transcultural environments” (Coyle 2015: 84). Coyle’s concept supports both language and subject teachers in planning their CLIL lessons, which should “offer learners opportunities to engage in meaning-making and language progression through cognitively challenging and culturally-embedded sequenced activities” (Coyle 2015: 84). Content stands for the topic, knowledge and skills that should be taught in a certain subject. The second C, Cognition, centres around the thinking processes and cognitive demands that are inherent to certain tasks. Communication involves language learning and using and making sure the language is accessible to the students and does not hinder their cognitive processes. Finally, the last C, Culture, refers to intercultural understanding and global citizenship, which embeds all the before mentioned areas (Coyle 2015: 89-91). The author (Coyle 2007: 550) of the framework summarises the key points of her model as follows:

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

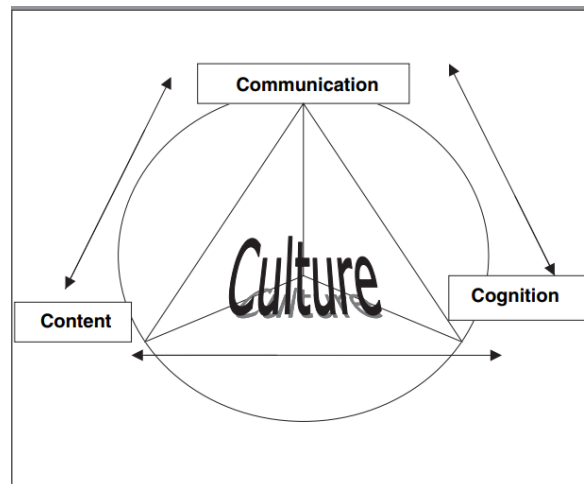


Figure 1: The 4Cs Framework for CLIL (Coyle 2007: 551)

Working with the 4Cs framework is likely to guarantee that the most important CLIL aspects find consideration in the lessons; thus, the framework will be consulted when designing the lesson plans and materials for this present thesis.

2.3.2 Cognitive functions in the CLIL classroom

Bloom's Taxonomy

A useful model for CLIL course designers in terms of cognitive operations is Bloom's taxonomy, which was first developed in the 1950s. The model "depicts thinking skills in a hierarchical fashion, going from 'lower-order' thinking skills [LOTS] like remembering and understanding to 'higher-order' thinking skills [HOTS] such as evaluating and creating" (Morton 2020:10). It is crucial to design tasks that vary in terms of cognitive complexity and not only stay within the area of LOTS. Even though the medium of instruction in CLIL is not the students' L1, the cognitive demands must remain high or at least appropriate to the students' age (Coyle 2015: 90). What must be avoided by all means is that CLIL lessons operate at a level that is lower than the students' actual cognitive level. It is the teachers' responsibility to ensure that the students are cognitively challenged and thus develop HOTS. Also, Griffiths (2018: 146) points out that "CLIL course materials should endeavor to transition students from LOTS to HOTS to promote cognitive development and learning [...] [h]owever, CLIL course designers need to be careful not to move beyond the learners' cognitive capabilities". This transition from LOTS to HOTS is likely to need some time and preparation, it therefore might not be achieved within

one lesson but gradually develop over a period of time. Bloom's taxonomy can serve as a helpful tool when formulating learning goals, objectives or outcomes and can aid teachers select suitable function words to give meaningful instructions.

Table 1: Bloom's Taxonomy (revised by Anderson and Kratwohl 2001: 31)

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

As Bloom's taxonomy can be helpful when thinking about the structural organization of a lesson, it is highly relevant for this thesis project. Including both LOTS and HOTS can first enable the students to activate their background knowledge and become familiar with the basics of a topic but then also ensure that the level of difficulty and cognitive engagement of the students increase in the course of time. This taxonomy can therefore serve a useful purpose in the planning stage of CLIL Ethics lessons to make sure students are cognitively challenged but never completely overwhelmed.

Cognitive discourse functions (CDFs)

Dalton-Puffer's (2013) model of cognitive discourse functions (CDFs) shows apparent similarities with Bloom's taxonomy; what makes it distinctive, however, is a much stronger

focus on verbal actions and a horizontal rather than a hierarchical order of the different thinking skills. The overall aim of the CDF framework is to strengthen the content-language relation in CLIL as there is still a “tendency (in spite of the acronym) to focus separately on content and language” (Morton 2020: 8). Dalton-Puffer (2013: 216) calls for a “zone of convergence between content and language pedagogies” because language plays a major role in all subjects across the curriculum and not only in language classes. Subject-specific facts, concepts and categories are always structured by language; thus, it is of utmost importance that students develop certain linguistic competences in order to be successful at school (Dalton-Puffer 2013: 218). Since academic language is an integral part of any subject, it appears evident that “language issues in education cannot be delegated to the sole responsibility of language teachers” (Dalton-Puffer 2013: 218). Due to the high transdisciplinary potential of the CDF construct it can be a helpful tool for teachers of all subjects. When working with CDFs, it is likely to overcome the problem apparent in many CLIL classes, namely focussing only on lexical matters (vocabulary) without going in depth (Dalton-Puffer 2013: 222). According to Swain’s (1985) output hypothesis, it is necessary to actively engage with the learning matter and form some sort of output for real comprehension to take place. Passively soaking up knowledge does not seem to be enough; therefore, fostering understanding and creating opportunities for students to apply the knowledge that they attain in CLIL classes is crucial for a meaningful learning process. Hence, it appears to be insufficient to only touch upon language in terms of lexical issues. The CDF model, as depicted below, consists of seven components, each one representing a speech event carrying a communicative goal. In order to achieve these goals certain cognitive actions need to be performed (Dalton-Puffer 2013: 233).

Table 2: The Cognitive Discourse Function Construct (Dalton-Puffer et al. 2018: 9)

underlying basic communicative intention	CDF TYPE	performative verbs
I tell you how we can cut up the world according to certain ideas	CLASSIFY	<i>classify, compare, contrast, match, structure, categorize, subsume</i>
I tell you about the extension of this object of specialist knowledge	DEFINE	<i>define, identify, characterize</i>
I tell you details of what I can see (also metaphorically)	DESCRIBE	<i>describe, label, identify, name, specify</i>
I tell you what my position is vis a vis X	EVALUATE	<i>evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
I tell you about the causes or motives of X	EXPLAIN	<i>explain, reason, express cause/effect, draw conclusions, deduce</i>
I tell you something that is potential (i.e. non-factual)	EXPLORE	<i>explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
I tell you something external to our immediate context on which I have a legitimate knowledge claim	REPORT	<i>report, inform, recount, narrate, present, summarize, relate</i>

The strength of this model, as Morton (2020: 7) points out, is that CDFs “create a ‘bridge’ to link content, literacy and language” and are therefore vital for this thesis; it is an ideal framework for CLIL teachers as well as material designers.

2.3.3 Support measures

Since the FL most likely poses a considerable challenge to CLIL students, it is crucial to think of supporting elements which can aid students in overcoming difficulties. The present chapter will therefore deal with support measures that can be implemented in CLIL classes to help students cope with difficulties regarding language or content aspects.

Scaffolding

The idea behind scaffolding in the classroom originally stems from construction sites. During the building process of a new house there need to be scaffolds that stabilise it and prevent a collapse but as soon as the building can stand alone the scaffolds become unnecessary and will be removed. Like builders on construction sites, teachers also need to set up scaffolds for their students. In the school context the aim of construction is, however, not to physically

build a new house but to cognitively construct new skills and knowledge. Once the learners have reached a certain level of competence which enables them to continue working individually the didactic scaffolds can be removed. Student autonomy can hence be seen as the overall aim of scaffolding (Mahan 2020: 2). Coyle et al. (2010: 29) define scaffolding as “(supported) learning by someone or something more ‘expert’ – that might be the teacher, other learners, or resources”. Furthermore, it can be distinguished between soft and hard scaffolds (Brush and Saye 2002: 2). Brush and Saye (2002: 2) describe soft scaffolds the following way:

[They] are dynamic, situation-specific aid provided by a teacher or peer to help with the learning process. Such scaffolding requires teachers to [...] provide timely support based on student responses. This type of assistance is generally provided “on-the-fly”, where the teacher monitors the progress students are making while engaged in a learning activity and intervenes when support or guidance is needed.

Hard scaffolds on the other hand can be planned in advance according to anticipated difficulties that learners might encounter with a task (Brush and Saye 2002: 2). While both types of scaffolds are helpful for classroom practice, it seems as if soft scaffolding is prevalent in non-CLIL contexts and hard scaffolding in CLIL contexts (Thürmann 2013: 239). In a CLIL setting, scaffolding in general plays a more important role. First of all, the dual focus on content and language poses an additional challenge to the students and second of all, CLIL students have fewer linguistic resources in the language of instruction than their non-CLIL counterparts; thus, strategies to avoid cognitive and linguistic overload need to be applied. Temporary hard scaffolds can be one of these strategies to support students’ learning processes. Griffiths (2018: 143) states that resources for scaffolding “may include task design, course materials, or outside sources such as additional texts, dictionaries, or the internet”. In general, scaffolds can vary greatly based on the purpose they should serve. Mehisto (2012: 24), for example, puts forward several ideas for scaffolding concerning language, content and learning skills. Regarding language, he suggests shortening sentences and paragraphs, adding synonyms in parentheses, using the margins for explanations of important vocabulary and letting the students brainstorm for related language before they start with a task. Content-wise, Mehisto pleads for activating the students’ tacit knowledge and connecting the topic to their personal lives. Furthermore, he recommends graphic organisers, highlighting key ideas, subheadings and providing sample answers. In terms of learning skills, he opts for discussing

samples of poor or excellent student work as well as asking learners to guess meaning from context. Guerrini (2009: 74) also came up with a four-point list of what different forms and shapes scaffolding could take on:

1. illustrations with labels and captions
2. content area text types, vocabulary, and language
3. graphic organisers as scaffolding tools
4. scaffolding input and output with ICT⁴ applications

Visuals, well-arranged text formats or highlighted key points can offer guidance and support to students as well as content-language relationships that are made explicit. Moreover, graphic organisers such as diagrams, mind-maps, graphs or tables are useful tools as they help learners to make sense of the subject matter and discover links to other topics. Finally, Guerrini lists ICT applications such as PowerPoint presentations, webquests or other online activities that offer rich visual input and foster active participation. In sum, all four scaffolding strategies the author proposes are likely to support understanding of subject area content, guide language production, and encourage the development of thinking skills (Guerrini 2009: 82).

What has not been mentioned so far is that teachers themselves can also be a scaffolding resource (Banegas 2017: 39). For example, by using big, expressive body language, by emphasising certain key points with their voice or by drawing something on the board, teachers can provide helpful clues.

A concept that scaffolding is often associated with is Vygotsky's (1978: 86) zone of proximal development. The theory implies that students can best unfold their full potential when working on tasks that are slightly above their ability level. With some sort of guidance or scaffolding students can then overcome difficulties and cope with tasks that they would otherwise not be able to master autonomously.

With regard to the present thesis project, scaffolding plays a highly significant role as the CLIL Ethics lessons should be as comprehensible as possible. In the planning stage it will therefore

⁴ ICT = Information and Communications Technology

be attempted to anticipate any kind of difficulties that might arise during the lessons. With a combination of hard and soft scaffolds it will then be tried to bridge any potential knowledge gaps, whether they are language- or content-related.

L1 in the CLIL classroom

In this chapter, it will be investigated in how far the students' L1 can serve as an additional supportive measure in the CLIL classroom next to the different scaffolding techniques discussed above. Whether L1 use in the classroom can facilitate FL acquisition has been subject of debate for quite some time. While there have been strong arguments for a so-called *mother tongue taboo*, more and more researchers and practitioners agree on the non-target language's potential as a useful resource when learning any other language (Butzkamm and Caldwell 2009; Coyle, Hood & Marsh 2010; Dalton-Puffer 2011; Gierlinger 2015). Also, Lin (2015: 78) argues that the students' L1 does have legitimate space in the CLIL classroom but that it needs to be well-planned by the teacher in terms of when, how and what for they want to resort to the non-target language. Moore and Nikula (2016: 231) support this view by stressing that judicious L1 use can be both meaningful and functional and does not have to be avoided by all means. Along these lines, Gierlinger (2015: 359) reports that content may temporarily take priority over language learning aspects when there seem to be crucial misunderstandings because content plays a superior role in CLIL classes than in regular EFL classes. Generally, it appears to be more common and acceptable to make use of the students' L1 in a CLIL than in an EFL context, as Moore and Nikula point out (2016: 215):

[...] EFL teachers have a greater tendency to monitor and steer students away from L1 use whereas in CLIL situations language alteration appears to be a commonly occurring phenomenon, serving both as a metalanguage for language play or as a communicative strategy to explain problems and reach mutual understanding. In other words, attention to the hands-on problem and its successful accomplishment highlights the need to communicate using whatever resources one has available.

Various studies (Lasagabaster 2013; Gierlinger 2015; Frisch 2016) suggest that there are five key scenarios in which CLIL teachers commonly resort to the learners' majority language:

1. to explain cognitively demanding concepts and lexis or clarify instructions (after FL explanation failed);

2. to speed up the knowledge mediating process (time pressure);
3. to deal with discipline issues (behaviour and classroom management);
4. to foster students' metalinguistic awareness through cross linguistic comparisons;
5. to teach learners with very limited FL resources.

A frequently used strategy for code-switching⁵ is the so-called FL-L1-FL sandwich pattern, that seems to be beneficial for language learning (Gierlinger 2015: 365). First, teachers explain everything in the target language. Only if they notice a comprehension problem will they then explain the content matter again in the students' L1. Afterwards the lesson continues in the FL. Frisch (2016: 86), however, points out that teachers need to be careful to not automatically repeat everything in the L1 since this could affect the students' motivation negatively.

Another reason in favour of code-switching is that students might otherwise not acquire important academic terms or subject-specific terminology in their mother tongue but only in the FL (Frisch 2016: 86). Moreover, a meaningful implementation of L1 elements may also help to raise the students' cultural awareness. Through comparing and contrasting certain terms and definitions and analysing how they are used and what connotations they have in each language, cultural differences and similarities can be discovered and students become sensitised to their own cultural imprints (Frisch 2016: 88). These arguments once more underpin that L1 use in the CLIL classroom does not have to be an emergency tool but can be a profitable resource if applied in accordance with pedagogical and language principles. All these insights about the usefulness of L1 implementation give therefore reason to deliberately include this resource in the lesson plans presented in chapter 4.2.

2.4 Principles of materials design and lesson planning in CLIL

Two elements that are often claimed to be major holdbacks for teachers to participate in CLIL programmes are the lack of prefabricated materials as well as the complex and time-consuming matter of designing materials oneself. As the latter part of this thesis will be concerned

⁵ code-switching = "a linguistic phenomenon that involves the use of two languages within the same conversation" (Mercado 2004: 225)

with the development of materials and lesson plans to showcase the suitability of EE for CLIL, the present chapter will discuss these topics in greater detail, thus providing the theoretical foundation for the teaching project in chapter 4.

2.4.1 Materials design

According to Lorenzo and Moore (2015: 335), there is “widespread frustration both with a lack of classroom-ready materials and the time and sometimes uncertainty involved in the preparation of home-grown materials”. The findings of a recent study by Hofstadler et al. (2021: 225) coincide, as interviewed CLIL teachers complained about the additional workload connected to designing, collecting and assembling teaching materials as there are no useful CLIL school books available. Banegas (2017: 33, 43) points out that ready-to-use materials that are available are unfortunately often found to display problems in the following areas:

- “little correlation between featured subject specific content and school curricula in L1”
- “oversimplification of contents” (either linguistic or conceptual)
- “dominance of reading skills development and lower-order thinking tasks”
- commercially-produced coursebooks may not correspond with the national curriculum

In order to overcome these shortcomings Moore and Lorenzo (2007: 28) see three possibilities for CLIL teachers: 1) produce their own original materials from scratch, 2) use authentic materials without adaptation, and 3) adapt authentic materials to correspond with their teaching aims. Each one of these options will be explained in more detail below.

Creating materials from scratch

When teachers, despite the amount of work, produce their own original material, they can make sure to tailor them exactly to fit the learning needs of the class. Several experts in the field have provided frameworks and guidelines for CLIL materials design to support teachers who choose to dive into the complex task of creating materials from scratch. The *CLIL Lesson Framework* by Banegas (2017), for example, is one model that can guide teachers through the materials design process ensuring that both linguistic and cognitive demands are catered for. The author (Banegas 2017: 36) suggests “that activities should move from lower-order to

higher-order thinking skills and that materials should also scaffold new language and content based on familiar language and content”.

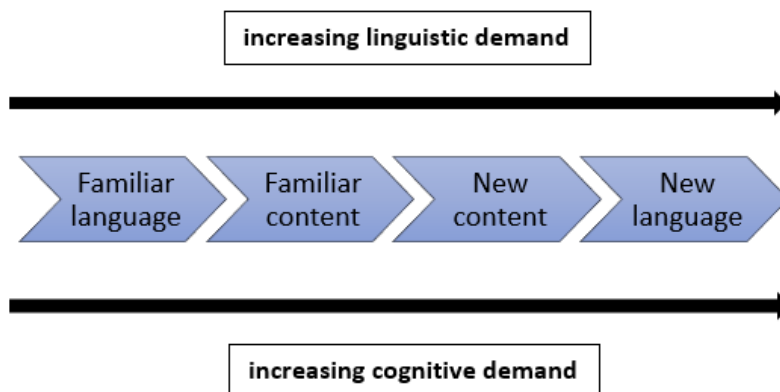


Figure 2: CLIL Lesson Framework (Banegas 2017; adapted)

Following this sequenced structure, it is likely “to increase the depth of interaction between students and subject matter” (Banegas 2017: 43). A good starting point for a CLIL lesson would therefore be to activate prior knowledge and draw on lower order thinking skills, such as remembering or describing. Once the new content and language have been introduced, it is important to also promote higher-order thinking skills, like evaluating or creating. “Linguistic demands will follow the same evolution of cognitive demands, and therefore CLIL materials will mediate and scaffold this sequence not only in terms of language input and output but also in terms of cognitive development” (Banegas 2017: 35). These findings are not only vital for materials development but also for lesson planning as these two areas often go hand in hand. Another model that takes linguistic and cognitive demands into account is Cummins’ Matrix, depicted in Figure 3.

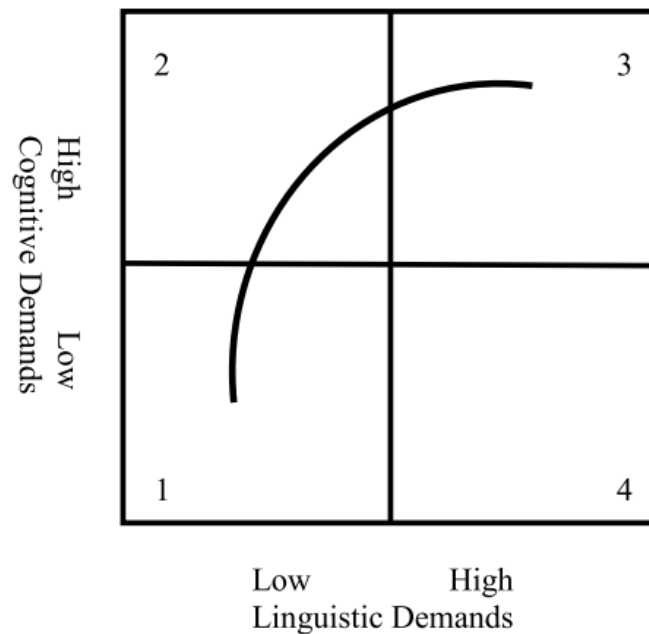


Figure 3: Cummins' Matrix (1984, adapted by Griffiths, 2018: 148)

Any task can be allocated to one of the four quadrants, which indicate the level of linguistic and cognitive demands. According to Griffiths (2018: 148), “[w]ell designed CLIL lessons often follow a sequence of tasks that move from quadrant 1 to 3”. As in Banegas’ *CLIL Lesson Framework*, the overall aim in Cummins’ Matrix is to gradually move from less demanding work to more challenging tasks.

Similar guidelines for the development of quality CLIL materials are provided by Mehisto (2012). As Griffiths (2018: 147) points out, Mehisto’s criteria “are not only good pedagogical choices but also allow the course designer to account for the linguistic and cognitive demands”.

Table 3: Criteria for quality CLIL materials (Mehisto 2012; adapted by Griffiths 2018)

Criteria	Linguistic Demands	Cognitive Demands
1. Make the learning intentions and process visible to the students	•	•
2. Systematically foster academic language proficiency	•	
3. Foster learning skills development and learner autonomy		•
4. Include self, peer, and other types of formative assessment	•	•
5. Help create a safe learning environment		•

6. Foster cooperative learning	•	
7. Seek ways of incorporating authentic language and authentic language use	•	
8. Foster critical thinking		•
9. Foster cognitive fluency through content, language and learning skills, helping students reach well beyond what they could do on their own		•
10. Help make learning meaningful		•

The guides and frameworks introduced in this chapter can be useful tools when creating materials as they help keeping track of all the different aspects that need to be considered in a CLIL setting. The most important aspect for the purpose of the present thesis, namely to develop meaningful CLIL Ethics materials, is to begin the lessons with familiar language and content and only then move beyond and introduce new elements, as the *CLIL Lesson Framework* and *Cummins' Matrix* suggest. Through this approach, students can link and integrate the new content and language to already existing knowledge, which is likely to create a favourable learning condition.

One further aspect that is of great importance is the overall layout of CLIL materials. Ball (2018: 226) argues that the students' learning process can be supported through top-down processes, such as clues through text arrangement, formatting, visuals or a simple "language-tip" on worksheets. These layout strategies relate closely to the support measures described in the previous chapter (2.3.3).

Using authentic materials without modification

The second option that Moore and Lorenzo (2007) mention is to look for inspiration in authentic materials. In order to discuss this topic, it needs to be further defined what is meant by *authentic materials*. Moore and Lorenzo (2007: 28) understand authentic materials in the CLIL setting to be "both non-pedagogic materials from the general media and specifically didactic content materials produced for native-speakers of the target language". Along these lines, Banegas (2017: 38) adds that "authentic materials are those which have not been produced to teach modern foreign languages". Assets of working with authentic materials are

that they serve as kind of a “motivating force” (Gilmore 2007: 106) for learners and that students are confronted with real examples of the target language (Moore and Lorenzo 2007: 29). It is important to note that a great deal of the authentic materials’ success depends on how well they fit the current topic, the choice of tasks that go with the materials and whether the teacher can mediate between the materials and the students in a meaningful way (Gilmore 2007: 107). Needless to say, authentic materials per se do not guarantee effective CLIL teaching. Teachers need to make sure that what they bring to the classroom is adequate for the students’ language level and their age, thus linguistically and cognitively accessible for the learners (Moore and Lorenzo 2007: 29). Hence, it might be necessary to cover important aspects concerning the subsequent materials beforehand in order to prepare the students. Didactic considerations in the planning stage are therefore of utmost importance when working with unmodified materials from the “real” world.

Adapting authentic materials

Instead of creating new materials from scratch or using unmodified authentic materials, teachers can also resort to option three and use already existing authentic materials and adapt them where necessary. Moore and Lorenzo (2007) offer different strategies of how to adapt authentic materials so they become useful for the CLIL classroom. Their three main strategies are: *simplification*, *elaboration* and *discursification* (Moore and Lorenzo 2007: 31). The first strategy, *simplification*, tends to reduce linguistic complexity and focuses solely on factual content. As a result, the overall text is much shorter, especially on a sentence-level, and certain lexical items are simplified⁶. Drawbacks of this strategy might be a lack of coherence due to the short and unlinked sentences and a shortage of supporting evidence which would make a text more elaborate. Furthermore, simplified texts hardly offer any new language input, thus the language learning effects may remain rather low. Nevertheless, there are situations in which this strategy can still be useful. Moore and Lorenzo (2007: 32), for instance, recommend it when encouraging students to read target language texts simply for enjoyment or when introducing classic literature which otherwise would be too hard. A second strategy

⁶ E.g. *cruciform* becomes *cross-shaped*

would be *elaboration*, which, in contrast to *simplification*, makes the texts even longer than the original as cognitive complexity is reduced and important points are repeated, paraphrased and exemplified. The advantage of elaborated texts is that students are more likely to grasp the meaning of the reading because of the rich L2 input. This, however, might not be the case with younger learners who are not yet familiar with a variety of synonyms and might therefore mistake paraphrased information as new information. The third adaptation strategy proposed by Moore and Lorenzo (2007: 31) is *discursification*. Rather than shortening or lengthening the text, here the whole nature of a text is transformed. By inserting visuals, glossaries, rhetorical questions, parenthetical information or bullet-points the discursified text becomes highly reader-friendly. This last option of adapting authentic materials seems to be the most promising one. Cognitive and linguistic demands can be adjusted to fit the students' level and therefore easier processing and deeper understanding can be ensured (Griffiths 2018: 144).

The three options concerning materials development suggested by Moore and Lorenzo (2007) can offer meaningful guidance. However, materials alone do not make successful CLIL lessons. What it needs in addition are meaningful didactic considerations and strategies concerning lesson planning. The next chapter will therefore deal with various practical ideas for CLIL lesson planning and classroom practice.

2.4.2 Lesson planning

As a response to the limited tools and templates available concerning CLIL lesson planning, Meyer (2010) developed a concept that he called the CLIL pyramid. This pyramid brings together six core strategies which should help teachers "to truly realize the added value of CLIL" (Meyer 2010:13). Meyer's model is based on the 4 Cs framework (Coyle 2007) comprising the four principles of content, cognition, communication and culture, which were discussed in a previous chapter (cf. chapter 2.3.1). In order to master the challenge of integrating content and language, rather than teaching them in isolation, Meyer (2010: 12) emphasises the importance of planning and teaching "with a multiple focus". For this to succeed, Meyer (2010) offers the following six lesson planning strategies:

1. rich input
2. scaffolding learning
3. rich interaction and pushed output
4. adding the (inter-)cultural dimension
5. make it H.O.T.
6. sustainable learning

Regarding strategy number one, *rich input*, Meyer (2010: 13) stresses the importance of selecting “[m]eaningful, challenging and authentic” materials for the classroom. He adds that the content should somehow be connected to the students’ personal lives and interests, thus making it appealing and memorable. Coyle, Hood and Marsh (2010: 11) seem to agree as they also see “authenticity and relevance as key to successful learning”. Moreover, what is essential when planning input is to include the concept of multimodality as providing varied input caters for different learner preferences. Meyer (2010: 14) is convinced that seeing content presented in different modes (e.g. visual, spoken, written) can foster understanding and clarify complex matters which is particularly important for input that is delivered in a FL. In this connection, asking students to transfer information from one mode into another (e.g. map, graph, video, etc.) can be a promising idea as it also serves the purpose of multimodality (Meyer 2010: 14). Also, Dale, van der Es and Tanner (2010: 41) suggest working with multimodal and varied input as it ensures “that as many learners as possible understand the input”. When having decided on specific materials, it is important to also plan some sort of activating activity so that “students can link new input to prior knowledge, experiences and attitudes” (Meyer 2010: 14). In CLIL, Dale, van der Es and Tanner (2010: 15) point out, this activating phase needs to address “both ideas and language”.

The second strategy, *scaffolding learning*, has already been discussed in chapter 2.3.3 and thus needs not be further elaborated here. Concerning *rich interaction and pushed output*, Meyer (2010: 17) argues that Task-Based Language Teaching (TBLT) can offer valuable opportunities for students to engage in authentic communication embedded in social situations. In this respect, the so-called *gap-principle* is commonly employed. By providing either information-, reasoning-, or opinion gaps “which need to be bridged by the students” (Meyer 2010: 18), teachers can create a real purpose for communication and negotiation of meaning. Other authors, such as Dale, van der Es and Tanner (2010: 121) for example, agree that output should

play a central part in CLIL as “learners need opportunities to try out newly-learned language forms or subject-specific vocabulary”. Furthermore, they (Dale, van der Es & Tanner 2010: 121) are convinced that output also fosters content learning because “asking learners to explain or formulate their ideas helps them check their understanding”. Student output can therefore also be useful feedback for teachers in terms of knowledge gaps and aspects that would need to be revisited or explained again.

Strategy number four examines how the (inter-)cultural dimension can be added to CLIL lessons. As Meyer (2010: 19) points out, there is evidence that “people’s willingness to cooperate significantly increases the better they know each other”. Therefore, it seems crucial to offer students the possibility to learn more about foreign people and countries. It is, however, not enough to be familiar with a foreign language, also other cultural aspects need to be taken into account. “Looking at various topics from different cultural angles, realizing that other cultures tend to see things differently, have different values and beliefs, is one of the most valuable experiences that CLIL may offer” (Meyer 2010: 20).

Make it H.O.T., strategy number five, is concerned with cognitive functions in the CLIL classroom. As chapter 2.3.2 has already covered this topic referring to Bloom’s taxonomy and CDFs, it will not be discussed again at this point. The sixth strategy, *sustainable learning*, offers advice on how CLIL can be “taught in a way that new knowledge becomes deeply rooted in our students’ long-term memory” (Meyer 2010: 22). Suggestions by the author (Meyer 2010: 22) to turn passive knowledge into active knowledge are, for example, to:

- “create connections with students’ attitudes, experience and knowledge”
- “make sure that results of group work are shared with all students of the class (through posters, blogs, learning diaries, websites etc.)”
- “strike a balance between teacher-centered communication and cooperative student-centered activities”
- “[make] strategic use of the L1 to support the learning process”
- “promote spiral learning and put great emphasis on learning and study skills”

Figure 4 depicts the CLIL pyramid as Meyer conceptualised it, incorporating all the strategies described above. The author (Meyer 2010: 23) recommends using the CLIL pyramid for

planning a whole teaching unit rather than single lessons as it is hardly ever possible to cover all aspects of the pyramid in one lesson.

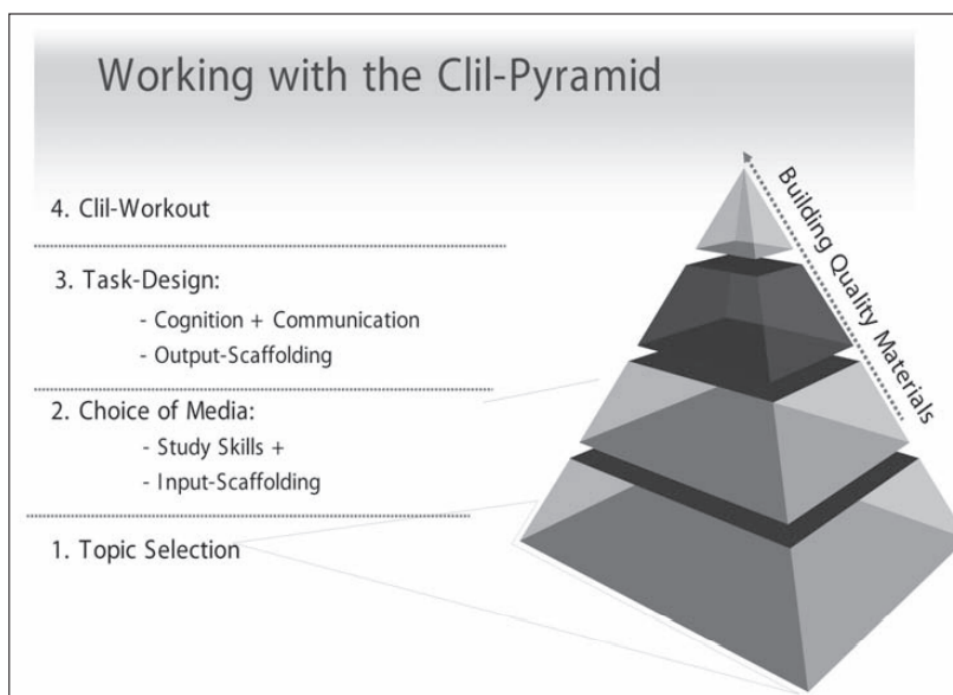


Figure 4: The CLIL Pyramid (Meyer 2010: 24)

Meyer offers step by step instructions on how teachers can work with his model. As can be seen on the graphic above (cf. figure 4), first, the planning phase starts with the topic selection. Step two is concerned with the choice of media, adhering to the principle of multimodality to address different learner needs. Then comes the planning of input-scaffolding. Depending on the choice of input, suitable support measures can be selected. Focus should also be on specific study skills that students might need in order to cope with the planned input. Next on the agenda is task-design which needs to stimulate higher order thinking skills and include various interaction formats. Finally, attention needs to be drawn to support measures once again, this time focusing on output-scaffolding.

The present chapter as well as the previous one on materials development serve as foundation and useful reference points for the teaching project of this thesis (cf. chapter 4). The insights gained through this chapter will be used as inspiration and guidance throughout the planning phase in order to base this project on established research. The next part of this paper will now deal with teacher and student perspectives regarding CLIL.

2.5 Teacher and student perspectives

2.5.1 CLIL teachers

From the early beginnings, teachers have always played an important role in the foundation and formation of CLIL. Without local grassroots activities CLIL would most likely not be as established as it is today (Dalton-Puffer 2007: 3). Europe-wide, however, there seems to be a major lack of qualified CLIL teachers since this is stated as one of the main problems that hinder general implementation and further expansion of CLIL (Eurydice 2006: 51). Austria is an exception in this respect as it is one of the countries where teachers have to study two subjects during their teacher education, which automatically makes quite a few teachers potential CLIL practitioners. Although teachers who studied a foreign language and a non-language subject might be particularly eligible candidates, any qualified teacher fulfils the prerequisites to participate in CLIL since no additional formal qualifications are required in this country – only the headmaster’s permission (Eurydice 2004: 11). Although one could argue that at least some sort of CLIL teacher training would be advisable, it is unlikely that teachers who are not highly motivated or do not feel confident about teaching CLIL would offer to take on such a course anyway; not least because there is no monetary incentive but quite a lot of extra work (Eurydice 2006: 52). Moreover, in Austria, “[m]ost teacher training colleges now offer CLIL training in their courses on methodology” (Eurydice 2004: 11) so there is a good chance that language teachers are familiar with the CLIL basics when they finish university.

A recent study by Hofstadler et al. (2020) gives insight into what motivates teachers to participate in CLIL regardless of the extra amount of work. Some of the CLIL teachers being interviewed by Hofstadler and her team (2020: 18) report that they see it as “a kind of service for the students” since they are convinced that students profit from CLIL. Furthermore, there is a shared notion amongst the teachers that “only those who love CLIL should do it” (Hofstadler et al. 2020: 20) since it is extremely time-consuming and can easily become stressful and frustrating if one is not confident that it is worth all the extra effort.

In another study by Hofstadler et al. (2021), which focuses on CLIL teachers’ wellbeing, the authors propose certain measures that should be implemented in order to support the teachers’ health and prevent high levels of stress. One such action would be to organise

networks to encourage close collaboration between CLIL teachers and enable uncomplicated materials exchange (Hofstadler et al. 2021: 230). Moreover, the authors call for a signal of respect towards the teachers' commitment. They demand higher societal recognition and appreciation of the teaching profession in general but specifically of CLIL teachers, "whether in increased monetary terms or through some other form of official acknowledgement" (Hofstadler et al. 2021: 230). Pappa et al. (2019: 603), who conducted a survey concerning Finnish CLIL teachers' agency, came to the same conclusion as Hofstadler and her colleagues: a collegial community amongst CLIL teachers is of utmost importance. Sharing ideas and materials is a useful strategy for all teachers, however, as Pappa et al. (2019: 603) argue, it is particularly helpful in a CLIL context "due to the isolation in which many teachers work in schools, and the additional effort required to be successful and effective with respect to material design and language mediation". Ready-made materials can thus save valuable time for teachers. It is therefore one of the aims of this present thesis project to make a meaningful contribution to the pool of available and prefabricated materials.

2.5.2 CLIL students

Shifting the focus to the other side of the classroom, this chapter centres around CLIL students and whether shared characteristics amongst them can be identified. Knowing about the students is crucial for planning a lesson or designing materials as it can help to better meet their needs and interests, which ultimately makes the lessons more appealing to them. Findings from Hofstadler et al. (2020: 24) show that Austrian AHS CLIL teachers perceive their CLIL learners as "more academically oriented and generally better students also in terms of work behaviours" than their non-CLIL students. Conducting research in Swedish CLIL contexts, Apelgren (2019: 36) comes to similar results, stating that CLIL programmes generally enjoy a prestigious image and therefore specifically appeal to dedicated and high-aiming students. In her study, Apelgren (2019) wanted to investigate why students would choose a CLIL programme and therefore asked 218 CLIL students about their personal reasons and motivation. The three most common answers were: to improve their overall English proficiency, to prepare for university and because they simply liked English (Apelgren 2019: 40). Otterup (2019: 274) found comparable results when asking CLIL students about their

expected advantages of attending a CLIL programme; “better English”, “good for future studies and job” and “international perspectives” were the most frequently given answers in this study. The fact that English is the prevalent language in academic discourse as well as the circumstance that more and more study programmes at universities are offered in English nowadays evidently creates a major motivation for pupils to participate in CLIL. However, not just the students’ own motivation is decisive in whether or not learners opt for a CLIL course, the socio-economic background of students and their parents’ education appear to also play a significant role (Apelgren 2019: 51). The findings of Hofstadler et al. (2020: 25) coincide showing that “CLIL students habitually came from higher social backgrounds with more academically involved parents”.

Being interested in the long-term outcomes of CLIL education, Roiha and Sommier (2018) conducted research with former Finnish students who received nine years of CLIL education starting in the 1990s. Their study results show that the participants had developed a very positive attitude towards English with a long-lasting effect since the FL still plays a dominant role in most of the former students’ lives today (Roiha & Sommier 2018: 641). What can further be detected is that English language use does not pose any difficulties or discomfort to the ex-CLIL students as they mostly stated to appreciate conversing in English and to find it “‘fun’, ‘natural’, ‘useful’, ‘easy’ or ‘pleasant’” (Roiha & Sommier 2018: 636). This confident way of using English without fear or hesitation whenever it seems practical appears to be a true asset and additional resource for these former CLIL students and is likely to help them navigate around in today’s globalized world.

San Isidro and Lasagabaster (2020: 14) could moreover show that CLIL does not only positively influence the students’ attitudes and motivation towards foreign language learning but also improves the parents’ and families’ stance on this subject. Having parental support in educational matters is known to have valuable effects on students’ academic achievements (Schleicher 2019: 10), thus it is most likely to be encouraging for CLIL students to receive recognition for their FL studies from home.

Keeping in mind the many benefits that CLIL can offer, it seems important to also design materials for *all* students and not just for the rather privileged ones described in the typical

CLIL student population above. The lesson plans designed for this present thesis project will therefore aim at including possibilities for differentiation in order to cater for weaker and stronger learners.

3 Teaching Ethics through English: CLIL and Ethical Education in Austria

3.1 CLIL in Austria

In Austria, CLIL has become common practice in numerous schools after it was first introduced in Austrian classrooms in the 1990s (Eurydice 2004: 4). How and in what form individual schools organise the implementation of CLIL courses is rather flexible and up to each school to decide independently. As Dalton-Puffer et al. (2010: 2) note, “CLIL programmes may be short-term or long-term, ranging from a sequence of lessons spanning a few weeks to entire school-years to entire school-careers”. Deciding factors are usually the school type, resources and whether there are qualified and motivated teachers available (Hofstadler et al. 2020: 16). Since there is no pressure to follow predetermined rules, Austrian schools can autonomously adapt their CLIL projects until they perfectly fit the respective school. However, recent research shows that this large degree of freedom is not always perceived positively as Austrian CLIL teachers voice their critique concerning the lack of support from federal and institutional agencies (Hofstadler et al. 2021: 224-225).

One exception in Austria are vocational colleges (HTL). In this type of secondary school, CLIL has been implemented as compulsory teaching approach in order to improve the students’ foreign language competences. From 11th grade onwards, 72 hours of content subjects need to be taught in English per year, however, the specific CLIL subject choices and hour distributions can vary from school to school (Ball, Kelly & Clegg 2015: 248). Although CLIL is, of course, possible with any language, English is the prevalent target language in most cases (Eurydice 2004: 5).

When Austrian students graduate from high school at the end of year 12 or 13, depending on the school type, they have to take a standardized school-leaving exam (Matura). For CLIL teachers, this implicates an enormous additional workload as they have to prepare their exams in both languages English and German (Hofstadler et al. 2021: 224) since CLIL students can choose whether they want to take their exams “in either the CLIL target language or the official language of instruction” (Eurydice 2004: 8).

3.1.1 Formats of CLIL implementation

What seems noteworthy at this point is that there are two different main forms of CLIL programs: the annual and the modular CLIL course. The annual CLIL course is set out for a whole school year with the overarching aim that students learn about the respective content as well as acquire advanced FL competences (Krechel 2013: 74). The modular CLIL course on the other hand, only consists of shorter CLIL sequences spread throughout the year which are often project based and carried out when covering topics that have thematic ties with language or cultural aspects (Krechel 2013: 79). This flexible, low-risk character of modular courses makes this model particularly appealing to novice CLIL teachers as it provides opportunities to try out the format without being pressured to continue in case it does not work out as hoped. If it is, however, going well, CLIL phases and modules can easily be expanded or added. Also, for weaker students, who could potentially be overwhelmed by an annual CLIL course, the modular system seems like a wise choice. Annual courses, as Ball, Kelly and Clegg (2015: 248) point out, are “a much higher-risk kind of CLIL programme in that it will have to ensure levels of subject achievement which are equal to or better than the levels that the learners would have achieved in their L1”. Schools which offer annual CLIL courses⁷ often have an individual bilingual branch in which students take multiple classes taught in the FL (Krechel 2013: 74). This vast amount of exposure to the FL in an annual course and the numerous opportunities for students to communicate and negotiate for meaning in the target language should lead to significantly higher achievements in the FL compared to students’ outcomes after taking conventional language classes only (Krechel 2013: 74).

With regard to the special focus on Ethical Education, it needs to be pointed out that certain philosophical and ethical topics are rather difficult to understand and complex enough even in the students’ first language. For this reason, modular CLIL courses can specifically be recommended for the Ethics classroom as this mode guarantees sufficient language flexibility. What else needs to be considered when implementing CLIL in Ethics lessons will become clearer in the next part of this thesis.

⁷ In Austria e.g.: Vienna Business School – Floridsdorf: Global Business Class (CLIL sequences in all subjects except German and foreign language classes)

3.2 Ethical Education in Austria

Over the last 20 years EE in Austria has only been offered at 233 different upper secondary schools as pilot projects (BMBWF 2019). At these schools, students who had deregistered from Religious Education had to take Ethics classes instead of simply having a free period. Due to the increasing numbers of students who deregister from Religious Education or are without religious affiliation (BMBWF 2019), the call for EE as an alternative but compulsory subject grew louder. Following this request, the Austrian Ministry of Education decided that EE will be taught alternatively to Religion as a compulsory subject to all AHS (upper secondary) and BMHS students from September 2021 onwards. The nationwide implementation of this new programme will, however, only take place gradually considering that there are not yet enough qualified teachers and approved textbooks to start with all classes at once.

The following list from the Austrian curriculum (BMBWF 2019) gives an overview of the topics that should be dealt with in the Ethics lessons throughout the years:

- human rights
- social relationships
- happiness and well-being
- addiction and prevention measures
- environmental issues and sustainability
- religion and ideologies
- media and communication
- animal treatment
- love and sexuality
- pregnancy and reproductive medicine
- conflict management
- sickness and death
- intercultural issues, such as diversity, stereotypes and discrimination
- identity and moral development
- economy and consumption
- war and peace
- morality and law
- technology and science

3.2.1 Characteristics of Ethics as a school subject

Ethical Education (EE) can be considered an unusual subject. While students in other courses are often asked to arrive at one correct answer to a question or a problem, Ethics mostly

discusses issues where there is no such thing as one sole solution. Instead of giving the right answers, the focus in the field of moral education shifts towards asking the right questions (Pfeifer 2013: 29). As Bishop and Szobota (2015: 19) point out, “[a]dolescence is the time when big questions about the value of life, the significance and purpose of human endeavor, one’s responsibilities and obligations toward other people and other animals, and one’s own place in the world begin to surface for people”. EE gives room to address these fundamental questions and provides a safe space to train and develop one’s ethical reasoning and judgement skills. To create such an enriching but secure learning environment, Ethics teachers are faced with challenging tasks. First of all, they need to facilitate classroom practice that fosters personal growth and helps students to cultivate a sense of responsibility. Secondly, they must not teach any kind of indoctrination, one-sided morality or, quite the opposite, endorse complete indifference or boundless relativism (Pfeifer 2013: 38). Through discussions, debates and reflections on social themes, current events or topics that arise from everyday life, students should enhance their ability to express their own point of view and defend their positions by formulating sound arguments (Franzen 2016: 96). Moreover, they should also experience that it is legitimate to change their minds and to revise their own positions in case another one seems more persuasive after all. Keeping an open mind but at the same time critically scrutinising one’s own actions in terms of moral considerations can be difficult, however, it can help students to resist peer pressure or populist forces and to follow their own convictions instead. Highlighting topics from a number of different perspectives can thus be a chance for pupils to challenge old and ingrained thought patterns they have taken over from their parents, peers or the media, for example, and to develop their own guiding principles.

The overall aims of the school subject Ethics as described by the Austrian Ministry of Education (BMBWF 2019; my translation HW) are as follows:

- encourage reflections upon living a “good” life
- offer guidance when discussing fundamental questions of life
- enable personal growth and character development through critical engagement with different philosophical, ideological, cultural, and religious traditions and ideas
- empower students to take on responsibility for their own actions

- inspire learners to advocate for a peaceful coexistence and to meet others with tolerance and candour
- facilitate the students' development of moral autonomy

The significance and usefulness of these objectives become evident when taking a closer look at the pluralistic world that we live in, which is characterised by a variety of different belief systems, competing values, and lifestyles (Pfeifer 2013: 38). Only when students get the chance to reflect upon different ways of life will they be able to make independent decisions concerning their future. Finding one's own particular way in today's fast-paced world can certainly be challenging but Ethical Education is meant to offer meaningful guidance that students can, ideally, resort back to throughout their entire life.

To paint a clearer picture of what EE should look like, Pfeifer (2013: 42) uses the following analogy: He compares the school subject Ethics to a geographical map and students to hikers. A map can guide a hiker through unknown terrain by providing helpful landmarks, however, what the map cannot do is to determine the direction or destination of the hike – this decision is solely left to the wanderer. The same is true for students in Ethics classes; teachers can offer reference points but in the end the students must follow their own moral compass to arrive at a decision.

3.2.2 Didactic principles

The scientific basis for EE is practical philosophy. The topics and questions that arise within the field of applied and specific ethics will be discussed in class and approached from three different perspectives: the personal, the social, and the ideological one (BMBWF 2019). The first perspective deals with the respective topic in connection with the personal reality and everyday experiences of the individual student. The social viewpoint reflects the topic in terms of local and global aspects of living together with others, thereby considering the students' different backgrounds. Lastly, the ideological lens focuses on the topic in relation to ethical positions and ideas or religious and cultural traditions.

Furthermore, Ethics teachers need to adhere to certain didactic principles to ensure sophisticated teaching practice. The following five principles are listed in the Austrian curriculum of EE (BMBWF 2019; my translation HW):

- integration of the students' everyday life experiences, ethics, and reference sciences
- discourse oriented teaching
- diverse coverage of topics and ideas
- prohibition of indoctrination
- use of subject-related methodology

Additionally, Ethics teachers are encouraged to organise excursions and invite experts from different fields to the classroom to stimulate insightful discussions and create unique learning opportunities (BMBWF 2019).

Methodology

In the following part, methodology will be described that has proven to be successful in transferring ethical contents and is therefore commonly employed in EE. Discussions and debates constitute the leading medium in Ethics classes due to their high potential to foster analytical, critical and reflective thinking (Pfeifer 2013: 117). In order to attract the students' interest, teachers can use stimulus material that seems worthy of discussion and whets the learners' curiosity to engage in the classroom interaction. Newspaper articles, photographs, movies or books are just some of the resources that particularly lend themselves for the use in the Ethics classroom as they stimulate the students emotionally and hence increase the likeliness of their participation. Two of the most promising methods to provoke ethical consciousness are thought experiments and moral dilemma scenarios⁸ since they help illustrating complex issues, thus making them accessible and discussible for pupils (Zürcher 2016: 313). Another benefit of these methods is that students need nothing but their clear mind and imagination to ask *what if* questions and to look for their own opinions and possible answers to moral dilemmas. Asking students for their choice of action in case they found themselves in such a scenario is not only likely to strengthen their ability to empathise and

⁸ moral dilemma = "a situation in which a person cannot make a decision without transgressing an important moral rule or principle" (Lind 2008: 196)

take on foreign perspectives but over time also seems to improve their ethical judgement skills (Lind 2008: 189-220).

One approach to moral education that already provides a meaningful possibility to bridge Ethical and Language Education is the employment of literature. Bohlin (2005: 27) argues that literature offers a “privileged insight into the moral journey of a life” and that “reading rich and evocative narratives gives students practice at evaluating the worthiness of competing goals”. By studying selected books in class and paying close attention to certain characters’ moral development students can train their ethical reflection and learn lessons that might eventually be useful in their own lives.

When choosing a topic or ethical problem to discuss in class, Franzen (2016: 86) suggests that Ethics teachers ask themselves the following questions:

- Is the problem interesting for the students?
- Is it relevant to the students?
- Is there adequate material?
- Is the topic appropriate to teach the intended subject content?
- How much background and specialist knowledge is necessary?

Taking these questions into consideration during the planning stage can be a guiding aid since teaching time is always limited and some problems would simply demand too much preparation and subject-specific expertise, which would go beyond the scope of classroom work.

3.3 Ethical Education as a CLIL subject

Having dealt with both CLIL and EE separately in previous parts, the present chapter aims to explore whether Ethics classes being taught within the CLIL framework can be successful in achieving the aims of the curriculum. Thielmann (2013: 331) points out that although Philosophy and Ethics do not belong to the ‘classic’ CLIL subjects, they seem highly suitable to a bilingual teaching approach.

English as the language of philosophy

A compelling argument for the use of English when teaching philosophical and ethical topics is the fact that English is internationally recognized as the scientific language of philosophy, which implies that philosophical discourse and research is most commonly published in English (Thielmann 2013: 337). Furthermore, the author (Thielmann 2013: 334-335) highlights that there are numerous well-known English-speaking moral philosophers⁹ whose original texts could be read and discussed in CLIL Ethics classes. Language aspects that are of particular relevance in EE are *describing, defining, questioning, judging, reasoning, concluding, emphasising, correcting, summarising* and *citing* (Thielmann 2013: 334); hence special effort should be made to foster the students' linguistic competences in these areas. It is also important to recognise that today's everyday life of students is highly influenced by contemporary pop and media culture in which English is the prevailing language (Pirner 2013: 327). Making use of these language resources that students already bring to the classroom does certainly appear advisable.

More benefits and advantages

In an increasingly multicultural and multilingual society it becomes ever more important to know and learn about other peoples' beliefs and values in order to secure a peaceful coexistence as it is often the foreign and the unfamiliar that causes fear and reserve. Being able to go beyond small talk and engage in meaningful conversations about existential questions, values or traditions in a FL can be an important asset to bring people together, overcome prejudices and build intercultural bridges (Pirner 2013: 326-327). Ethics classes taught in English could thus help the students acquire the necessary knowledge and language skills to become more adept at communicating ethical or religious aspects in a FL.

Another reason to use a FL as the medium of instruction that is particularly convincing for teachers who work with students with different first languages, is the possibility of creating fairer language conditions for all students. As Pirner (2013: 327) points out, pupils with a migrant background are likely to experience greater opportunities to participate in lessons that are taught in a FL because in such classes everyone is confronted with language issues,

⁹ E.g. Mill, Hobbes, Locke, Hume, Bentham, Rawls, Peter Singer

which, in return, creates an overall high tolerance for language errors. Creating a classroom atmosphere in which errors are treated without evoking feelings of embarrassment can support learning and growing processes and should thus be aspired.

In addition, Pirner (2013: 327) argues that FL use is likely to create emotional distance to a topic, which might result into gaining new perspectives or recognising further aspects to a problem. Also, this distance might make it easier for certain pupils to talk about emotive issues or share personal experiences in class (Thielmann 2013: 337). This high level of emotional involvement is a special characteristic of EE due to sensitive and emotionally charged topics that are on the curriculum. Although these topics might sometimes be hard to discuss for students, it is of utmost importance to not exclude them from the classroom but instead, provide a safe learning environment that allows for heated discussions, painful stories or personal anecdotes. Thielmann (2013: 336) points out that EE through English can be a chance for the students to learn and practice how to express their feelings in a FL, which ultimately prepares them for some of the challenges they will have to face in the world outside of the classroom.

Overlaps in the Ethics and English curricula

When comparing the contents from the Austrian Ethics and English curricula, one can find many thematic overlaps. However, this proximity is not only limited to content, also competences, teaching methodology and learning goals correspond to a certain extent (Thielmann 2013: 336). The following table provides an overview of overlaps of the two subjects.

Table 4: Overlaps in the Ethics and English curricula (BMBWF 2019; BMBWF 2018)

Ethics	English
Topics	
conflict management	conflict management
intercultural issues (diversity, stereotypes, discrimination)	intercultural issues (diversity, stereotypes, discrimination)
war and peace	peace education
human rights	gender equality

technology and science	technology
economy and consumption	economy
environmental issues and sustainability	environment
social relationships	social science
identity and moral development	critical reflection of personal experiences
media and communication	role of the media
current events	current events
Competences	
developing an intercultural understanding	increasing one's awareness of different cultures and ways of life
articulating and defending one's position	explaining and defending one's own viewpoint
critically examining an issue from different perspectives	stating advantages and disadvantages of different scenarios
Methodology	
roleplays	dialogues and roleplays
thought experiments	simulations
textual work	creative writing
discussions and debates	classroom discussions
character education through literature	reading and discussing literature

These overlaps can bring many benefits for CLIL Ethics lessons as students can draw on knowledge from previous classes. If learners have already covered a similar topic in their regular English course, they are most likely familiar with certain topic-specific vocabulary and can easily link the new input to their existing knowledge. Also, content-wise, these overlaps can prove to be helpful and enriching, for example, when students have dealt with a topic beforehand and hence bring formerly acquired expertise, opinions or questions to the classroom. Treating the same topic more than once and in different subject areas can deepen the students' understanding and foster networked and interdisciplinary thinking. The repetition of learning content seems to be truly beneficial for students as "[k]nowledge construction is generally perceived as cumulative and cyclical [...]" (Moore and Nikula 2016:

212). With regard to methodology, it can be assumed that it is rather timesaving and not at all disadvantageous in case students are already acquainted with certain methods and procedures from the regular English classroom and thus need not be given long explanations.

Taking all of the above into consideration, the hypothesis of the present thesis seems to be confirmed. Ethical Education appears to be highly suitable and applicable for the CLIL approach. Nevertheless, there might also be some drawbacks when teaching Ethics through English, which will be discussed in the following chapter.

Difficulties and challenges

Finally, attention needs to be drawn to the difficulties and challenges that possibly arise when teaching Ethics as a CLIL subject. What needs to be taken into account when planning Ethics lesson in general but even more so when using a FL, is that moral philosophy requires utmost precision in terms of language and terminology as seemingly similar vocabulary can in fact mean quite different things. Thielmann (2013: 332) highlights the importance of sensitive language use in EE and argues for a careful differentiation of vocabulary that is frequently used interchangeably but does, however, carry different meaning, such as *believing*, *thinking*, or *knowing*, for example. To illustrate this issue further, when discussing the topic of euthanasia, for instance, it is crucial to not confuse involuntary¹⁰ with non-voluntary¹¹ euthanasia as these terms describe different scenarios with different legal frameworks; the consequences of such a mix-up could therefore be disastrous. Consequently, teaching Ethics through English could sometimes be challenging in terms of language precision, however, it could also help sharpening the students' perception of such fine but weighty language nuances and could thus be seen as a meaningful learning opportunity.

Furthermore, there is an organisational matter that requires certain consideration. Since students in Austria can choose between Ethics and Religious Education, the class will most likely be split. This could mean that the English teacher, in case they also teach Ethics, could possibly also be the CLIL Ethics teacher of part of their regular English class. In this case it

¹⁰ involuntary euthanasia = the person is killed against their wishes

¹¹ non-voluntary euthanasia = the person cannot make their wishes known

needs to be assured that students who attend Religious Education are not disadvantaged in any form. Knowledge from the Ethics classroom must therefore never be a prerequisite for any tasks in the regular English class.

4 Teaching project

In order to show that a CLIL approach is indeed suitable and applicable in Ethical Education, two teaching units with the same topic but for different age groups have been designed based on CLIL research and the Ethics curriculum. Each unit consists of three consecutive lesson plans with the overarching topic of racism. The first teaching unit is designed for a 9th grade upper secondary and the second one for a 12th grade upper secondary. The reason behind planning units for different age groups is to highlight the flexibility and adaptability of both cognitive and language demands. Furthermore, the decision to choose the same topic for the two units is based on the fact that racism is a topic relevant to all age groups and that revisiting a subject matter at various times can help deepen the students' understanding. As Morton (2020: 15) points out:

Both in CLIL and non-CLIL contexts, there is a tendency to rush through the curriculum, ticking off one objective after another as if they had really been learned by the students. This is extremely ineffective, as students need time to see the same content in different ways, revisit it, and get more practice if they are to have a chance to really learn it. This is even more important when the content is taught in a foreign language.

While the lessons for the younger learners are generally kept more basic and include more detailed scaffolding, the lesson plans for the 12th grade students entail more complex tasks as their linguistic and cognitive level allows for advanced discussion.

4.1 Topic choice

There are several reasons for planning the two units around the issue of racism. Firstly, according to the Austrian curriculum this topic should find room in both subjects¹², Ethics and English. By perusing various schoolbooks, it became evident that in Ethics classes, emphasis is put more strongly on the theory behind prejudice and stereotypes and how tolerance and peaceful coexistence with others can succeed whereas the focus in English classes shifts more towards knowledge about historic events from the anglophone world¹³. Secondly, the Ethics

¹² Table 4 offers an overview of overlapping topics of EE and English.

¹³ English textbooks in Austria often approach the topic of racism by including a unit about the Civil Rights Movement and its key figures in the US, for example.

curriculum explicitly states to take up current topics (BMBWF 2019). The issue of racism and discrimination unfortunately still is a pressing problem in today's society as the recent past¹⁴ shows and therefore needs to be addressed in the classroom. Since adolescents tend to spend quite a lot of time online, they are likely to see all kinds of pictures on social media or hear stories on the news that they would need to process, discuss and reflect on afterwards. The Ethics classroom would provide an ideal setting for this purpose. A third reason for this specific topic choice is the claim for more educational work and awareness raising at schools concerning racism and privileges from the initiators of the Austrian Black Voices referendum (Black Voices Volksbegehren *Forderungen*). The chances that educators will teach about racism are likely to increase when there is useful prefabricated material available; the present thesis can thus hopefully support and slightly contribute to the anti-racist movement.

Talking about racism in an educational context

The benefits of talking about racism in an educational setting are manifold. First and foremost, schools can be safe spaces for the students to learn and ask questions or to exchange their viewpoints and broaden their horizons. By addressing the topic, teachers can equip their students with important knowledge and tools to cultivate and develop anti-racist awareness and to foster reflection of internalised racism and privileges. It is, however, a sensitive topic to tackle in class as it requires profound historical background knowledge from the teacher's side as well as it might be a stressful situation for students who have personally experienced racial discrimination before. As a logical consequence, schools tend yet to shy away from giving this topic enough room. Since anti-racist work is not a compulsory part of the teacher training curriculum, many educators might feel overwhelmed and insecure about implementing the topic in their lessons. This hesitation can be due to concerns about not having all the answers to students' questions or not being familiar enough with the matter because of the privileged personal position to have white skin colour, for example. Although the fear of not doing justice to this highly relevant topic can be perfectly understandable,

¹⁴ E.g.: the killing of George Floyd, Black Lives Matter Movement, the storming of the US Capitol by white supremacists

silence cannot be the answer. As Tupoka Ogette (2020: 111), an anti-racism trainer and author, states, changes will only occur “[i]ndem wir hin-, statt wegschauen” [by looking at the problems and not by overlooking them]. This perfectly corresponds with one of the previously described core principles of EE to not exclude sensitive and emotionally charged topics but to provide and create a safe space within which such delicate subjects can be discussed.

Taking all these reasons mentioned above into consideration, it seems crucial for teachers to embrace their position as role models and do all the work that it needs to become an ally for victims of discrimination. By addressing the issue, teachers can empower their students to report and stand up against racism whenever they experience or witness it and help take away feelings of powerlessness and stress which might appear after being confronted with racist incidents (Ogette 2020: 64). Ideally, the whole teaching unit could be concluded by the class participating in an anti-racism workshop lead by an expert invited to the school.

4.2 Lesson plans

The following table gives an overview of the lessons that have been designed for this thesis project and will be described in detail in the present chapter. The material for each lesson plan can be found in the appendix.

Table 5: Overview of the lessons

Target group	Lesson content		
Year 9 (B1)	1a: Prejudice & discrimination	2a: Experiencing racism	3a: How to be an ally
Year 12 (B2)	1b: Check your privilege	2b: Black Lives Matter	3b: Enlightening story

4.2.1 Lesson 1a: Prejudice & discrimination

Target group: 9th grade AHS

Level according to CEFR: B1

Overall aim: Students are aware of prejudices and how they can lead to discrimination.

Lesson objectives:

Ethics:

- Students can reflect upon different prejudices that exist in our society.
- Students can question their own prejudices.
- Students can share their thoughts and opinions in a classroom discussion.

English:

- Students can understand and follow instructions.
- Students can justify and explain their choices.
- Students can participate in a classroom discussion.

Table 6: Lesson plan 1a

Time	Procedure	Inter-action format	Language system	Materials	Notes
25	<i>I AM...</i> (lead in + activity) - teacher distributes 7 role cards in the classroom and introduces each role to the students - afterwards the learners receive the following instructions: <i>You are now going to hear several statements. After each statement you need to decide to which of the seven role cards it applies best. Think about it and as soon as you hear my "clap" go and stand next to your chosen role card.</i>	T-S	listening	role cards (English +German) 10 state-ments projector	Do NOT tell students what this lesson is going to be about - they should uncover the topic themselves. statements are also projected on the whiteboard the students' answers will not be judged or

	- after each round the teacher will ask 2-3 students to explain their choices		speaking		commented since there is no right or wrong answer
10	I AM... (debriefing) - after the students have responded to the last statement, they return to their seats for the debriefing phase - the teacher sparks a discussion asking questions like: <i>How difficult was it to decide? What helped you with your decision? What do you think influenced your decision? What do you think was the aim of this activity?</i>	T-S	speaking		Depending on how lively the discussion is the teacher can decide which and how many follow-up questions to ask.
5	- the teacher will recap the most important points from the previous discussion and point out that the students' decisions in the activity I AM were most likely based on stereotypes and prejudices; teacher explains that we all have them and that they somehow help us to orientate ourselves in this very complex world HOWEVER as the name <i>prejudice</i> suggests we <i>prejudge</i> people without knowing if our assumptions are true - teacher raises awareness that these generalisations become highly problematic when they lead to discrimination	T	listening		teacher can draw the students' attention to the English word PRE judice and the German word VOR urteil
10	- students are then asked what different types of discrimination they can think of; teacher will collect the	S-T	speaking	board books/ folders	types of discrimination: age disability

	students' ideas on the board in form of a mind-map which the students should copy in their books/folders				skin colour religion language sex political belief financial sit. appearance sexual orient. place of origin ...
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Didactic considerations:

Lesson plan 1a forms the beginning of the teaching unit about racism for 9th grade AHS students and should thus lay the foundations for the consecutive two lessons. Each step of the present lesson plan will be analysed in the following part and didactic considerations concerning Ethical Education and CLIL will be highlighted.

By starting the lesson without telling the students what the topic of this session is going to be, they are more likely to enter the activity open-minded and are not biased or influenced in their upcoming decisions through the teacher's words. This is crucial as the aim of the activity is to uncover implicit prejudices. By asking individual students to explain why they have chosen a particular role card during the activity, the teacher can already elicit ingrained beliefs and thought patterns that can later be subject of discussion. Ideally, learners only discover the purpose of the activity / AM during the debriefing phase when the teacher initiates a discussion on the topic. Through specific questions the teacher will guide the students to reflect upon their decisions and become aware of unconscious attitudes, prejudices and sentiments towards certain groups of people. This classroom discussion will be followed by a short lecture from the teacher, explaining how stereotypes and prejudices can lead to discrimination. In the last part of the lesson, students should then try to think of as many different types of discrimination as they can. Their answers will be collected in form of a mind-map on the board which the students need to copy in their own books or folders. The overall aim of this lesson regarding EE is therefore to raise the pupils' awareness of prejudices and how they can lead to discrimination.

In the subsequent section, the focus will now shift towards CLIL-specific considerations. As this lesson is designed for 9th grade AHS students, the role cards for the activity *I AM* are kept short and simple. The students will be able to read the cards individually as they are put up on the walls but to make sure they really understand each role, the teacher will additionally introduce all seven role cards. Once the activity begins, the teacher reads statement after statement and observes the students' decisions. Since the role cards depict and represent real people that students most likely know or encounter in their everyday lives, the link to authenticity is given. During the teacher's short lecture on how prejudices can lead to discrimination, the students are asked to listen closely, however, in case they cannot follow at a certain point, the teacher can try paraphrasing the point in English or simply switch to German to repeat this part again. When students are asked to think of different types of discrimination, they might lack some English vocabulary. Nevertheless, they will be encouraged to bring forward their ideas using English or German as the teacher or maybe even other peers can help to find the right translation.

An analysis of the lesson plan in terms of the 4Cs framework (Coyle 2007) shows that all four dimensions have been considered in the planning stage. As far as content is concerned, the lesson centres around the topics of prejudice and discrimination and in how far these two are connected. The second C, cognition, can be best described with Bloom's taxonomy (Anderson and Kratwohl 2001: 31). Both lower- and higher-order thinking skills are covered in this lesson. For the activity *I AM*, students need to recall their knowledge and beliefs of people that resemble the characters from the role cards (i.e. remember). The follow-up discussion asks the students to reflect upon the activity and to draw parallels to the real world (i.e. analyse and evaluate). Following the teacher's mini lecture on prejudice and discrimination should facilitate deeper processing in the students (i.e. remember and understand). The final mind-mapping activity at the end of the lesson requires the students once again to retrieve their knowledge of the world (i.e. remember). Regarding the dimension of communication, students get the chance to exchange meaning during the classroom discussion. Finally, this lesson also comprises cultural aspects, as the whole topic of prejudice and discrimination is closely related to one's cultural identity. Moreover, the role cards from the activity *I AM* are

designed to reflect part of the cultural diversity that can be found in society and should hence foster intercultural understanding.

Scaffolding, another key principle of CLIL methodology, has been implemented at various stages of the lesson. To ensure that all learners understand the role cards for the activity *I AM*, the teacher not only puts the English character descriptions on the walls but also introduces them one by one. In addition, the students are told that they will find the German description on the backside of the cards if they need it. When the teacher starts reading out the 10 statements, they will also be projected on the whiteboard to give students the chance to reread the statements in their own pace. Providing information via different modes is highly recommended by Dale, van der Es and Tanner (2010: 41) “[s]ince learners use different ways to take in input”. Having only described hard scaffolds so far, it is important to also mention soft scaffolds that can be employed spontaneously at any point of the lesson (Brush & Saye 2002: 2). First, there is the teacher who can offer helpful support through explanations, gestures, drawings or anything else they have at their disposal. Second, there is the students’ L1 to which they can always resort to in case they feel overwhelmed or simply get stuck with English.

Furthermore, in this first lesson of the teaching unit, students are likely to encounter the subsequent CDFs. When learners are asked to comment and justify their decisions of choosing a certain role card, they evaluate. Later, the function of exploring comes into play as students participate in the classroom discussion needing to speculate about the aim of the previous activity.

4.2.2 Lesson 2a: Experiencing racism

Target group: 9th grade AHS

Level according to CEFR: B1

Overall aim: Students know that racism can come in many different forms and shapes.

Lesson objectives:

Ethics:

- Students can participate in group work and work together with others.
- Students can empathise with others who have experienced racism.
- Students can put themselves in the shoes of someone else.

English:

- Students can summarise a text that they have just read and present the main points to their peers.
- Students can ask clarification questions or respond to them spontaneously.
- Students can express their thoughts and feelings in form of a diary entry.

Table 7: Lesson plan 2a

Time	Procedure	Inter-action format	Language system	Materials	Notes
2	Intro - teacher starts the lesson by quickly recapping the last lesson (prejudices, discrimination) and giving an outlook for the present session (focus on one specific type of discrimination: racism)	T-S			
8	Pre-reading - students are split into four groups (A, B, C, D); as pre-reading activity and preparation for the texts students engage in some vocabulary work	S-S	vocab.		

lesson plan is to address the pupils on a more personal level by confronting them with personal stories from young people affected by racism. Each step of the plan will be discussed below.

The lesson will start by the teacher concisely reviewing the content from last time and then giving an outlook that what is about to come is a deeper engagement with one specific form of discrimination, namely racism. With regards to EE, the aim of this lesson is to make this important topic less theoretical and more relatable for the learners by reading stories of teenagers about the students' age. Drawing on the students' feelings and emotions holds the chance for making the issue of racism more tangible. Since the interaction format of the whole lesson is group work, this learning experience also becomes a social one. As the students discuss and share the content of the four different stories with each other, they become aware of what different forms and shapes racism can take on. The follow-up homework task of writing a diary entry from one of the teenagers' perspectives should help strengthen the learners' empathy as they need to put themselves into the shoes of someone else and imagine what they might be feeling after encountering racism. Through this task, students reflect upon what unpleasant feelings racism might trigger in people who are affected by it.

Analysing the present lesson plan in terms of CLIL specific considerations, the following can be observed. Using the *Jigsaw method* (Meyer 2010: 18) as leading medium for the present lesson ensures a student-centred session with pushed output. Since the initial groups receive different information which, at a later point, they need to share with each other, the activity can be labelled as gap activity and thus, creates a real purpose for communication (Meyer 2010: 17-18). The four different texts used for the jigsaw activity have partly been simplified (Moore & Lorenzo 2007) as the original versions included some rather difficult words and phrases. Moreover, the aspect of multi-modality is taken into account as students receive input via two different channels: through text and peer presentations. Finally, the follow-up homework task is designed as genre transformation task since students need to work with information from the texts and create something new with it – a personal diary entry.

In how far the different dimensions of the 4Cs framework (Coyle 2007), namely content, cognition, communication and culture, find consideration in the present lesson plan will be described in the subsequent paragraph. In terms of content, the learners are confronted with

different forms and shapes of racism through personal narratives that offer insights on a more emotional level. With the help of Bloom's taxonomy (Anderson and Kratwohl 2001: 31), cognitive processes can be illustrated. At first, students need to read a text and make sure they remember all important aspects so they can retell the story to their peers afterwards (i.e. remember). Discussing the readings within the different initial groups should help students to clarify any open questions and thus foster understanding (i.e. understand). Once the new groups are formed, students present their respective segment by summarising the most important points of the stories (i.e. remember, understand). Finally, the follow-up homework task requires the students to create a personal diary entry drawing on information from the readings (i.e. create). The third C, communication, is represented through extensive group work. Due to the information gap activity, students are given a real purpose for exchanging meaning and each student is guaranteed some individual speaking time. The culture-related aspect of this particular lesson is that students read and learn about the experiences of young PoC living in America.

Shifting the focus towards scaffolding, several measures can be detected. First, a pre-reading task was created for students to become familiar with words that will later appear in their texts. Since each group receives a different text, their pre-reading tasks vary accordingly. Learners should work together on completing this task as each group member can be an additional knowledge resource. Students can then check their answers independently by looking at the vocabulary box on their reading handouts. The reading texts are authentic materials that have partly been adapted to reduce linguistic complexity. The strategy of simplification, suggested by Moore and Lorenzo (2007: 31), has been employed as sentences were shortened and difficult words were exchanged with simpler vocabulary. Furthermore, the teacher, peers and the students' L1 can additionally function as soft scaffolds (Brush & Saye 2002: 2).

The likelihood of encountering CDFs in the course of this lesson will be discussed below. During the pre-reading task, students classify as they match English words with their German translation. Presenting their individual segments to the rest of the group and answering any follow-up questions that might arise, learners report and explain. Moreover, the groups might start discussing over certain aspects of the texts which would relate to evaluating and

exploring. By writing a diary entry from someone else's perspective, students once more encounter the CDF of exploring.

4.2.3 Lesson 3a: How to be an ally

Target group: 9th grade AHS

Level according to CEFR: B1

Overall aim: Students know how they can be allies and contribute to fight racism.

Lesson objectives:

Ethics:

- Students can put themselves in the shoes of someone else.
- Students can think of ideas to act against racism.
- Students can plan and create an “enlightening story” about the issue of racism.

English:

- Students can scan a text for specific keywords.
- Students can participate in group work and exchange ideas in English.
- Students can create an “enlightening story” in English.

Table 8: Lesson plan 3a

Time	Procedure	Inter-action format	Language system	Materials	Notes
10	<i>Diary entries</i> - students should take out their diary entries (homework) and read their own texts again; then they will receive the following instructions: <i>Look at your diary entry once again and scan your texts for any kind of feelings that you have written about. Highlight them and share your findings with the class.</i> - teacher will collect all the feelings that the students wrote about on one side of the board; students can also add additional	S S-T	reading speaking	diary entries board	- students do not have to share their full entries with the class (only if they want to) (e.g. anger, stress, frustration, sadness, despair, fear, helplessness,...)

	feelings that they think racism might trigger - draw the students' attention to the fact that discriminated people do not "only" have to face disadvantages in their everyday lives, but that they also have to cope with all these negative feelings on a personal level				→ most likely a collection of negative feelings
10	<i>How to be an ally</i> - teacher explains the term <i>ally</i> and then asks students for their ideas to fight racism - teacher collects the students' ideas on the other side of the board - once the students have run out of ideas the teacher will present the 8 suggestions published in the ZARA Racism Report 2020 and put them next to the students' ideas on the board	T-S S-T T-S	listening speaking listening	board handout <i>How to be an ally</i>	ally = Verbündete*r feelings + ideas of how to be an ally remain visible on the board for the rest of the lesson
20	<i>Enlightening story (preparing)</i> - students are split up in 6 groups; each group should produce a short "enlightening story" (2-3 min.) in which they either report about one of the racist incidents from the jigsaw activity or raise awareness to how to be an ally and how to stand up against racism - students will get the following instructions: <i>In your groups, decide on the topic you want to report about</i>	S-S	speaking	handouts from previous lessons	story = photos or short videos that you can share with your followers on social media platforms students can look at other peoples' stories

	<i>(one of the racist incidents OR how to be an ally) and discuss the most important aspects of it with your peers. Afterwards you should plan your 2-3 min. “enlightening story” (like the stories you know from Instagram or TikTok) in which you inform your followers (= the rest of the class in our case) about your topic. While preparing think about the following points:</i> • <i>What do you want to say?</i> • <i>Who says what?</i> • <i>Think of an introduction and closing remarks</i> • <i>Use topic-specific vocab.</i> • <i>Who does the filming?</i> • <i>Do you need any extra material?</i> • <i>Think of ways to make your story worth watching and appealing to people of your age - how can you attract their attention?</i>				to get inspiration
10	Enlightening story (filming) - In the last 10 minutes of the lesson students should start filming their story; once they are done, they should upload their video to the Moodle platform so the rest of the class (+ the teacher) can watch it - at the end of the lesson the teacher explains the follow-up homework task: <i>Now that you have all uploaded an “enlightening story”, you should look at the videos from the other groups for homework. Your task is to comment at least</i>	S-S T-S	speaking listening	phone with camera	

	<i>two other videos and to give these groups some feedback on their work.</i>				
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Didactic considerations:

The lesson plan *How to be an ally* is designed to be the third and last part of the teaching unit on racism for 9th grade AHS students. This session's goal is therefore to consolidate and apply the knowledge of all three consecutive lessons by creating an "enlightening story". For this kind of output, students are invited to get active and creative and engage with one aspect of the topic on a deeper level.

With reference to EE, the first activity aims at confronting students with an abundance of negative feelings that can be triggered by racism. This should raise the students' awareness of emotional stress due to discriminatory experiences and strengthen their ability to empathise. Having collected a variety of feelings on one side of the board, students are then asked to brainstorm how they could personally contribute to the fight against racism, thereby linking the subject matter to the learners' personal lives. The students' ideas will be noted on the other side of the board. Afterwards, the teacher will introduce the concept of allyship and discuss the handout *How to be an ally* with the students. Once this first part of the lesson is over, students will form groups and plan and create an "enlightening story" in which they either report about one of the racist incidents from last lesson's jigsaw activity or give suggestions on how to stand up against racism and be an ally. Students will most likely enjoy working with social media elements, such as creating and filming a story, as this is something out of many teenagers' daily lives. Moreover, this lesson can teach students that social media can also be a platform for activism and not just self-expression. Teaching students how they can use their voice and show solidarity with discriminated people, contributes considerably to one of the main aims of EE as described by the Austrian Ministry of Education (BMBWF 2019), namely, to advocate for peaceful coexistence and to meet others with tolerance and candour.

In the subsequent section, the present lesson plan will now be analysed in terms of CLIL-related considerations. By re-reading their diary entries at the beginning of the lesson,

students activate their prior knowledge and prepare cognitively and linguistically to continue working on the topic of racism. When students are asked to think of ways of how they could become allies, they need to express their ideas in the target language before the list of suggestions can be complemented by the teacher introducing the handout *How to be an ally*. Then, the class will be split up in groups and students start working on their “enlightening stories”. How the groups will be formed can best be decided once the teacher knows their actual students. The individual groups can then choose the focus of their story which will most likely have a motivating effect on them. Reporting about one of the racist incidents from last lesson’s jigsaw activity might possibly be easier than filming a story on how to be an ally as students have spent more time working with the personal stories beforehand. However, offering topics that vary in difficulty can be a meaningful opportunity for differentiation. Overall, the story format is likely to be particularly appealing to students, as creating stories is something out of their daily lives which they are most likely familiar with. Thus, the aspect of authenticity is given. The didactic consideration behind the follow-up homework task is to let students engage with the content once again but via a different channel. Short “enlightening stories” created by the students’ peers might make the content particularly accessible and memorable for the students.

Concerning the 4Cs framework (Coyle 2007), all four dimensions are reflected in the lesson plan *How to be an ally*. Content-wise, the focus of the present lesson lies on the students’ diary entries and the concept of allyship in the first part and on creating “enlightening stories” in the second part. In terms of Bloom’s taxonomy (Anderson & Kratwohl 2001: 31), which relates to the cognitive dimension, the following can be analysed. By talking about the feelings that students wrote about in their diary entries, learners approach the topic on a more personal level (i.e. understand). Then, students plan, prepare and film their “enlightening stories” transforming one genre into another (i.e. apply, create). Lastly, the follow-up homework task asks the students to comment at least two of the other groups’ videos and leave some feedback (i.e. evaluating). The dimension of communication is represented through classroom discussions and group work. The latter is especially meaningful as students need to reach consensus on how their stories should be created, hence they are confronted with a real purpose to negotiate meaning. Finally, the cultural aspect of the present lesson

plan is learning about the realities of PoC. In addition, pupils need to bring in their knowledge of social media applications which is also part of the students' own culture.

In how far students can receive support through scaffolding devices will be subject of analysis in the subsequent section. All the handouts from the previous lessons can be consulted during this third session of the teaching unit and can therefore be useful knowledge resources for the students. In addition, the teacher will collect all the pupils' ideas on the board which will then remain visible throughout the lesson and can thus provide support. Also, the new handout *How to be an ally* can be helpful as students can draw ideas from it for their "enlightening stories". Moreover, the teacher's guiding questions can be a scaffold as they remind students to think about important points. During the planning stage, the groups are allowed to look at other people's Instagram or TikTok stories in order to get inspiration. Moreover, since the students should film their stories, they have the chance to record their story several times in case something goes wrong or if they are not satisfied with the first result. This might have a relaxing effect on students who tend to get nervous when giving "standard" presentations in front of the class where they have only one shot to deliver. Regarding soft scaffolds, the teacher will be available throughout the whole lesson to offer help wherever the students might need it. Furthermore, the students can also always resort to their L1 if they get stuck with English.

This last paragraph will now deal with CDFs and its occurrence throughout the lesson. As students are asked to share any kind of feelings they have written about in their diary entries, they report and describe. By brainstorming about what the learners could personally do to support the fight against racism and be an ally, they explore. Once the pupils engage in their group work and plan and create their "enlightening stories", the CDFs of reporting, explaining, exploring and evaluating come into play. Finally, the students are asked to look at and comment on the other groups' stories as a follow-up homework task, hence they evaluate once again.

4.2.4 Lesson 1b: Check your privilege!

Target group: 12th grade AHS

Level according to CEFR: B2

Overall aim: Students can check and reflect upon their own privileges.

Lesson objectives:

Ethics:

- Students can put themselves in the shoes of someone else.
- Students can empathise with others who are less fortunate.
- Students can think critically about inequality of opportunity.

English:

- Students can understand and use specialised lexis to read and talk about privileges.
- Students can articulate their feelings and share their opinions.
- Students can follow and participate in a classroom discussion.

Table 9: Lesson plan 1b

Time	Procedure	Inter-action format	Language system	Materials	Notes
10	<i>One step forward:</i> (lead in) - every student draws an identity-role card and is asked to first read the card and then “take on” their new roles - the following questions should help them to put themselves in their new positions: <i>How did you spend the afternoons after school in your childhood? What did your house or flat look like? What was/is your parents’ occupation? What does your daily routine look like? Who</i>	T-S	reading	identity-role cards board	Do NOT tell students what this lesson is going to be about - they should uncover the topic themselves. questions should remain visible on the board students can take notes if they want students can use their imagination when they are

	<i>are your friends? What do you spend the most of your money on? What are three things that are most important to you? Where do you live? How much money do you earn? What do you do in your free time? Where do you go for a holiday? What makes you happy? What are you afraid of?</i>			pen + paper	not sure how to answer some of the questions
15	One step forward: (activity) - students should get up and form a line on one side of the room - they will get the following instructions: <i>You are now going to hear several different statements that you should try to answer from your “new” identity’s perspective. Every time you can answer a question with YES take one big step forward. If your answer is NO, stay where you are.</i> - after the last statement students should look around and compare their positions in the room - one after the other should then reveal their identity card, step out of their role and tell the class how they felt during the activity	T-S	listening reading	statement catalogue projector	teacher reads the statements statements are also projected on the whiteboard pause after each statement to give students time to think The teacher can ask whether specific statements triggered certain feelings/reactions or if it was always easy to clearly answer with YES or NO.
15	One step forward: (debriefing) - students return to their seats for the debriefing phase	T-S	listening		

	- the teacher sparks a discussion asking questions like: <i>What do you think is the aim of this activity? What parallels can you draw between the activity and our society? Who is privileged? Who is discriminated? How did it feel to be in front of the line because of unearned advantages? How did it feel to be at the back because of unearned disadvantages? How do you think does this starting position influence the further life course? Why do you think that is (un)fair? What could you do to change these inequalities?</i>		speaking		Depending on how lively the discussion is the teacher can decide which and how many follow-up questions to ask.
10	Follow-up: - students should read the short text from handout1 individually - the teacher explains the image of intersecting axes of privilege - students should highlight the privileges of their roles and then their own using handout1 and two different colours → discuss their findings with a partner	S T-S S S-S	reading speaking	handout1	check whether students have questions concerning the text image should give overview - discuss only a few examples in detail (start with racism, sexism,...)

Didactic considerations:

This lesson plan marks the beginning of the teaching unit about racism for 12th grade AHS students and should thus pave the way for a meaningful and insightful engagement with the

topic during the three consecutive lessons. The subsequent discussion will analyse each step of the lesson plan thoroughly to highlight specific measures regarding Ethical Education as well as CLIL-specific considerations.

To start the lesson without much explanation about the topic beforehand provides a chance for the students to enter the activity open-minded. Pupils might start realising the intention behind the activity *One step forward* only after several questions have been read and answered. The advantage of letting the students discover the topic on their own is that their engagement is likely to be increased since they are not just presented with facts but ideally try to actively figure out what the activity is all about. The special feature of this method is the visualisation of the effects of privilege which normally remain obscured. Actually seeing the physical distance between individuals, which mirrors the inequality of opportunity, can create a bigger impact on the students than just hearing or reading about it. It is, however, crucial to plan enough time for a follow-up discussion to give enough room to the thoughts, ideas and questions that might have been stimulated in the students through the activity. The aim of this debriefing phase is to guide the students towards reflecting upon their own privileges and in how far they have thus certain responsibilities and obligations towards others who are less privileged. The handout that the students work with at the end of the lesson should recap the most important aspects and serve as reference material for whenever they revisit the topic. The overall goal of this lesson in terms of Ethical Education is hence to sharpen the students' senses for inequalities and raise awareness to as well as dismantle structural injustice.

Having discussed the lesson plan from an ethical perspective, the focus will now shift towards CLIL-related considerations. The students' first task is to read their identity card and then mentally prepare to get into role. The identity cards mirror and represent real people that students are likely to know or encounter in their personal lives. They therefore need to activate their world knowledge, draw on personal memories and use their imagination to hypothesize about what these people's lives could look like. As the role descriptions are kept short and simple, 12th grade students should have no difficulties understanding them language-wise. However, in case they do have any questions while the lead-in phase, the teacher is available to answer them individually. In order to foster understanding during the actual activity the statements will not only be read to the pupils but also projected on the

whiteboard. This multimodal input can serve helpful when students might have missed or misunderstood something by listening; they can then simply reread the questions themselves in their own pace. Since the activity aims at depicting parallels to society in the real outside world the link to authenticity is a given fact.

As far as the 4C framework (Coyle 2007) is concerned, all four dimensions are reflected in the present lesson plan. The content element comprises everything related to topic, knowledge and skills, hence for this lesson that would be the topic of privilege and inequality of opportunity. Furthermore, critical thinking skills and knowledge of relevant vocabulary need to be taken into account. Concerning cognition, several processes can be detected. In terms of Bloom's taxonomy (Anderson & Kratwohl 2001: 31) the critical thinking skills are increased in level throughout the lesson. At first, students need to retrieve their knowledge and memories of people that are somehow similar to the roles on their identity cards (i.e. remember). In a next step, pupils apply their knowledge, predictions or assumptions to fictive situations and try to respond to the statements as best as they can (i.e. apply). Afterwards, students are asked to engage in a discussion, reflect upon the activity and draw parallels to the real world (i.e. analyse and evaluate). Towards the end of the lesson students are then asked to check their own privileges and review their findings with a partner (i.e. apply, analyse and evaluate). The third C, communication, is represented by classroom and partner discussions in which students need to articulate their feelings, exchange opinions and argue their viewpoints. Concerning culture, this lesson covers several intercultural aspects. The whole topic of privilege and discrimination is tightly connected with culture since one's cultural identity is one of the axes that commonly determines part of the privilege. The identity role cards are therefore designed to represent cultural diversity to facilitate intercultural learning.

Furthermore, scaffolding devices have been planned according to anticipated difficulties that pupils might face. The handout includes a vocabulary box which translates some of the key words so in case the students do not know the meaning of a word they can look it up in the box individually. Also, the concept of the intersecting axes of privilege is supported by an image which can serve as a scaffold to better grasp the theory. These two measures can be labelled as hard scaffolds (Brush and Saye 2002: 2) since they can be planned beforehand. Soft

scaffolds (Brush and Saye 2002: 2), which can provide help on the spur of the moment, are the teacher, as they can always be consulted and serve as a resource, and the German language, which students can resort to if they are getting stuck in English.

Moreover, it can be assumed that CDFs will be encountered on several occasions during the course of the lesson. After each student has drawn an identity card, they are asked to explore their role and hypothesize about it. Once the last statement has been responded to, the students should report and describe how they felt during the activity and evaluate and reflect the process afterwards. Then, the function of classifying comes into play when students discuss the concept of the intersecting axes of privilege. Finally, the students talk to a partner about their own privileges and thus need to explain and express cause and effect.

4.2.5 Lesson 2b: Black Lives Matter

Target group: 12th grade AHS

Level according to CEFR: B2

Overall aim: Students reflect upon the Black Lives Matter movement and know about recent statistics concerning racist incidents in Austria.

Lesson objectives:

Ethics:

- Students know about the beginnings and reasons for the BLM movement.
- Students can take guesses concerning racist incidents in Austria drawing on their world knowledge and personal experiences.
- Students can analyse graphs and find reasons for certain trends.

English:

- Students can read an English text and guess the meaning of unknown vocabulary from the context.
- Students can understand and work with graphs that are described in English.
- Students can participate in a discussion and express their thoughts spontaneously.

Table 10: Lesson plan 2b

Time	Procedure	Inter-action format	Language system	Materials	Notes
10	- teacher starts this lesson by quickly recapping the previous lesson (privilege, intersecting axes of discrimination) and creating a bridge to new topic (BLM, ZARA Racism Report) Word cloud with Mentimeter: (lead in) - interactive brainstorming exercise to find out what the	T-S S	 writing	 computer projector	 the students' answers will appear anonymously and in real-

	students already know about BLM. Students receive the following instructions: <i>Please take out your smartphones and open the Menti-Link. Write down some keywords that you associate with the Black Lives Matter Movement.</i>			smart-phones board	time on the board activates students' tacit knowledge teacher gets an idea of what the students already know
20	Text - Decades of Fighting Racism: - distribute handout2 - students should read the text individually - post-reading: once they have read the text, students should take out two different colours; with colour1 they should highlight aspects that were new to them; with colour2 they should highlight what seems most important to them; afterwards they can compare their highlighted passages with a partner	S S S-S	reading	handout2 2 colours	Word Cloud on board should remain visible throughout reading
10	ZARA - Racism Report 2020: - distribute handout3 - students should look at the handout while teacher explains the outline of the report (+ important vocabulary) - students are then given the following instruction: <i>How many incidents of racism do you think have been reported to ZARA in Austria during the year 2020? Take your guesses and</i>	T-S S		handout3 colour1	handout3 is the blank version of the ZARA Racism Report 2020. All the numbers have been erased from the report since the students should at first try to guess the frequency of reported

	<i>mark your answers in the graph on handout3 with colour1.</i>				incidents of racism in Austria.
10	- compare results: some students should share their guesses with the class - solution is projected on board - students should mark the correct answers with colour2 on the handout and check whether their guesses were close - teacher also presents the statistics from 2019 - teacher initiates a discussion based on the following questions: <i>Why do you think most incidents happen on the internet? Why do you think the number of reported incidents on the internet has doubled since 2019? Can you think of other spheres in which racism might occur? Have you witnessed or experienced any racist incidents yourself? How did that make you feel?</i> - students receive handout4 (statistics from 2019 + 2020)	T-S S T T-S	speaking speaking	board colour2 board handout4	the two different colours should highlight the discrepancy between guess and reality - being anonymous - more time online due to Covid-19 - reporting online racism = relatively easy (screenshot) - increased media coverage - increased awareness due to BLM

Didactic considerations:

This lesson plan is designed to follow the lesson *Check your privilege!* and thus marks the second part of the CLIL teaching unit about racism for the 12th grade AHS students. In the first lesson, students have been made aware of their own privileges in their everyday lives and reflected upon different reasons for why certain people face discrimination. In lesson two, the topic of discrimination will be taken up again and students will learn more about one specific form of discrimination – racism.

In the Austrian Ethics curriculum, it is explicitly stated that current events should be dealt with in Ethics classes (BMBWF 2019). Recent events like the brutal killing of George Floyd and the many Black Lives Matter (BLM) demonstrations worldwide can thus offer authentic starting points for discussing the topic of racial discrimination. As it can be assumed that many students have heard about the BLM movement or have maybe even seen the disturbing video of George Floyd's killing, it seems crucial to work through the subject matter and help the learners process these shocking events.

Starting the lesson with a Mentimeter word cloud should help activating the students' background knowledge on this topic both content- and language-wise. With the online application Mentimeter, students can share their knowledge and associations with the BLM movement anonymously, hence they can write anything that comes to their mind without having to fear face-loss for getting something wrong or not knowing anything about the topic. Another benefit of online brainstorming, instead of doing it on the board, is its time-saving character as all students can write their answers simultaneously. Once all the answers are visible in the word cloud, the teacher gets an idea of what the students already know and can comment on some of the answers if they feel something needs to be added, explained or clarified right at that moment. The text *Decades of Fighting Racism* by Mugtaba Hamoudah (handout2), a young Austrian activist not much older than the students themselves, can be labelled as unmodified authentic material (Moore & Lorenzo 2007) and serves as resource to equip the students with important background information concerning the BLM movement. As the text also reports about the BLM demonstrations in Austria, it might make the whole topic more relatable for the learners; some of the students might have even been to one of the demonstrations that are talked about in the text. After working with the text, the students are confronted with statistics concerning reported racist incidents in Austria. By first letting the students guess before presenting the actual numbers, ensures that they really think about the topic. Moreover, as the graph breaks down the reported incidents into the different spheres of life in which they occurred, the students get a feeling of how racism can take on many shapes and forms. The reason for not just presenting the real figures but letting the students compare their own guesses with the results is that the learners might become aware of some major discrepancies between their own perception and reality – the two different

colours should highlight this potential gap. This two-step approach is likely to foster deeper processing of the numbers at hand. Moreover, also presenting the statistics from the year 2019 allows for even further reflexion as the students can compare and contrast the two graphs and try to interpret the data. By drawing the learners' attention to the role of the internet which, according to ZARA (2021: 15), is the sphere in which most incidents are reported, students get the chance to reflect upon their own use of social media and online communication tools. This is also the time for students to ask further questions, to share personal stories or thoughts they have on the topic. At the end of the lesson students receive handout4 which depicts the graphs from 2019 and 2020 so each student has got all the information which they will need again in the following lesson. The overarching aim of the second lesson in terms of EE is thus to offer a safe space for students to reflect, talk and learn about the BLM movement and racism in Austria.

This section will now provide an analysis of CLIL-related considerations for the lesson 2b. To start with an activating activity at the beginning of a lesson is particularly meaningful for CLIL lessons as it supports students in linking new information and language to already existing knowledge (Dale, van der Es and Tanner 2010: 15). The rather text-heavy material (handout2) that follows this first part of the lesson can most likely be processed better after the students have activated their prior knowledge on the topic at hand. Furthermore, this lesson is designed for 8th grade students, it can thus be expected that learners that age are able to cope with texts of a two-page length even though they might not be familiar with all the words and structures. This should not stop teachers to work with such texts, as Meyer (2010: 15) points out, that "the skill to infer the meaning of new words from the context [...] is of great practical importance and needs to be well-honed. Students need to lose their fear of unknown words and structures". The post-reading activity, in which the students should use one colour to highlight new information and another colour to mark the most important points, should help to get a better understanding of the text. With the different colours, the students construct their own individual scaffolds that will help them to quickly find specific information when they revisit the text at a later point. For the last part of the lesson, students need quite specific language for talking about statistics and describing graphs. However, this is something the students should already be familiar with from their regular English classes since they

frequently need this type of language for writing reports or analysing and interpreting graphs, diagrams and statistics; it can thus be seen as revision and practice.

In addition, all the dimensions of the 4Cs Framework by Coyle (2007) find representation in the present lesson plan. As far as content is concerned, this lesson's focus is on the BLM movement and statistics regarding racist incidents in Austria. Also, a variety of cognitive processes take place throughout the lesson. In terms of Bloom's Taxonomy (Anderson & Kratwohl 2001: 31) the following thinking skills play a prominent role: remembering (Mentimeter word cloud), understanding (reading and post-reading), analysing and evaluating (statistics). Concerning communication, the students are offered meaningful opportunities to express their thoughts and ideas through partner and classroom discussions. Finally, the cultural dimension is reflected in the lesson as the text reports about racial injustice in different areas of life. The learners therefore engage with an intercultural issue as they read and learn about the experiences from PoC in America but also in Austria.

In order to make this lesson as comprehensible as possible for the learners, several hard scaffolding elements have been planned. The vocabulary box on handout2, for example, enables students to look up the meaning of difficult words individually. Also, the illustration of a BLM demonstration that accompanies the reading can serve helpful in making meaning of the text since multimodal input "ensure[s] that as many learners as possible understand the input" (Dale, van der Es and Tanner 2010: 41). Furthermore, when the students are asked to guess the numbers of racist incidents and to mark their answers in the graph on handout3 the teacher will show them how it is done. The instructions will be broken down step by step and made very explicit to make the task clear to everyone. On handout3 the learners will again find a vocabulary box with useful phrases for talking about statistics. This is likely to increase the students' confidence when participating in classroom discussions as they can use prefabricated sentence starters and phrases from the box.

Finally, it can be expected to encounter CDFs at various stages of the lesson. As students create a word cloud at the beginning of the lesson, they will report about their already existing knowledge. When working on the post-reading task, students classify and evaluate since they re-organise the text with different colours highlighting new information and points they

consider most important. Guessing the numbers of racist incidents and discussing why the numbers on the internet are particularly high, invites learners to explore, as they estimate and hypothesize.

4.2.6 Lesson 3b: Enlightening story

Target group: 12th grade AHS

Level according to CEFR: B2

Overall aim: Students can actively work with information from previous lessons and transfer it into a different mode.

Lesson objectives:

Ethics:

- Students can plan their “enlightening story” together and work in a group.
- Students can create an “enlightening story” in which they inform their followers about the issue of racism.
- Students can think of creative means to make their stories appealing to their followers.

English:

- Students can transfer information into a different mode.
- Students can describe and interpret graphs using the English language.
- Students can create a 4-5 min. “enlightening story” in English.

Table 11: Lesson plan 3b

Time	Procedure	Inter-action format	Language system	Materials	Notes
5	Intro - one insight - teacher starts the lesson by asking several students about one insight that they have gained from the previous lesson (BLM, ZARA Racism Report)	T-S	speaking		activating activity
35	Enlightening story (preparing) - students are split up in 5 groups; each group receives a different topic which they	S-S	speaking reading	handouts (2,3,4)	story = photos or short videos that you can share with your followers on

	should transform in an “enlightening story” (4-5 min.) - students will get the following instructions: <i>In your groups, look at the topic that has been assigned to you and discuss the most important aspects of it with your peers. Then you have about 30 minutes to plan your 4-5 min. “enlightening story” (like the stories you know from Instagram or TikTok) in which you inform your followers (= the rest of the class in our case) about your topic. While preparing think about the following points:</i> • <i>What do you want to say?</i> • <i>Who says what?</i> • <i>Think of an introduction and closing remarks (you can be creative here)</i> • <i>Use topic-specific vocab.</i> • <i>Who does the filming?</i> • <i>Do you need any extra material?</i> • <i>Think of ways to make your story worth watching and appealing to people of your age - how can you attract their attention?</i>				social media platforms Topic 1: Statistics 2019 Topic 2: Statistics 2020 Topic 3: Comparison 2019/2020 Topic 4: BLM - text p1 Topic 5: BLM - text p2 projector, guiding questions guiding questions will be projected on the board students can look at other peoples’ stories to get inspiration
10	Enlightening story (filming) - In the last 10 minutes of the lesson students should start filming their story; once they are done they should upload their video to the Moodle platform so the rest of the class (+ the teacher) can watch it	S-S	speaking	phone with camera	

	- at the end of the lesson the teacher explains the follow-up homework task: <i>Now that you have all uploaded an “enlightening story”, you should look at the videos from the other groups for homework. Your task is to comment at least two other videos and to give these groups some feedback on their work.</i>				
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Didactic considerations:

Lesson plan 3b constitutes the final part of the CLIL teaching unit on racism for 12th grade AHS students. The focus of this final lesson is directed at letting the students get active and creative with a group task that encourages output.

With regards to EE, the aim of this lesson is to foster deeper processing of the subject matter at hand and to connect the topic to the students’ personal interests by working with social-media elements (planning, creating and sharing stories) that students are most likely very familiar and enjoy working with. By revisiting the information from the previous lesson, discussing the content with fellow group members and finally transforming the assigned topics into a different genre, namely “enlightening stories”, students engage deeply with the content and eventually turn into content creators themselves. Overall, this group task can be a unique learning opportunity for students of how they could use their voice, raise awareness, spread important information and take action against any form of injustice also outside of the school context. To inspire learners to advocate for peaceful coexistence and to meet others with tolerance and candour is stated as one of the main aims of EE as described by the Austrian Ministry of Education (BMBWF 2019). The relevance of this teaching unit can thus clearly be shown.

This section will once again highlight CLIL-specific considerations that have been factored in at the planning stage of the present lesson plan. Starting the lesson by asking several students to share one insight from the last lesson serves as an activating activity with the aim that

students retrieve and recall some of the knowledge they will then also need for the following part of the session. This lead-in phase can hence already be seen as preparation for the group task. One of the reasons for implementing a group task is to foster cooperative learning and to make this lesson a social learning experience for the learners. How the class is divided into groups can be best decided when the teacher knows who their actual students will be. It should be noted, however, that this grouping stage could offer a meaningful opportunity for differentiation as the teacher could arrange the groups and assign the topics according to the students' individual levels of proficiency. Topics 1 and 2, for example, are of lower cognitive complexity as the other topics as students simply need to summarise one graph. Topic 3 requires the students to compare two graphs and interpret the changes and the groups assigned to topics 4 and 5 need to work with text-heavy material which can also be quite challenging. Another reason for letting the students jointly produce content is to establish a situation in which students need to negotiate for meaning since they will need to decide on a variety of aspects concerning their "enlightening story". The story itself provides a meaningful opportunity for language production and output as students can try out newly learned language and content in a creative way. The idea behind asking the students to transfer information into a different mode is to facilitate deeper understanding and processing. Meyer (2010: 14) points out that "[c]onverting information from one mode of representation (a text) in another (map, chart, graph, etc.) [...] fosters both language and content learning and it also takes into account the individual needs of students' different learning styles and their multiple intelligences". Moreover, through genre transformations, knowledge gaps are likely to become apparent to students and the teacher (Dale, van der Es & Tanner 2010: 121). For teachers, this can be highly useful information as it indicates what aspects should probably be explained or discussed again. For homework, the students are asked to watch the other groups' "enlightening stories" and to comment at least two videos. Through this follow-up task, the students are once more confronted with the content, but this time receive the input in a completely different mode, namely presented by their peers. This final step of the teaching unit should help to consolidate their knowledge.

Analysing the present lesson plan in terms of the 4Cs Framework (Coyle 2007), it can be noted that all four dimensions find representation. Content-wise, the focus is once again on the BLM

movement and on statistics concerning racist incidents in Austria. The new content element for the students in this lesson is to work out how to create an “enlightening story” and to transfer one genre into another. Concerning cognition, the students are first asked to recall information from last lesson by sharing one insight (i.e. remember). Then the students need to plan and produce their own “enlightening story” (i.e. apply, create) which relates to the last and highest stage of thinking skills in Bloom’s taxonomy (Anderson & Kratwohl 2001: 31). The third C, communication, is reflected during the group work phase as students engage in rich interaction and negotiate for meaning. The cultural dimension is again realised through learning about the realities of PoC in different parts of the world fostering intercultural understanding. Additionally, students need to bring in their knowledge of social-media applications which is also part of the learners’ culture.

Measures that have been implemented to support the groups in their challenging task to create an “enlightening story” will be described in the following part. The most important scaffolds for all the groups will most likely be the informative handouts with vocabulary boxes from lesson 2b. Furthermore, the teachers’ guiding questions, that will remain visible throughout the lesson, can be helpful as they remind students to think about important points. Another hard scaffolding device is the complete ZARA Racism Report 2020 that is available in English and German at the teacher’s desk as a resource if students want to check or read up on something. In order to get ideas and inspiration for their own “enlightening stories”, students are allowed to watch other peoples’ stories on Instagram or TikTok, for instance. After the planning stage, students are asked to actually film their “enlightening story”. Filming, in contrast to giving “normal” presentations in front of the class, offers the opportunity to re-do a take and try again in case anything went wrong. Students might therefore feel more relaxed and confident recording their videos than they would be giving live presentations. Soft scaffolds (Brush & Saye 2002: 2), that can be implemented on the fly, are the teacher, as they are available for questions throughout the lesson, and the German language, which students can always resort to.

CDFs that are likely to occur in this last part of the teaching unit will be discussed hereafter. Since the students’ stories should be enlightening and informative, the learners will report and explain, as they inform their followers about the topic and express causes and effects of

racism. In addition, students evaluate by taking a stance, expressing criticism or reflecting upon certain aspects of their assigned topic.

Closing remarks on the teaching units

To conclude this self-designed teaching project, I would like to express a few closing remarks. First of all, it seems important to stress once again that the topic of racism can be a highly sensitive and emotional one. There can always be students in class that have been victim to racial discrimination themselves and each one of them might react differently to lessons dealing with that topic. For teachers, it is therefore of utmost importance to pay close attention to their students' needs and boundaries. Furthermore, it should be noted that timewise, the lesson plans might work out exactly as scheduled for some classes but not for others. In case three lessons do not suffice to cover all the planned tasks and activities, the teaching units could easily be expanded over a fourth period. Lastly, it is worth mentioning that the two units have been designed with 9th and 12th grade students in mind, however, with certain adaptations, the lessons could also be tailored to fit 10th or 11th graders.

5 Conclusion and outlook

In this final chapter, the most important insights of this thesis will be summarised, limitations of the research project will be pointed out and implications for schools, teachers and future research in this field will be addressed. As Ethical Education will be implemented in Austrian schools as a compulsory optional subject from September 2021 onwards, the current thesis set out to explore this new subject's applicability for CLIL. One of the main aims was to develop meaningful lesson plans and materials to prove that EE is in fact a suitable CLIL subject and to showcase how it could be implemented. Since at this moment in time, hardly any prefabricated CLIL materials for Ethics could be found, the development of materials seemed particularly important. In the first and second part of this paper, theoretical foundations of CLIL and the characteristics of Ethics as a school subject were discussed. Moreover, the compatibility of Ethics and CLIL was investigated. The last part was then concerned with developing two CLIL Ethics teaching units for the Austrian classroom on the topic of racism and providing didactic considerations.

The central hypothesis formulated for this thesis, namely that through its communicative essence, EE is highly suitable as a CLIL subject in Austria and provides valuable opportunities for content as well as language learning, could be confirmed for the most part. After carefully studying the characteristics of Ethics as a school subject, its curriculum and pedagogical principles, it can be said that EE seems to be well suited for the CLIL approach in Austria. As the moral domain is a source of disagreement and debate, classroom discussions constitute the leading medium in EE, guaranteeing numerous valuable opportunities for an exchange of meaning. Furthermore, comparing the Austrian Ethics and English curricula, many thematic overlaps could be identified, hence providing meaningful starting points for CLIL Ethics lessons. Finally, the two teaching units developed for the purpose of this paper cater for two different age groups (9th and 12th graders), proofing that it is possible to adapt both language and content related aspects of Ethics according to the students' specific needs and proficiency level.

Although the total of six lesson plans appears promising, it has to be pointed out that the whole teaching project relies solely on theoretical assumptions and has not been field-tested.

Therefore, to fully test this paper's hypothesis, the teaching project would need to be carried out and evaluated. Some further limitations of this study and potential options for making up for them can be summarised as follows: Due to the Covid-19 pandemic and students and teachers being forced to stay at home and engage in distance learning, it was impossible for me to conduct this teaching project on-site. Thus, an evaluation of the materials' effectiveness could not be carried out. However, it is hoped that working with these lesson plans and materials in actual classrooms will soon be possible and that the evaluation of this teaching project can yield further interesting insights in future research. Moreover, although all three consecutive lessons for 9th and 12th grade students are concerned with the topic of racism, this extensive and wide-ranging subject can of course not be fully covered in such a limited project. Especially historical aspects, such as the history of slavery or racial segregation, are not part of the lessons. A more in-depth coverage of these topics would have been beyond the scope of this thesis. As only selected aspects of the whole topic could be covered in the teaching units of this project, the focus was placed on some of the numerous current events relating to the issue of racism. However, when putting the lesson plans into practice, collaborations with other teachers could be considered in order to cover different aspects of the topic in other subjects (e.g. History, Geography, English, Psychology/Philosophy). This would not only deepen the students' understanding of the issue at hand, but also facilitate networked and interdisciplinary thinking.

Despite the limitations mentioned above, this thesis allows to safely deduct that there are no reasons against the implementation of CLIL in Ethics lessons. On the contrary, due to its communicative essence, EE appears to be highly applicable and suitable for the CLIL approach. This implies that if there are schools with Ethics teachers who feel motivated and confident to take on CLIL courses, they should be encouraged to do so. As was discovered in the course of this project, CLIL Ethics teachers should provide their students with meaningful opportunities to process and reflect upon current events, to ask questions about the value of life, to think about their own responsibilities and to practice empathy by taking on different perspectives. This is, of course, challenging for both teachers and learners. However, by creating a safe learning environment, integrating students' personal experiences, getting them involved both intellectually and emotionally, while creating situations that require negotiation of meaning,

and allowing students to take risks and explore new language items, it appears possible to reach the content subject's objectives and integrate foreign language aspects. How all of the above could be achieved in practice was demonstrated in the self-designed lesson plans of the thesis at hand. It is hoped that the two teaching units will be implemented in many different classrooms and serve as useful templates and inspiration for other teachers who want to explore teaching Ethics through English.

To conclude, the chances that educators will teach CLIL lessons about important issues such as racism, are likely to increase if useful prefabricated materials are available. Further work and research on CLIL materials development should hence be encouraged, as CLIL can be considered an emerging and promising field in today's world of language teaching. Ideally, more and more resources and ready-to-use materials will become available to increase the number of CLIL lessons taught while reducing the workload of CLIL teachers. The present paper can hopefully contribute to this aim of driving CLIL implementation forward as well as supporting the anti-racist movement by raising awareness and teaching allyship. I would like to end this thesis with Amanda Gorman's (2021) last lines of her inaugural poem *The Hill We Climb*, as they reflect my hopes for racial equality, while also serving as a reminder to take personal action to contribute to the cause:

***For there is always light,
if only we're brave enough to see it.
If only we're brave enough to be it.***

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7 Appendix

Teaching material

Role cards (lesson 1a)

Statements + Mind-map (lesson 1a)

Pre-reading (lesson 2a)

Handout A, B, C, D (lesson 2a)

How to be an ally (lesson 3a)

Handout1 (lesson 1b)

Identity cards (lesson 1b)

Question catalogue (lesson 1b)

Handout2 (lesson 2b)

Handout3 (lesson 2b)

Handout4 (lesson 2b)

English and German summary

Abstract

Zusammenfassung

Maria (36)

single mother - 2 children –
works 30 hours in the local library

Maria (36)

alleinerziehende Mutter - 2 Kinder –
arbeitet 30 Stunden in der Stadtbibliothek

Amir (25)

refugee from Syria - fled to Austria 1 year ago
- is looking for an apprenticeship -
lives in a refugee home

Amir (25)

Flüchtling - vor 1 Jahr aus Syrien nach
Österreich geflohen - auf der Suche nach einer
Ausbildung - wohnt in einem Flüchtlingsheim

Jaboah (14)

has dark skin colour - born in Austria - his
parents are from Africa - is attending 4th grade
lower secondary school

Jaboah (14)

Dunkelhäutig - in Österreich geboren - Eltern
stammen aus Afrika - geht in die 4. Klasse
Hauptschule

Heike (45)

wheelchair user - works fulltime in a law firm

Heike (45)

Rollstuhlfahrerin - arbeitet Vollzeit in einer
Anwaltskanzlei

Marianne (58)

long-term unemployed - lives in social housing

Marianne (58)

Langzeitarbeitslos - lebt in einer
Sozialwohnung

Dominik (19)

homosexual - lives in a small village – works at
his parents farm

Dominik (19)

homosexuell - lebt in einem Dorf – arbeitet in
der elterlichen Landwirtschaft

Marius (23)

student - earns 450€ in his part-time job -
lives in a flat-sharing community - plays in a
band

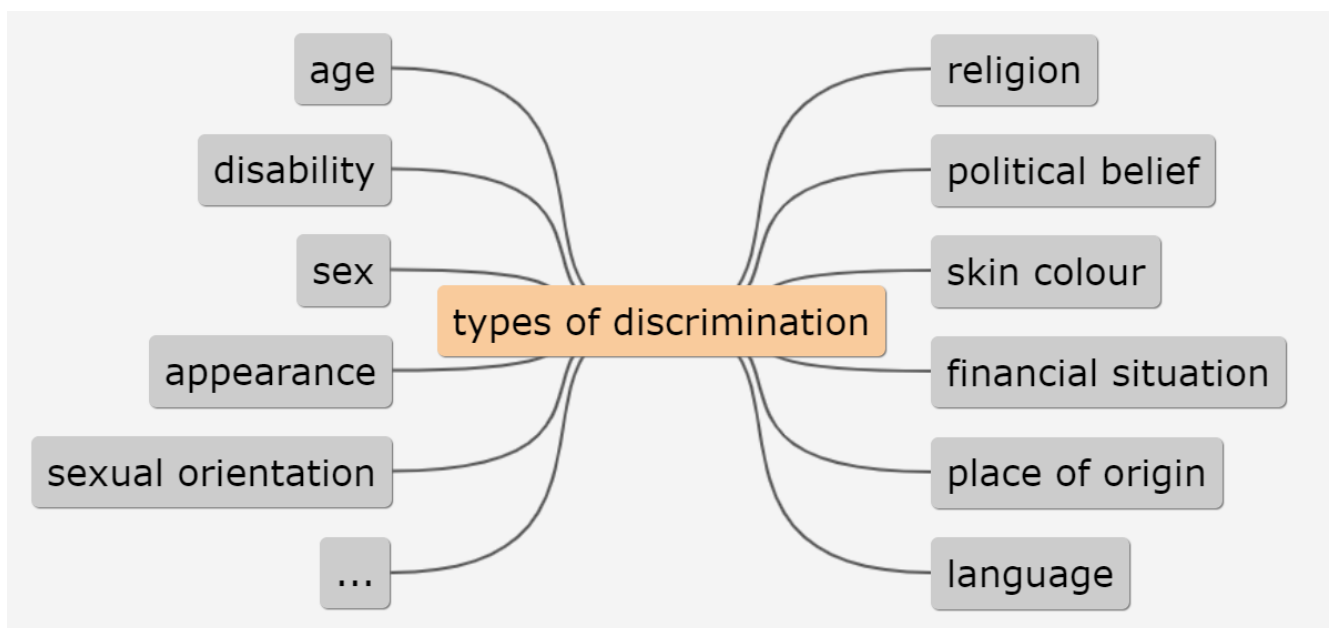
Marius (23)

Student - hat einen 450€ Nebenjob - wohnt in
einer WG - spielt in einer Band

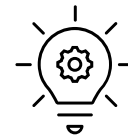
I AM - 10 statements:

- I often get stopped by the police.
- I have got many friends.
- I am scared of the future.
- People often give me strange looks.
- I do not feel integrated into society.
- I am afraid of rejection.
- There are people who help me when I get into trouble.
- I do not like walking home alone in the dark.
- I am often offered to go first at the checkout.
- I had a wonderful childhood.

Mind-map: types of discrimination



GROUP A: Try to match the following words with the German translation. Work together in your group. The first one has already been done for you.

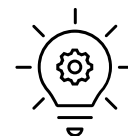


to pose a threat
to gear sb. up
to drill sb.
superior
threat
to preach
articulate
mature
to rehearse
bold
convenience store
to match a description

artikuliert, sprachgewandt
predigen
jmd. ausbilden, drillen
reif
proben, einstudieren
Bedrohung, Gefahr
eine Gefahr darstellen
mutig
auf eine Beschreibung passen
jmd. auf etwas vorbereiten
Vorgesetzte*r, höher Gestellte*r
kleiner Lebensmittelladen



GROUP B: Try to match the following words with the German translation. Work together in your group. The first one has already been done for you.



racial slur
chink
taken aback
rally
mayor
less overt
bother
to harass
vulnerable

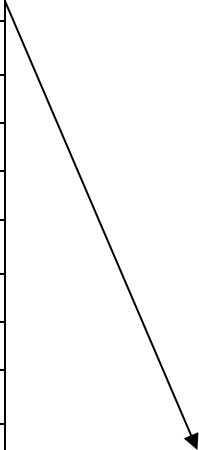
sprachlos
verletzlich
rassistische Bemerkung
kümmern, stören
belästigen, beschimpfen, schikanieren
Schlitzauge
Bürgermeister*in
Kundgebung
weniger offenkundig

GROUP C: Try to match the following words with the German translation. Work together in your group. The first one has already been done for you.

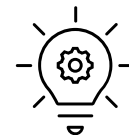


upset
cut in line
intervene
to yank
to demand
to force
name-calling
temper tantrum
irritable
racial segregation
genocide
descendant
cattle
to be labelled

zwingen
Rassentrennung
als etw. abgestempelt sein
vordrängeln
reißen, zerren, ziehen
Vieh
etw. verlangen, fordern
Völkermord
Nachfahre, Nachkomme
verärgert
reizbar, nervös
die Beschimpfung
intervenieren, eingreifen
Wutanfall

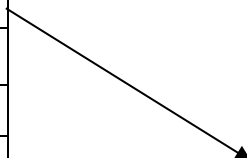


GROUP D: Try to match the following words with the German translation. Work together in your group. The first one has already been done for you.



in hushed tones
back-and-forth
to threaten sb.
to envision
accessible
strange
discriminating against sb.
impact
hurtful

fremd
verletzend
Auswirkung, Effekt
mit gedämpfter Stimme
zugänglich
hin und her (Streit)
jmd. bedrohen
sich etw. vorstellen, ausmalen
jmd. benachteiligen



Followed by a Police Officer

Riley Lockett, 16, Youth Radio

Oakland, Calif.

Black



About two months ago, I was walking to the bus station from school, sipping on soda and listening to a podcast when I noticed a blue uniform following me like a shadow. It was a white police officer. He scanned me as if he were the Terminator, trying to see if I **posed a threat**. I had never been stopped by a cop before. But I wasn't scared or even nervous. I was prepared.

My mother was always **gearing me up** for something: a good education, future job security and, most of all, institutionalized racism. Every time we passed a police car, she would **drill** my sister and me on what to do if and when a police officer stops us. We would repeat what our **superior** said: "Maintain eye contact, stand straight, speak when spoken to, no sudden movements."

As children, we never understood why we had to do that. Then, when I was 12, Trayvon Martin was killed. Even though it wasn't a cop who killed him, I started to comprehend what she was preparing us for. Although we live in a quiet suburb of Oakland, we are in a city where a police officer is usually seen as more of a **threat** than a friend. As a young black man, I know an officer of the law can shoot me no matter where I am — and maybe especially in the middle of Orinda, the mostly white city where I was being stopped for the first time.

So, as the cop was questioning me, I decided to practice what my mom **preached**. "Is there a problem, officer?" I asked in my most **articulate, mature**, but nonviolent voice.

"No. What's your name?"
 "Riley Lockett."
 "How old are you?"
 "Sixteen."

"Where do you go to school?"

"Orinda Academy, just up the hill. But I live in Oakland."

"Do you have ID?"

"Yes, here you go."

I felt like I was performing a one-man show I've been **rehearsing** my whole life. He eyed my ID, then looked through me while handing it back.

"You're free to go," he said to me in a tone that made it sound like his mind was on something else. I felt **bold** enough to ask, "What was the problem, officer?"

"Oh, some guy robbed a **convenience store** a couple streets over," he told me. "He fled in this direction, and you **matched the description**."

I've never had to face the colour of my skin in anything but a mirror. So as far as police interactions go, I'd say my first one went pretty well. I know there will be plenty more as I get older. Having to spend my childhood **rehearsing** for the day a police officer would pull me over may sound scary. And I'm aware it's not something parents of all races feel the need to teach their kids. But the day it actually happened, I was grateful, at least, that my mom made sure I was ready.

to pose a threat = eine Gefahr darstellen to gear sb. Up = jmd. auf etw. vorbereiten to drill sb. = jmd. ausbilden, drillen superior = Vorgesetzte*r, höher Gestellte*r threat = Bedrohung, Gefahr to preach = predigen articulate = artikuliert, sprachgewandt mature = reif to rehearse = proben, einstudieren bold = mutig convenience store = kleiner Lebensmittelladen match a description = auf eine Beschreibung passen	
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A Slur Directed at Me

Marianne Nacanaynay, 15, Youth Radio

Mountlake Terrace, Wash.

Filipina



The first time someone directed a **racial slur** toward me I was at a pizza place in Everett, a town in western Washington State. One of my friends who works with me on our high school newspaper wanted to get lunch early, and the place was already crowded with a line stretching around the block. I was waiting outside of the restaurant and chatting on the phone when out of the corner of my eye, I saw two boys walking by. They were young looking — teenagers or 20-somethings — with light skin and blond/brown hair. As they passed me, I heard them laugh and say, “**chink**.”

It took me a few moments to process what I had just heard. I was **taken aback**, but not exactly surprised. After all, there I was, a Filipina reporter covering a Trump **rally**.

Washington State tends to be super liberal. We had the first elected married gay **mayor** of a major American city. We’ve legalized marijuana. Until recently, Republicans I knew here were mostly “in the closet” in the sense they didn’t talk much about their opinions in public. But I’ve learned that doesn’t mean racism doesn’t exist in Washington — it’s just typically a **less overt** type of racism.

Growing up, I lived in Auburn, a suburb south of Seattle, and there weren’t a lot of other kids who looked like me. Back then, it didn’t **bother** me, because I didn’t think too much about race. My family raised me with phrases like “People are people,” and “It’s who you are inside that counts.”

I remember the time I had a white classmate come over to my house for dinner. We served *adobo*, which is chicken or pork that’s been marinated in soy sauce or vinegar then fried, and *ube*, a dessert made of purple yam.

The girl politely tried everything but mostly pushed the food around the plate. When I asked her about it later, she said the flavours weren’t familiar to her.

Then in sixth grade we moved to Mountlake Terrace, a suburb about 20 minutes north of Seattle with a noticeable Asian population. Being around more Asian friends, I found myself reflecting differently on my interactions with white peers.

I brought a plate of the same *adobo* to a party, and people loved it. Having people like my culture made me feel more comfortable with it, too.

So, after years of slowly opening myself up to having pride about my race and culture, hearing two boys call me a **chink** in the middle of a pizza place was a snap back to reality. On the one hand, it was so over-the-top, it was almost comical. I mean, it’s not even the right **racial slur**, since I’m not Chinese.

Sometimes I think back on that incident, like when I hear about other people being called a **racial slur**, or when I hear about people **harassing** others at Trump **rallies**. And I remember how I felt **vulnerable**. It’s a reminder that there are some places where I am still considered the “other.”

racial slur = rassistische Bemerkung

chink = Schlitzauge

taken aback = sprachlos

rally = Kundgebung

mayor = Bürgermeister*in

less overt = weniger offenkundig

bother = kümmern, stören

to harass = belästigen, beschimpfen, schikanieren

vulnerable = verletzlich



A Lesson From Kindergarten

Maya James, 19, Youth Radio

Traverse City, Mich.

Mixed Race (Black/White)



Shortly after enrolling in kindergarten, one of my classmates threw the N-word at me in a small fight. I cannot remember what the little boy was so **upset** about — it was probably something elementary school students usually get **upset** about. Maybe I **cut in line** or maybe I was just using the pen he wanted.

It was the first time I had ever heard that word. I didn't know how to react. I had many questions. Should I be **upset**? Could I call the white student the N-word, too? Who invented this word? Do adults use the word?

Before that moment, I had no idea what race was or what class meant. Now I had to grow up.

My teachers tried to **intervene** — **yanking** the little boy's arm and **demanding** he look in my eyes and "see the pain she feels!" They **forced** him to stay in and write apology letters during lunch time in their words, not his. "I should have thought before saying black people are bad," says one note I've kept all these years, "To me, you are a good friend."

But the letters didn't stop the **name-calling** or the rock throwing at the bus stop or after school.

Back then I had a lot of loud **temper tantrums**. It was not easy for my parents. I cried a lot, I was **irritable**. That's when my father — who grew up in times of **racial segregation** — started talking to me about race.

After my teachers told him about the incident, he had no choice; he had to teach his 5-year-old daughter the tragic story of African **genocide** and the American slave trade.

My dad's struggle and the struggle of his parents made me no longer a little girl in the suburbs, but a **descendant** of people considered **cattle**.

I remember thinking: This is unfair! What did I do to be born black?

Traverse City, Michigan, is 94 percent white. So it's no wonder I felt alone growing up as a half-black, half-white little kid.

I am biracial, but in the United States, more often than not, I am always going to be **labelled** a person of colour. I constantly have to choose between one side of my culture and the other — always seeking a greater identity. I feel like a puzzle piece that got lost, always trying to find some way to fit.

upset = verärgert
cut in line = vordrängeln
intervene = intervenieren, eingreifen
to yank = reißen, zerren, ziehen
to demand = etw. verlangen, fordern
to force = zwingen
name-calling = die Beschimpfungen
temper tantrum = Wutanfall
irritable = reizbar, nervös
racial segregation = Rassentrennung
genocide = Völkermord
descendant = Nachfahre, Nachkomme
cattle = Vieh
to be labelled = als etw. abgestempelt sein



What I Wish to Tell

Jose, 16, Youth Radio (*Jose is undocumented. He is using his first name only to protect his privacy. His essay has been translated from Spanish.*)

Los Angeles

Salvadoran



I remember the first day I learned what American racism means. My friend and I were walking home from school and we walked by a white couple. They looked at us and started talking to each other **in hushed tones**. We couldn't understand everything they said, but we heard some bad stuff about Latinos and immigration, and we knew they were talking about us. We just kept on walking. It's not worth getting into a **back-and-forth**. It's better to just be quiet.

They don't know the stuff that we had to go through back home.

I wish I could tell them about my life in El Salvador. Back there, things are really tough with gangs. There was a time when I was walking to the store and a couple of gang members stopped and **threatened** me.

I would tell them how hard it was to say goodbye to my friends and family. I wasn't going to go to the same school anymore. I wasn't going to have the same friends. I wasn't going to live with the family I grew up with all my life. I asked God to help me, asked him to guide me, to bless me and keep me safe during this journey.

I would tell them about the day I left home, how I woke up at 3 a.m. nervous and sad. I didn't

know what to expect. I **envisioned** the United States as this big city where things were so close and everything was **accessible**, like hospitals and businesses. When I finally got here, everything felt **strange** to me, from the language to the streets. Everything.

I would tell them about how hard I've worked for people to accept me. At school, I've tried to be friendly, but there have been times when people have said things to me because I speak Spanish. You know, racist people who say, "This is America. You should speak English."

Back in El Salvador, I didn't really know what racism was. I knew it had something to do with **discriminating against someone**. After being in the United States for a while, I learned the meaning and **impact** of that word. It's sad that people can be **hurtful**. They just don't understand. It's hard to be an immigrant kid. Our backgrounds haven't been easy, and we just want something better.

in hushed tones = mit gedämpfter Stimme

back-and-forth = hin und her (Streit)

to threaten sb. = jmd. bedrohen

to envision = sich etw. vorstellen/ausmalen

accessible = zugänglich

strange = fremd

discriminating against sb. = jmd. benachteiligen

impact = Auswirkung, Effekt

hurtful = verletzend



8 INPUTS AND TIPS

1 Listen

Take the experiences of those affected by racism seriously. Do not just listen to relativise but to learn from other people's experiences.

2 Inform and educate yourself

Take responsibility and inform and educate yourself. Search for resources, follow activists and experts on social media, and check out our literature recommendations!

3 Recognise and admit your privileges

Become aware that because of your *whiteness*, you are treated better than others in many situations and that you benefit from it!

4 Use your privileges

Use your privileges (time, networks, money, influence, etc.) for change and advocate in your environment to name and end racism once and for all.

5 Strengthen other voices

Make your platforms and spaces available to those affected and help them spread their messages – pass the mic!

6 Name racism and act against it

If you perceive racism in class, among friends, or in public, then courageously stand up for others. Don't look away, become active, and get involved – show civil courage!

7 Raise awareness in your environment

Lead discussions, be argumentative, share your knowledge, and win allies!

8 Keep at it

Even if there are no big demonstrations right now and the issue receives less media attention, racism is real and present. Don't stop fighting for solidarity and equal treatment!

Intersecting Axes of Privilege, Domination, and Oppression

Having **privilege** means to have certain **benefits** in society that others do not. These benefits come from being part of a particular group and not from **having earned** them. Our society gives and takes privilege based on aspects of our identity. Aspects that, for the most part, we have no control over. It goes back to things like race, gender, sexuality, etc.

It can be difficult to notice if you are someone with a lot of privileges but for those that do not have it, it is a daily reminder of how **oppressive** and **unequal** society is. However, we cannot **divide** people into those with and without privilege. It is more of a **spectrum**, where many of us have some form of it.

Below you can see what is known as the axis of privilege. It takes some of the most common forms of privilege and shows the **oppression** it creates. The aspects of identity at the top are the dominant groups in society. Those at the bottom are the groups without privilege, that face **discrimination** and oppression.

privilege = Privileg, Sonderrecht

benefits = Vorteile

having earned smth. = etw. verdient haben

oppressive = unterdrückend

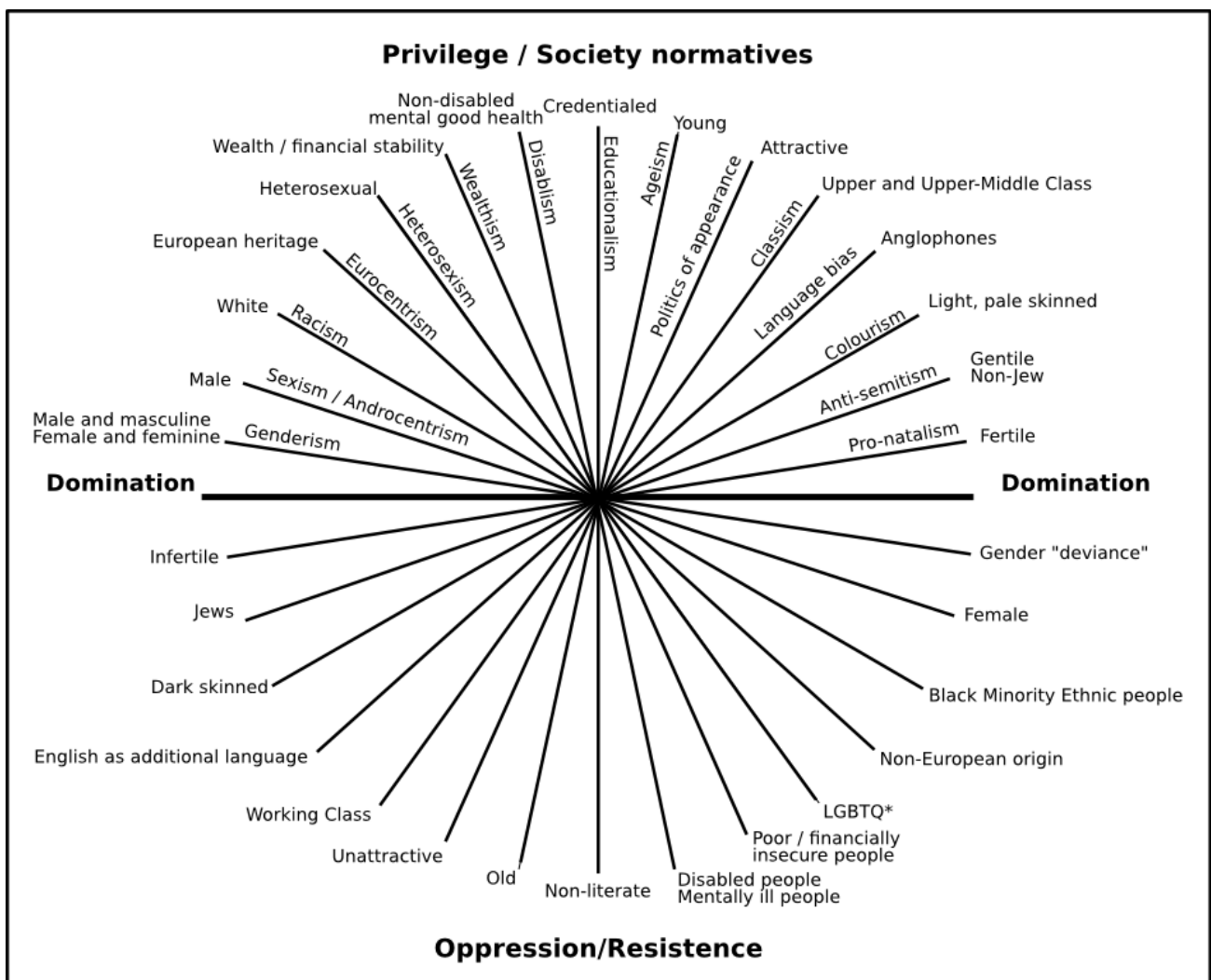
unequal = ungleich

to divide = teilen, trennen

spectrum = Spektrum, Bandbreite

oppression = Unterdrückung

discrimination = Diskriminierung, Benachteiligung



One step forward - identity cards

You are an unemployed single mother.	You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are the daughter of the American ambassador to the country where you are now living.	You are the president of a party-political youth organisation (whose “mother” party is now in power).	You are an Arab Muslim girl living with your parents who are devoutly religious people.
You are the 19-year-old son of a farmer in a remote village in the mountains.	You are an illegal immigrant from Mali.	You are a 24-year-old refugee from Afghanistan.
You are a homeless young man, 27 years old.	You are a fashion model of African origin.	You are an unemployed university graduate waiting for the first opportunity to work.
You are a 22-year-old lesbian.	You are an HIV positive, middle-aged prostitute.	You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
You are the girlfriend of a young artist who is addicted to heroin.	You are a retired worker from a factory that makes shoes.	You are a disabled young man who can only move in a wheelchair.
You are a soldier in army, doing compulsory military service.	You are the owner of a successful import-export company.	

One step forward

1. You have never encountered any serious financial difficulty.
2. You have decent housing with a telephone and television.
3. You feel your language, religion and culture are respected in the society where you live.
4. You feel that your opinion on social and political issues matters and your views are listened to.
5. Other people consult you about different issues.
6. You are not afraid of being stopped by the police.
7. You know where to turn for advice and help if you need it.
8. You have never felt discriminated against because of your origin.
9. You have adequate social and medical protection for your needs.
10. You can go away on holiday once a year.
11. You can invite friends for dinner at home.
12. You have an interesting life and you are positive about your future.
13. You feel you can study and follow the profession of your choice.
14. You are not afraid of being harassed or attacked in the streets, or in the media.
15. You can vote in national and local elections.
16. You can celebrate the most important religious festivals with your relatives and close friends.
17. You can participate in an international seminar abroad.
18. You can go to the cinema or the theatre at least once a week.
19. You are not afraid for the future of your children.
20. You can buy new clothes at least once every three months.
21. You can fall in love with the person of your choice.
22. You feel that your competence is appreciated and respected in the society where you live.
23. You can use and benefit from the Internet.
24. You are not afraid of the consequences of climate change.
25. You are free to use any site on the Internet without fear of censorship

Decades of Fighting Racism

On 4 June 2020, 50,000 people took to the streets of Vienna to show solidarity with Black people all over the world, to stand up against racism and *white* supremacy, and to mourn the deaths of the many Black people who have fallen victim to our racist system. Although anti-racist work has been carried out in Austria for decades, this was one of the biggest demonstrations in recent times. It was triggered by the murder of George Floyd at the hands of four *white* police officers: He was choked until he lost consciousness and died shortly afterwards. Sadly, Black people losing their lives due to racist police violence is not only a common issue in the US but one of the harshest forms of violence that characterise our racist system worldwide.

The Black Lives Matter movement was sparked in 2013 when three strong women took it upon themselves to stand up against structural violence against Black people and POC (people of colour). Alicia Garza, Patrisse Cullors, and Opal Tometi wanted to protest against the acquittal of George Zimmerman, who fatally shot Trayvon Martin while he was on the phone with his girlfriend on his way home – thus the hashtag #BlackLivesMatter was born. However, the year 2020 was particularly gruesome. First, there was Breonna Taylor, who was shot by three *white* police officers during a “search” while asleep in her bed. The police officers had stormed her flat in the middle of the night without knocking or identifying themselves as police officers. This incident deepened existing wounds that could not heal due

to the recurrent police violence against POC. And, especially in Austria, people felt helpless as they were far away from the events and did not know how to show solidarity.

Moreover, new wounds were opened when Ahmaud Arbery, a young Black man, was shot dead on the street by two *white* men. Then, the question arose as to what he could have done to make the killers resort to such means. And the answer was that, apparently, being Black is reason enough to experience violence. He was merely jogging. In broad daylight.

After this killing, resentments grew, and the feeling of helplessness, at least on my part, intensified. To do something about this and to show solidarity, Black people in Vienna went jogging together. The slogan on their white T-shirts was simple but very meaningful: “I run with Ahmaud Arbery.” After all, Ahmaud was not running alone; Black people have always been disadvantaged, degraded, and attacked. By a system that has brought an early end to far too many lives.

George Floyd was a Black man who walked into a shop – so far, so inconspicuous. Then, the cashier accused him of trying to pay with fake banknotes and called the police. The four police officers who arrested him forcibly fixed him to the ground. Several witnesses started filming with their smartphones, and their videos showed how a police officer pressed his knee on Floyd’s neck. For six minutes, George Floyd pleaded for help in vain, then he lost his breath, lost his consciousness, and finally suffocated: “Please, I can’t breathe. My stomach



Mugtaba

Hamoudah is

20 years old, studies economics, and is an activist. In his column “Blickwechsel” for the magazine “Datum – Seiten der Zeit”, he shares perspectives that have no place in mainstream society’s discourse. Furthermore, he co-organised a Black Lives Matter demonstration in Vienna.

Photo: Mintha Kandbauer

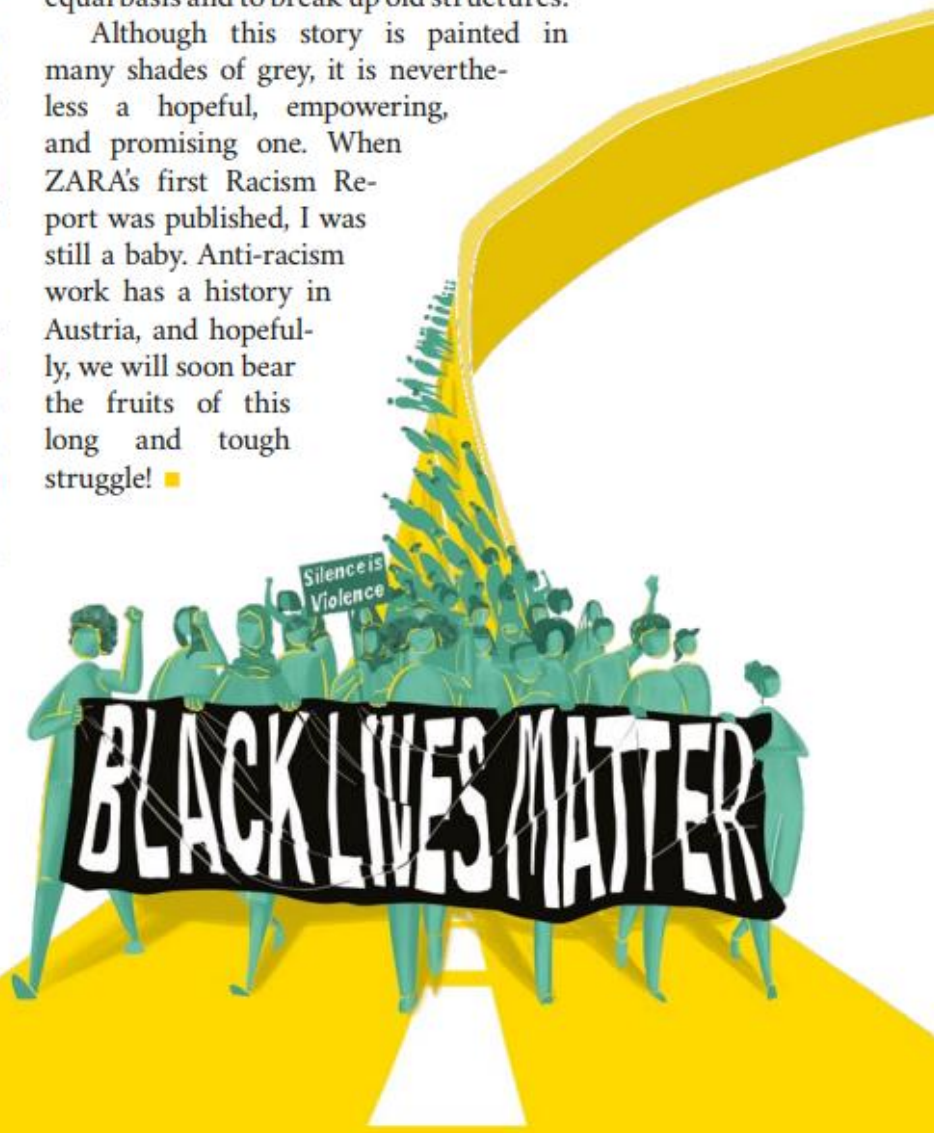
hurts. My neck hurts. Everything hurts. They are going to kill me.” Although this was not an isolated incident, the rapidly spreading videos shocked many people, especially many *white* people. The video that showed the official act, or rather the murder, was shared all over social media. However, it is highly problematic that this video was necessary for *white* people to become aware of the experiences that activists and Black people have been talking about all along. And we are not even talking about homelessness or hurdles in the labour market and in the health care system but murder. It took a video of a Black man fixed to the ground pleading for his life for six minutes for people to believe what Black people were saying all along – to believe that Black people have suffered from the effects of our racist system every day.

As a result, people took to the streets again, not only in the US but all over the world. In Vienna, for example, Black activists and *white* allies organised a demonstration planned for a maximum of 2,000 people within a few days. Until then, no one had paid attention to the concerns of Black people, but Vienna made a strong statement that day. 50,000 people marched the streets to express their anger. But it didn't stop there; further protests took place in Graz, Linz, and other cities. If we add up all the demonstrations, there were about 100,000 demonstrators all over Austria.

The demonstration in Vienna was very emotional. On stage, there were activists who at

the turn of the millennium had fought for a memorial for Marcus Omofuma. Next to them, there were many young people, some of whom had not even been born at that time. Also on stage was Mireille Ngosso, of whom I can proudly say today that she is now the first Black Viennese councillor. The Black Voices Referendum was born from the energy of this demonstration, and it called for a long-overdue national action plan against racism to finally enable Black people and POC to participate in our society on an equal basis and to break up old structures.

Although this story is painted in many shades of grey, it is nevertheless a hopeful, empowering, and promising one. When ZARA's first Racism Report was published, I was still a baby. Anti-racism work has a history in Austria, and hopefully, we will soon bear the fruits of this long and tough struggle! ■



white supremacy = *weiße* Vorherrschaft
triggered by = ausgelöst durch
being choked = gewürgt werden
acquittal = Freisprechung
resentment = Unmut

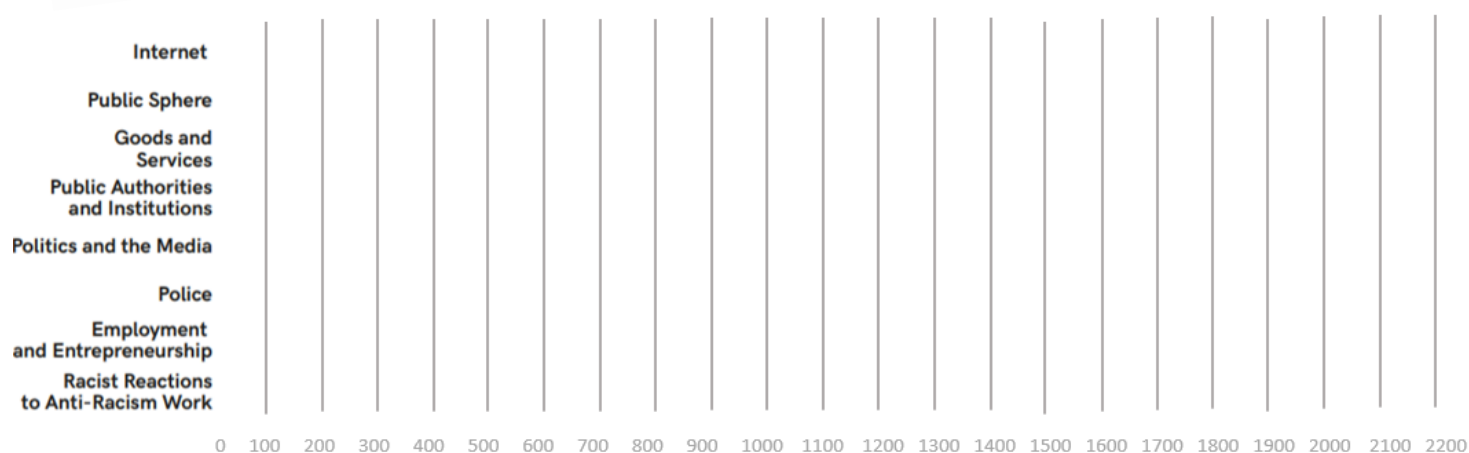
inconspicuous = unauffällig
to plead for help = um Hilfe flehen
in vain = vergeblich
to suffocate = ersticken
hurdles = Hürden

take to the streets = protestieren
councillor = Gemeinderätin
referendum = Volksbegehren
long-overdue = längst überfällig
bear the fruits = Früchte tragen

STATISTICS 2020



- ❖ *How many incidents of racism do you think have been reported to ZARA in Austria during the year 2020?*
- ❖ *Take your guesses and mark your answers in the graph below with colour1.*



USEFUL PHRASES: Talking about statistics

the graph from (source) presents data on... / the graph from (source) illustrates...

the bar chart shows/depicts/proves/deals with...

as you can see from the bar chart... / overall, there has been...

...is reflected in the bar chart

the data suggests... / the figures show... / looking at...

compared/in comparison with...

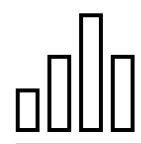
while/whereas...in 2019..., by 2020 the number had risen/fallen/increased/decreased...

the biggest change was in the number of...

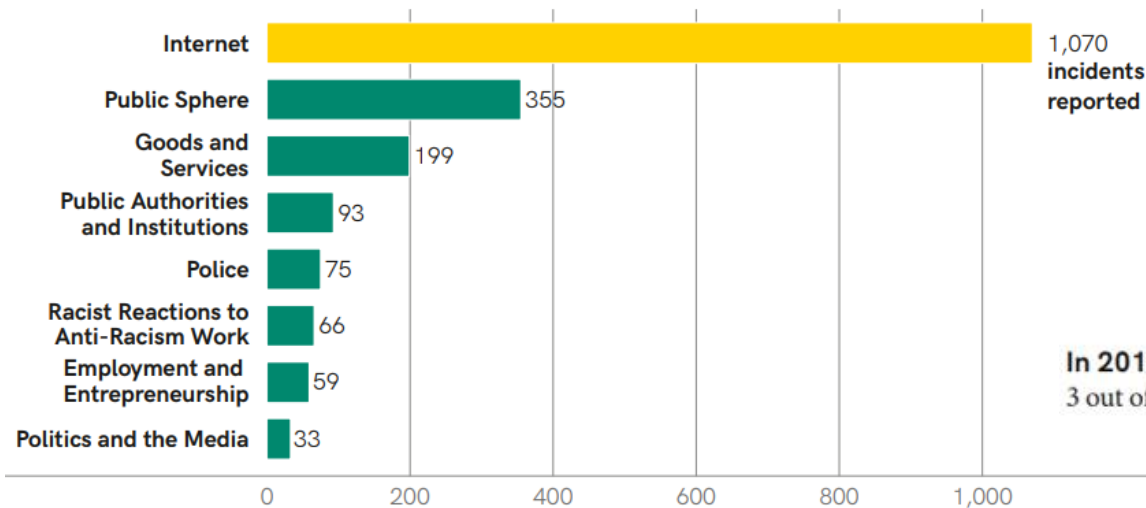
as a result of.../ cause/effect

suggests a link/relation between...

... shows similar numbers

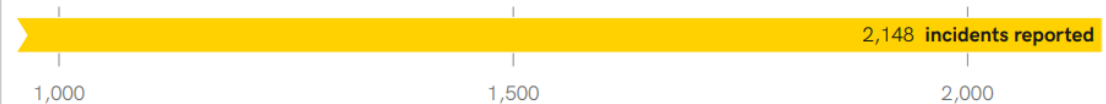
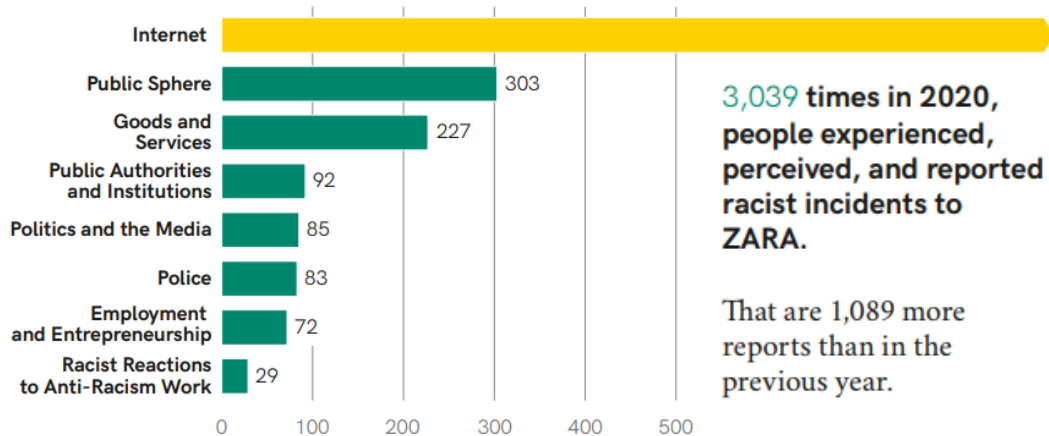


STATISTICS 2019



In 2019, ZARA dealt with a total of 1,950 racist incidents.
3 out of 5 racist incidents reported took place on the internet.

STATISTICS 2020



The number of reports concerning racism on the internet has doubled compared to 2019. The massive increase in reports concerning incidents on the internet can be attributed to the following reasons:

- increased media coverage of racism and online hate racism and hatred on the internet
- people spending more of their time online due to Covid-19
- Reporting racism on the internet is now relatively easy (a screenshot including the time and the exact source/URL are sufficient).

English and German summary

Abstract

The concept of Content and Language Integrated Learning (CLIL) has been implemented in many schools across Europe for a variety of different content subjects. However, Ethical Education seems to have been rather neglected. Since Austria's educational politics has recently decided that from September 2021 onwards, Ethical Education will be established nationwide and taught alternatively to Religion as a compulsory subject, the question arises as to whether Ethics could also be a CLIL subject. The aim of the present thesis is thus to test this new subject's applicability and suitability for CLIL as well as to develop ready-to-use teaching materials. After reviewing the theoretical foundations of CLIL and examining the characteristics of Ethics as a school subject, two CLIL Ethics teaching units on the topic of racism have been developed. Three consecutive lessons have been planned for both 9th and 12th grade AHS students to prove that cognitive and language complexity can be adapted accordingly. As each lesson plan consists of detailed descriptions, didactic considerations and the relevant materials, they could be put into practice without lengthy preparation. Since this research project provides strong evidence that EE is in fact highly suitable as a CLIL subject, the lesson plans developed in the present thesis can hence serve as useful templates and inspirations for other teachers who want to explore teaching Ethics through English.

Zusammenfassung

Das Konzept von ‚Content and Language Integrated Learning‘ (CLIL) wird bereits an vielen europäischen Schulen in diversen Unterrichtsfächern angewendet. Der Ethikunterricht scheint davon bis jetzt allerdings größtenteils ausgenommen zu sein. Da das österreichische Bildungsministerium erst kürzlich beschlossen hat, ab Herbst 2021 Ethikunterricht flächendeckend als verpflichtende Alternative zum Religionsunterricht einzuführen, stellt sich die Frage, ob Ethik nicht auch ein CLIL-Fach werden könnte. Ziel der vorliegenden Arbeit ist es daher, die Anwendbarkeit und Eignung von CLIL im Ethikunterricht zu untersuchen und Unterrichtsmaterialien zu entwickeln. Nach einer Auseinandersetzung mit den theoretischen Grundlagen für CLIL und den Besonderheiten von Ethik als Schulfach wurden zwei CLIL

Unterrichtskapitel zum Thema Rassismus entwickelt. Jeweils drei aufeinander aufbauende Schulstunden für Schüler*innen der 9. und 12. Klasse AHS Oberstufe wurden geplant, wodurch gezeigt werden konnte, dass sowohl die kognitive als auch sprachliche Komplexität der Stunden an die Lernenden angepasst werden kann. Jede Unterrichtsplanung besteht aus detaillierten Beschreibungen, fachdidaktischen Überlegungen sowie den dazugehörigen Materialien und kann daher ohne aufwendige Vorbereitung in der Praxis eingesetzt werden. Da die Erkenntnisse dieser Masterarbeit darauf schließen lassen, dass sich das Schulfach Ethik gut für den CLIL-Unterricht eignet, können die vorliegenden Stundenplanungen als Vorlage und Inspiration für andere Lehrpersonen dienen, welche selbst CLIL im Ethikunterricht ausprobieren wollen.