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„Exploring CLIL materials: A comparative study of CLIL
Geography textbooks in the Austrian classroom“

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Abstract

Given the shared focus on language acquisition in both Content and Language Integrated Learning (CLIL) and Communicative Language Teaching (CLT), this research revolves around the manifestation of CLT principles in CLIL geography textbooks used in Austrian upper secondary education. The primary aim of this study is to assess the extent to which CLT principles are applied within the context of CLIL geography textbooks in Austrian schools. Additionally, the study aims to identify the key factors that contribute to the compatibility with CLT principles of the tasks set out in such textbooks for students to complete. To achieve these objectives, a checklist was developed to serve as an analytical framework. The analysis involved a selection of eight tasks from four different CLIL geography textbooks used in Austrian schools as part of CLIL instruction. These tasks were analysed with respect to various aspects, including collaborative and purposeful learning, activity types, authenticity, unpredictability, and the opportunities to use subject-specific knowledge in real communication. The findings of this research highlight a lack of CLT-typical components in the majority of the tasks analysed, despite the integral role CLT plays within the CLIL context. While several tasks incorporate specific CLT elements, they lack other essential aspects. Out of the 8 tasks analysed, only one was found to be fully compatible with CLT. Moreover, the analysis revealed that three tasks demonstrate partial compatibility with CLT, while four tasks are considered not compatible with CLT.

Angesichts des gemeinsamen Fokus auf den Spracherwerb in Content and Language Integrated Learning (CLIL) und Communicative Language Teaching (CLT) dreht sich diese Masterarbeit um die Umsetzung der CLT-Prinzipien in CLIL-Geographie-Lehrbüchern, die im österreichischen Oberstufenunterricht verwendet werden. Das Hauptziel dieser Studie ist es, das Ausmaß zu bewerten, in dem CLT-Prinzipien im Kontext von CLIL-Geographie-Lehrbüchern in österreichischen Schulen angewendet werden. Zusätzlich zielt die Studie darauf ab, die Schlüsselfaktoren zu identifizieren, die zur Übereinstimmung mit den CLT-Prinzipien der in solchen Lehrbüchern für Schülerinnen und Schüler vorgesehenen Aufgaben beitragen. Um diese Ziele zu erreichen, wurde eine Checkliste entwickelt, die als analytischer Rahmen dient. Die Analyse umfasste die Auswahl von acht Aufgaben aus vier verschiedenen CLIL-Geographie-Lehrbüchern, die in österreichischen Sekundarstufen als Teil des CLIL-Unterrichts verwendet werden. Diese Aufgaben wurden in Bezug auf verschiedene Aspekte analysiert,

darunter kollaboratives und zielgerichtetes Lernen, Aufgabentypen, Authentizität, Unvorhersehbarkeit und die Möglichkeiten, fachspezifisches Wissen in realer Kommunikation anzuwenden. Die Ergebnisse dieser Forschung zeigen einen Mangel an CLT-typischen Komponenten in der Mehrheit der analysierten Aufgaben, obwohl CLT eine wesentliche Rolle im CLIL-Kontext spielt. Während einige Aufgaben bestimmte CLT-Elemente enthalten, fehlen ihnen andere essenzielle Aspekte. Von den 8 analysierten Aufgaben wurde nur eine als vollständig mit CLT kompatibel betrachtet. Darüber hinaus ergab die Analyse, dass drei Aufgaben teilweise mit CLT kompatibel sind, während vier Aufgaben als nicht mit CLT kompatibel angesehen werden.

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List of abbreviations

CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CPD	Continuing professional development
EFL	English as a foreign language

1 Introduction

In an increasingly interconnected world, it has become essential to acquire English language skills in order to be able to communicate in global contexts. In today's globalised world, learning foreign languages has become a social need (Fernández-Sanjurjo, Fernández-Costales, & Arias Blanco, 2019, p. 661). Specifically, it is crucial to be able to speak, write but also understand a language which is not one's mother tongue (Guzmán-Alcón, 2019, p.88). In most cases, this L1 language is English as a lingua franca (Guzmán-Alcón, 2019, p. 88). Because of the increasing demand for English language command in Europe, this dual-focused education method has been the centre of attention in the last decade (Fernández-Sanjurjo, Fernández-Costales, & Arias Blanco, 2019, p. 661). Therefore, Austrian schools have implemented the Content and Language Integrated Learning (CLIL) education programme with the aim of raising proficiency among English-language learners.

Austrian schools have integrated CLIL into various subjects, such as geography, in order to teach foreign languages and equip students with the ability to communicate in English effectively whenever needed (Lidauer, 1997, p. 140). In CLIL classrooms, subject content is taught through English (Bonces, 2012, p. 178). The aim of CLIL is to promote people's command of languages (Fernández-Sanjurjo, Fernández-Costales, & Arias Blanco, 2019, p.661) by using English as the language of instruction in different subject areas (Sylvén, 2013, p. 301). However, CLIL is not the only education programme aimed at promoting language learners' command of English; the Communicative Language Teaching approach, also known as CLT, equally stimulates language learning. Communicative Language Teaching can be defined as a teaching method that encourages language use by simulating real-life interactions (Guzmán-Alcón, 2019, p. 88). The CLT approach is marked by a range of factors, including how people in the conversation relate to each other, the context in which the conversation happens, and the overall purpose of their interaction (Guzmán-Alcón, 2019, p. 89).

According to Jansem (2019, p. 58), CLT has been regarded as one of the most effective teaching methods and approaches to language learning in the last four decades. Although the principles of CLT involve several interpretations, one objective of CLT is to promote the EFL learners' communicative competence (Brown, 2007). In order to achieve communicative competence, classrooms should provide opportunities for meaningful interaction and negotiation, content engagement and communicative strategies (Richards, 2006). When contrasting CLT with

CLIL, a common element is their emphasis on providing students with a communicative goal. Taking the principles of both CLIL and CLT into consideration, it must be said that both promote “the exchange of meaningful messages in a contextualised discourse [...] while not ignoring concern for language form” (Coyle et al., 2010, p. 5). As both CLIL and CLT aim at language learning, the foci of this thesis are put on the CLIL education programme and the CLT teaching method and in how far CLT principles are implemented in CLIL textbooks for geography // geography textbooks in Austrian upper secondary classroom instruction.

In this thesis, I aim to compare different geography textbooks which can be used in the CLIL classroom in Austrian upper secondary. Specifically, I will conduct a comparative textbook analysis with respect to the CLT approach, since both CLIL and CLT are directed towards advancing the acquisition of a foreign language. Thus, I want to investigate whether and to what extent CLT principles can be found in CLIL textbooks and in how far the principles of CLT are addressed or fulfilled in the tasks set out in the textbooks. The main objective of this study is to investigate in how far the CLT principles are realised in CLIL geography textbooks which are used in Austrian upper secondary schools. Therefore, the central research questions are as follows:

RQ1: In how far are the CLT principles implemented in CLIL geography textbooks used in Austrian schools?

RQ2: How can CLT be recognised in activities in CLIL textbooks? Which criteria make activities CLT-compatible?

The two research questions are intended to be addressed using an analysis grid which has been specifically designed for this study. This master's thesis will involve the analysis of tasks extracted from four different geography textbooks used in Austrian educational institutions as part of the CLIL approach. In CLIL settings, a foreign language, mainly English, is used to communicate the content of a subject lesson (Dalton-Puffer, 2007, p. 1). Hence, this thesis merely focuses on English as the central foreign language in CLIL contexts.

The thesis is structured to start with an in-depth literature review. In this section, various aspects of Content and Language Integrated Learning are explored, including its definitions and characteristics, benefits, challenges, its implementation in Austria, and the teaching materials

involved. The review also presents Communicative Language Teaching, discussing its evolution, key features, and its role in the Austrian curriculum. The connection between CLT and CLIL is then examined, along with the methodology used in the research. The research design and methodology section explains the main focus of the study and how the CLT analysis grid is applied. The next part involves analysing specific tasks from selected textbooks. The results section covers findings related to cooperative learning, types of activities, purposeful learning, using authentic language sources, unpredictability, gaining new knowledge, and how compatible the tasks are with CLT. All these findings are discussed in-depth, ultimately resulting in a reflective conclusion that integrates all the elements.

2 Literature review

2.1 What is CLIL? – Definitions and characteristics

This section reviews the literature related to Content and Language Integrated Learning (CLIL). For the purpose of this thesis, it is necessary at this point to clarify exactly what is meant by CLIL as there exists a considerable body of literature on CLIL.

2.1.1 The development of CLIL

Since 1992, EU citizens have been allowed to live, work and study in all EU member states under certain conditions (Admiraal, 2006, pp. 75-76). In Europe, the prevailing trend was immigration rather than emigration among countries, indicating a shift towards internationalisation. As a result, there was an increased need, especially among young individuals, for skills that would enable them to succeed within this evolving landscape. (Dalton-Puffer, 2007, p. 2). In the globalised world we live in today, it has become essential to be able to communicate in another language (Nawrot-Lis, 2019, p. 22). Being proficient in the prevailing lingua franca, English, has become essential for effective communication with individuals from various EU member states. The majority of individuals nowadays believe that acquiring a foreign language is essential. 72% of European citizens think that everybody should be encouraged to acquire two foreign languages at a minimum (Ruiz de Zarobe, 2013, p. 232). As pointed out in the literature, 98% of all Europeans have the opinion that speaking languages other than their mother tongue is highly beneficial for their offspring's future (Ruiz de Zarobe, 2013, p. 232).

Schools should sufficiently prepare students to face the rising internationalisation and multilingualism of today's world (Dalton-Puffer et al., 2022, p. 183). During the 1990s, driven by advancements in political and economic integration as well as the presence of a diverse linguistic community, Europe required a systematic strategy to progress toward an educational system that embraces multilingualism (Nikula, 2017, p. 113). At that time, one goal of the European Commission was to promote Europeans' ability to speak two languages other than their mother tongue (Muñoz, 2002, p. 35). Hence, with the aim of preparing school leavers accordingly, Content-and-Language-Integrated-Learning (CLIL) was launched in the mid-1990s in Europe and implemented in schools to further develop students' foreign language competence (Nikula, 2017, p. 112). As a consequence thereof, school graduates could have a higher chance of getting employed by mastering foreign languages (Coyle, 2013, p. 244). Mastering foreign languages was expected to increase school graduates' employability. In the context of the rise of multilingualism in Europe seen at that time, CLIL was backed by the European Union as part of their multilingualism policy (Nikula, 2017, p. 112).

After its introduction in the 1990s, CLIL gradually evolved into an important component of teaching at schools, and children were expected to learn both the foreign language and the contents of various subjects simultaneously. With CLIL, students at lower and upper secondary level were to be encouraged to study certain subjects in a foreign language (European Commission, 1995, p. 51). Although English as a working language had already been part of the educational system in Austria before CLIL (Dalton-Puffer, Faistauer, & Vetter, 2011; Smit & Schwarz, 2020), CLIL led to an emphasis on the development of both the language and the content subject (Bärnthaler & Kelly, 2021, p. 194). In the last thirty years, CLIL has been implemented in educational contexts all over Europe and has become mandatory in some regions (Dalton-Puffer et al., 2022, p. 183).

2.1.2 Definitions and characteristics

Having provided a brief overview of the evolution of CLIL, in the following the focus will be placed on the diverse definitions of CLIL. CLIL can be seen as an approach rather than a method (Lorenzo & Moore, 2015, p. 335) where content-based subjects are taught in another language (Dalton-Puffer, 2011, p. 185), mainly English, and meaningful interaction is promoted in order to “motivate and produce a highly skilled plurilingual, pluricultural workforce” (Coyle, 2008, p. 99). “Generally, CLIL can be regarded as a fusion of language and content teaching” (Coyle

et al., 2010). Nikula (2017, p. 111) characterises Content-and-Language-Integrated Learning as follows:

“CLIL is a term used especially in Europe for forms of bilingual education where an additional language, in most cases English, is used as the language of instruction in nonlanguage school subjects.”

In CLIL lessons, a language which is not the learners’ mother tongue is used as the language of instruction (Dalton-Puffer, 2007, p.1). It is characteristic for CLIL that the language is regarded as the medium of instruction rather than the content of the CLIL lesson (Dalton-Puffer, 2007, p. 3). In CLIL classrooms, content and language complement each other in such a way that the content is regarded as a resource upon which linguistic proficiency is built (Ruiz de Zarobe, 2013, p. 236). Dalton-Puffer (2011, p. 184) defines CLIL as “a foreign language enrichment measure packaged into content teaching”. Genesee & Hamayan (2016, p. 27) define the term CLIL as follows:

“We use CLIL to refer to instruction that integrates the development of proficiency in an additional language in school contexts where authentic nonlanguage content (such as Science and Mathematics) serves as a vehicle for language teaching and learning.”

Mehisto, Marsh and Frigols (2008, p. 9) point out that CLIL is dual-focused, meaning that both the language aspect and the content aspect are equally important. Ting (2010, p. 3) states that CLIL lessons should devote 50% to language and 50% to content learning. Coyle et al. (2010, p. 1) propose that “each is interwoven, even if the emphasis is greater on one or the other at a given time”. Similarly, Marsh (2002) argues that both the content of the subject and the foreign language should be treated to the same extent. Marsh (2002, p. 58) mentions that both the subject and the language have a “joint role”. With respect to the interconnectedness of the acquisition of subject content and the learning of a foreign language found in CLIL, Johnson & Swain (1997, p. 3) outline three primary aims. First, learners should attain a sufficient level of proficiency in the target language; second, they are expected to gain content-related knowledge without it being compromised by the use of a foreign language; third, the students' proficiency in their native language should remain unaffected within the CLIL context (ibid). However, Van de Craen and Mondt (2003) mention that CLIL classrooms put their focus on meaning and

therefore, the learning of the language is not the overriding objective. Dalton-Puffer (2007, p. 3) argues that CLIL classrooms cannot be compared to the typical language lessons we are familiar with because the language is merely the medium of instruction rather than the main content of the lesson.

Given its flexibility, CLIL is implemented in different ways across nations and adapted differently to certain institutions (Nikula, 2017, p. 119). According to Coyle (2010, p. vii), CLIL lacks predefined methods and one specific approach that is suitable to all different educational contexts (Coyle, 2007b, p. 49). However, with regard to its implementation, there is a pattern that can be recognised. CLIL programmes normally start at secondary level as students will have already gained literacy skills by then (Dalton-Puffer, 2011, p. 184). Ball et al. (2015, pp. 10-11) mention that students should already have a basic level of the target language which enables them to further develop in the programme. Pérez-Cañado (2012, p. 320) notes that CLIL is mainly implemented at upper secondary level. Taking all this into consideration, it is important to mention that regular foreign language lessons remain part of the curriculum in addition to CLIL lessons (Dalton-Puffer, 2011, p. 186). Additionally, CLIL is not put into practice in all educational institutions, but rather in specific schools, and its impact does not extend to all subjects equally (Ball et al., 2015, p. 10). More precisely, only a selection of the content subjects is taught in a foreign language (ibid).

As noted by Ball et al. (2015), there are various approaches to implement CLIL in different school contexts. To provide an example, the "hard" version of CLIL, which extends over varying durations from one to multiple years, places a prominent emphasis on acquiring content knowledge in subjects like geography or history. In this context, the acquisition of a foreign language is viewed as an additional advantage rather than the primary objective. (ibid). In contrast, the "soft" version of CLIL is applied in only a fraction of the content lessons within a shorter time frame (ibid). Ball et al. (2015) emphasise that the "soft" CLIL approach places equal emphasis on both content acquisition and language proficiency. While the "soft" version encompasses linguistic objectives, the "hard" version involves content objectives (Ball et al., 2015, p. 27). Although CLIL can be divided into the classifications of "soft" and "hard," there is also an argument to be made that the acquisition of content and language happens simultaneously. For instance, Ruiz de Zarobe (2013, p. 236) asserts that the fundamental objective of CLIL involves acquiring knowledge while concurrently learning a foreign language.

A variety of content-based subjects, including history, geography, science, and social sciences, adopt the CLIL approach (Pérez-Cañado, 2012, p. 320). CLIL lessons are usually constructed as content lessons, such as history, biology and chemistry, with learning goals which are specified in the respective subject curriculum (Dalton-Puffer, 2011, p. 184). The CLIL approach fosters natural communication between students and teachers, facilitated by the subjects' incorporation of real and relevant topics of discussion (Dalton-Puffer, 2007, p. 3). The subjects covered within these disciplines naturally encourage the use of the target language, as they become authentic contexts for communication (ibid). In addition to traditional foreign language lessons, CLIL offers students the chance to learn the target language within an authentic setting (Coyle, 2002, p. 28). Dalton-Puffer, Nikula & Smit (2010, p. 6) point out that CLIL can be regarded as “an educational environment where naturalistic language learning can take place [...]”. In line with this assertion, language functions as a tool for meaningful communication, motivating students to use it in purposeful situations (Coyle, 2002, p. 28). Recognizing the potential for genuine communication through CLIL, Dalton-Puffer (2007, p. 3) further elaborates on these opportunities:

“[...] CLIL classrooms are widely seen as a kind of language bath which encourages naturalistic language learning and enhances the development of communicative competence. In other words, CLIL classrooms are seen as environments which provide opportunities for learning through acquisition rather than through explicit teaching.”

The CLIL approach aims at naturalistic language learning by using the target language in a purposeful way; therefore, a major emphasis is put on the accomplishment of meaningful tasks (Lorenzo & Moore, 2015, p. 336). In the context of this thesis, it is crucial to define the term “task”, as such tasks will be the focus of analysis. A task can be characterised as “an activity in which meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome” (Skehan, 1996, p. 38). Moreover, students should draw on their own knowledge to fill a certain gap (Ellis & Shintani, 2013, p. 135-136). Nunan (1989, p. 10) defines the term “task” as follows:

“[...] any classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form.”

Taking those definitions of “task” into consideration, it can be said that the subject content which is presented to the students should provide them with a purpose to use the foreign language for real communication instead of merely learning the grammar and vocabulary items of a language (Pinner, 2021, p. 24). The content presented in a different language must be comprehensible and carry meaning in order to have a positive effect on the students’ language learning (Muñoz, 2002, p. 36). Through the implementation of meaningful tasks, the students’ engagement with the target language increases (Muñoz, 2002, p. 35). While traditional foreign language teaching emphasises accurate language use, CLIL promotes fluency (Muñoz, 2002, p. 35). In the CLIL classroom, students can use the knowledge that they have acquired in traditional language lessons and further enhance their language skills by communicating with it through meaningful tasks (Coyle, 2002, p. 28).

2.1.3 Coyle’s 4Cs Conceptual Framework

Coyle’s (1999) 4Cs Conceptual Framework ties in with the question of whether both the language and the content aspect should be treated equally or whether they should not. The 4Cs Conceptual Framework states that high-quality CLIL lessons contain approaches different to the ones which can be found in conventional language teaching or content teaching (Coyle, 2007a, 549). Coyle et al. (2010, p. 41) mention that this conceptual map contains four parts: content (subject matter), communication (acquisition and usage of language), cognition (cognitive processes) and culture (forming intercultural knowledge). The first building block, content, functions as theme in the CLIL classroom and should be the starting point for the development of skills (Coyle et al., 2010, p. 53). With respect to communication, it can be said that CLIL is different to the conventional language classroom as it requires learners to use the target language rather than merely focusing on the acquisition of grammar and lexis (Coyle et al., 2010, p. 54). Cognition involves constructing knowledge and forming skills through reflection and challenging tasks instead of just reproducing information (ibid). With regard to culture, it is important to mention that the implementation of authentic teaching materials and intercultural information increases the students’ awareness of “otherness” and cultural differences (Coyle et al., 2010, p. 55). The 4Cs framework does not regard subject and content matter as two components, but instead defines content as “knowledge for learning” and

language as “medium for learning” (Coyle, 200a7, pp. 549-550). While the “knowledge for learning” domain requires content and cognition, the “medium for learning” domain incorporates communication and intercultural knowledge (Coyle, 2007a, p. 550). What this all amounts to is that “the 4Cs framework focuses on the interrelationship between content, communication, cognition and culture” (Coyle, 2007a, p. 550). According to Coyle et al. (2010, p. 42), “CLIL involves learning to use language appropriately whilst using language to learn effectively”.

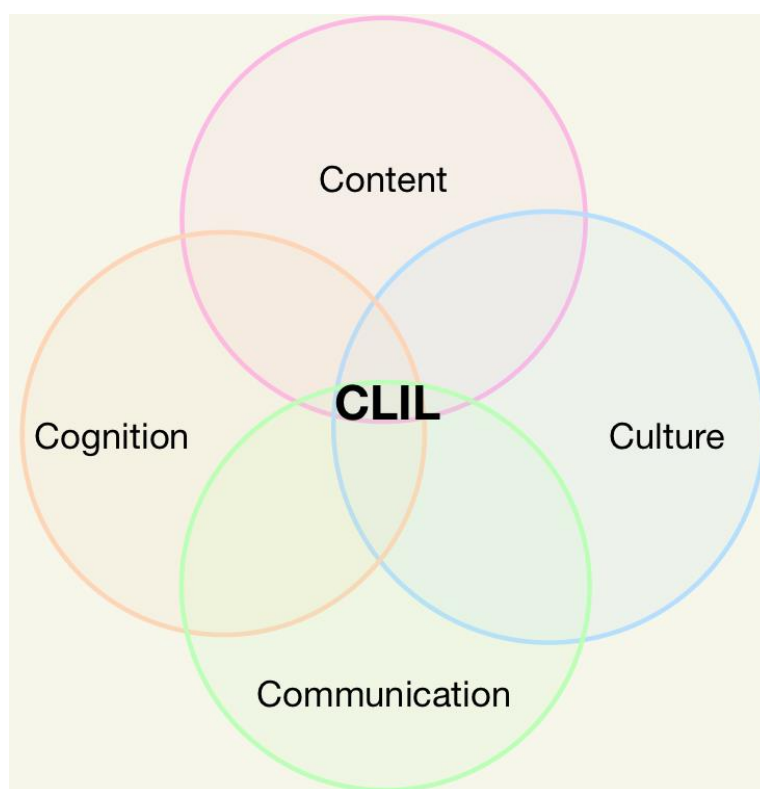


Figure 1: 4Cs conceptual framework

Coyle (2007a, p. 552) argues that there is a need to learn using a language and using a language to learn instead of narrow-minded language learning in terms of grammatical progression. Another characteristic of CLIL involves a shift away from mere knowledge acquisition, placing the emphasis on cognitive processes and the active engagement with information (Hemmi & Banegas, 2021, p. 6).

2.1.4 Benefits of CLIL

With the rise in studies on CLIL came a belief that using a foreign language as the medium of instruction might have a negative impact on content acquisition; however, according to recent research, CLIL is said to bring benefits to the classroom (Lorenzo & Moore, 2015, p. 334).

Some studies try to explain why the dual-focused language learning programme is highly beneficial for students. More specifically, it is a fact that CLIL results in a rise in the students' exposure to a foreign language (Cenoz et al., 2014, p. 256). A study conducted by Navés and Victori (2010) showed that CLIL students have a higher language proficiency than non-CLIL students. Studies by Dalton-Puffer (2011), Nikula and Mård-Miettinen (2014) and Ruiz de Zarobe (2011) suggest that content-based teaching with a foreign language as the medium of instruction broadens the students' content-specific vocabulary. As Coyle, Holmes & King (2009, p. 12) argue, CLIL students profit from communicating the content of a subject through the usage of high-quality language and using a foreign language to express certain ideas and thoughts. In their study, Merisuo-Storm & Soininen (2014, p. 77) found that CLIL has a positive effect on learners' literacy skills. The study also demonstrates that students who have been participating in CLIL have better spelling skills than their non-CLIL counterparts (Merisuo-Storm & Soininen, 2014, p. 77). Moreover, CLIL students outperform mainstream students in terms of their ability to derive the meaning of new vocabulary from a written context (Merisuo-Storm & Soininen, 2014, pp. 77-78). A study by Admiraal, Westhoff and de Bot (2006) investigated Dutch students' language proficiency in English and Dutch and their subject knowledge. The study was conducted in the first four years of secondary education where the subjects history and geography were taught in English. With regard to reading comprehension and oral proficiency, it can be said that the CLIL students gained better results than the regular students (Admiraal et al., 2006, pp. 89-91). Moreover, the CLIL students showed better results in pronunciation (Admiraal et al., 2006, p. 91). In their study, Hüttner & Rieder-Bünemann (2007) argue that CLIL students profit from a better oral narrative competence than non-CLIL students. In another study, Mewald (2007, p. 168) found that CLIL students profit from a greater lexical range and a better mastery of grammar than mainstream students. Moreover, Mewald (2007, p. 168) points out that CLIL students outperform non-CLIL learners not only with their accuracy, but also with their ideas and participation. When looking at the benefits that come with CLIL, the question arises why CLIL students outperform their non-CLIL counterparts. It can be argued that students acquire the target language at an accelerated pace, primarily because they are exposed to it to a greater extent than typical EFL students. This can be attributed to the fact that CLIL students engage with the language more actively and use it more frequently compared to their counterparts in mainstream education (Olsson, 2021, p. 3).

With regard to subject content, Badertscher and Bieri (2009) suggest that the learning of content is not negatively affected by the use of a foreign language as the medium of instruction although

acquisition may be slow at the beginning. Admiraal et al. (2006, p. 91) argue that they did not detect any negative influences of CLIL on the subject matter acquisition in history and geography. However, it is undeniable that for content acquisition to be successful, students need to put their content knowledge into practice through problem-solving, creative thinking, and cognitive challenges (Coyle et al., 2010, p. 30). Another factor that influences content learning is motivation. According to a study by Lasagabaster (2011, pp. 13-14), CLIL students are more enthusiastic and motivated than regular EFL students. Deller and Price (2007, p. 7) state that learning a language through content subjects is utterly motivating for the students and therefore it is not necessary for teachers to introduce their students to various engaging tasks in order to provoke their interest. Furthermore, a rise in motivation can be attributed to the requirement of employing the foreign language for the purpose of communicating the content learned during CLIL lessons (Ruiz de Zarobe, 2013, p. 236). In the same vein, Van Kampen et al. (2016) note that the CLIL classroom is based around interaction and dialogue to a greater extent than conventional language lessons. Hence, it can be said that CLIL increases the students' motivation. Lasagabaster (2011, p. 15) points out that the implementation of CLIL programmes is highly beneficial regarding pedagogical aspects as CLIL not only has a positive influence on the students' motivation but also on their language-learning interest, and consequently on their language proficiency, too. With respect to willingness to study for a content subject, it can be suggested that students' motivation to learn the subject matter increases as they engage in classroom interactions using a foreign language as the means of expression (Coyle et al., 2010, p. 11).

In addition to the benefits already been mentioned, CLIL promotes linguistic confidence, communication skills, vocabulary, risk-taking, problem solving, self-expression, cultural knowledge and the ability to talk without inhibition (Coyle, 2006). In her study, Ackerl (2007) analysed ten essays in the Austrian university entrance exam and concluded that the texts written by the CLIL branch contained more complex sentences, a greater variety of vocabulary and a more diversified usage of tenses compared to the regular, non-CLIL students. In a study conducted in upper-secondary engineering schools in Austria, Jexenflicker and Dalton-Puffer (2010) found that the CLIL students outperformed their non-CLIL counterparts with their writing skills and general language proficiency, more specifically they showed better results in spelling, accuracy, vocabulary and task fulfilment. Apart from linguistic proficiency, CLIL has positive effects on the students' interactive skills. In the CLIL classroom, students are required to accomplish tasks and solve problems in groups (Coyle et al., 2010, p. 29). By collaboration

with their peers, learners benefit from their colleagues' strengths and work on their weaknesses (Coyle et al., 2010, p. 29). In her study, Nikula (2005) suggests that in CLIL classrooms, students are provided with more opportunities to interact with their peers compared to conventional EFL classrooms. It can be argued that student participation is higher in CLIL classrooms than in EFL classrooms (Nikula, 2005).

CLIL also aims at intercultural competence (Nawrot-Lis, 2019, p. 22). More specifically, CLIL students learn how to interact with people with different cultural backgrounds and get acquainted with their values, behaviours, and perspectives (Nawrot-Lis, 2019, pp. 22-23). Furthermore, CLIL is profitable as students are confronted with cognitively challenging tasks which, in turn, promotes their cognitive skills (Nawrot-Lis, 2019, p. 23). With respect to the content outcomes, it can be said that CLIL students acquire content knowledge to the same extent as non-CLIL students (Pérez-Cañado, 2012, p. 330). In some cases, the CLIL students outperform the regular, non-CLIL students in terms of their expertise in the respective content subject (Pérez-Cañado, 2012, p. 330).

2.1.5 Challenges

Ball et al. (2015, p. 6) argue that “L2-medium education sometimes works well and sometimes does not”. To put it briefly, CLIL also comes with some disadvantages and hurdles. Firstly, language barriers could be a significant problem. Although there is already an extensive body of research available which concludes that a foreign language does not impede the acquisition of content, CLIL is still sometimes regarded critically as the foreign language might negatively impact content learning (Snow, 1998, p. 258). Although it has been mentioned that CLIL has a positive impact on the students' motivation, Bruton (2011) argues that CLIL might negatively affect the students' attitude. More precisely, the author points out that the learners' motivation might even decrease due to lower self-esteem when using a language they are not that proficient in.

In their study, Fernández-Sanjurjo et al. (2019, p. 668) argue that mainstream, non-CLIL students outperform their CLIL counterparts with regard to their knowledge of science. Some studies conducted in Asian contexts state that CLIL has a negative impact on content learning and motivation due to the teachers' lack of English proficiency, oversimplification of teaching materials and a late introduction of CLIL (Marsh, Hau & Kong, 2000). Meyer (2009, p. 8) argues that CLIL should only be implemented provided that the content learning of the

respective subject is not restricted by the challenges which are involved in foreign language learning. Similarly, Washburn (1997) argues that non-CLIL students share a higher subject knowledge than their CLIL peers. In the same vein, Bruton (2011) argues that students' education might suffer under CLIL as they might struggle to understand content of subjects in which a foreign language is used for instruction. In her study, Lim Falk (2008) suggests that CLIL students in upper secondary level Swedish schools did not use as much content-specific language both orally and in written form compared to the conventional students who were taught the subject of science in their first language. In order to successfully acquire content knowledge, it is essential for learners to be cognitively involved in the CLIL classroom by assessing their personal learning process and expressing their thoughts (Coyle et al., 2010, p. 29).

Another problem that comes with CLIL is that some students are inconsistent in using the foreign language, especially when they interact with each other (Tarone & Swain, 1995, p. 166). While almost the entire communication in CLIL lessons is in the target language, some students tend to use their first language during the lessons, for example during group activities (Macaro et al., 2020). However, CLIL can only unfold its full potential when the medium of instruction is the target language (Nikula, 2007, p. 210). Tarone & Swain (1995, p. 173) argue that the students tend to use the target language for academic purposes and their first language for informal interaction with their colleagues. Luckily, the teachers' decisions have a significant effect on the consistent use of the target language in CLIL lessons (Nikula, 2007, p. 210), for instance when they insist on using nothing but the foreign language. Nevertheless, the switching between first language and target language can be seen as entirely normal as both the students and the teachers share the same first language (Nikula, 2007, p. 213).

Not only the students' ability to communicate in the target language, but also the teachers' language proficiency is a highly important contributing factor for the successful implementation of the CLIL approach (Ruiz de Zarobe, 2013, p. 237). CLIL teachers are usually non-native speakers of the language used in the classroom (Dalton-Puffer, Nikula & Smit, 2010, p. 1). Wolff (2007, pp. 15-16) mentions that the CLIL teachers are content experts in their fields; however, they are not language experts because their first language is usually not English. Therefore, some content subject teachers who do not have any language qualification or knowledge on language teaching (Doiz & Lasagabaster, 2021, p. 35) are concerned about their ability to teach their subject in a language other than their first language (Bärnthaler & Kelly,

2021, p. 196). More specifically, research demonstrates that content teachers think they are not responsible for language matters (Airey, 2012; Doiz, Lasagabaster & Pavón, 2019; Fortanet-Gómez, 2010). According to Ball (2018, p. 222), one of the greatest challenges in CLIL is the sourcing and development of teaching materials. Teaching materials of high quality are an essential part of teaching and learning contexts, especially in CLIL classrooms (Ball, 2018, p. 222). Materials which are used in the classroom provide knowledge and information through different media and formats and contribute to the development of learning objectives (Mehisto, 2012, p. 15). Bärnthaler & Kelly (2021, p. 197) mention that teachers use authentic resources or create their own teaching materials as there is a lack of CLIL teaching materials in Austrian schools.

Collectively, these studies take a critical view of CLIL. With respect to the studies on positive outcomes of CLIL, it must be mentioned that they often lack profound empirical evidence (Coyle 2007a; Wolff 2007b; Bruton 2011). Although the emergence of CLIL has accelerated research processes, there is still a lack of data and evidence concerning the factors contributing to its success (Cenoz et al., 2014, p. 256). One reason for the shortage of research is that it is difficult to collect empirical evidence due to the heterogenous implementations of CLIL (Marsh, 2008).

2.1.6 CLIL in Austria

In the late 1980s and early 1990s and before the emergence of CLIL, *Englisch als Arbeitssprache* (English as a working language) was introduced in Austria in secondary and primary schools, later in schools of engineering, arts and crafts (Hüttner & Rieder-Bünemann, 2010, p. 66). Slowly but surely, CLIL entered the European educational sphere. Dalton-Puffer (2007, p. 2) argues that today, there are other terms apart from CLIL which are used on an international and national level, for example “Content-Based-Instruction”, “Bilingual Teaching”, “Dual Language Programs”, “English Across the Curriculum”, “Bilingualer Sachfachunterricht”, etc. These programmes differ from one another in terms of their historical and contextual backgrounds (Dalton-Puffer, 2007, p. 2).

In Europe, the implementation of CLIL has been shaped by grass-root action because, ever since the launch of CLIL across Europe, only a small number of participating countries have invested time and effort in teacher education, management and research (Eurydice, 2006). As noted by Dalton-Puffer (2007, p. 3), such grass-root action is usually initiated by individual

teachers or schools and sometimes even by local educational authorities. However, CLIL was supported on an international level by the European Union and the Council of Europe through the funding of multinational seminars or conferences in order to exchange and spread knowledge (ibid).

CLIL has been part of the Austrian educational system since the 1990s (Dalton-Puffer et al., 2011) when motivated teachers, usually with English as one of their subjects, started to use the foreign language as a medium of instruction for their content lessons (Bauer-Marschallinger et al., 2021, p. 2). However, the stakeholders lacked support from educational authorities (Bauer-Marschallinger et al., 2021, p. 2) and it seems that there is still a lack of nationwide policy guidelines concerning the implementation of CLIL and a shortage of help from the upper echelons in Austria (Dalton-Puffer et al., 2011). According to Coyle et al. (2010, p. 14), there is no one specific model for CLIL. Hüttner et al. (2013, p. 271) argue that:

“[...] schools of all types and levels (general, academic and vocational, primary and secondary) can and do offer the kind and extent of CLIL programme that suits the school’s resources and the students’ or parents’ needs.”

Gierlinger & Wagner (2016, p. 42) mention that the flexible legal framework allows Austrian schools to implement CLIL specifically tailored to certain school contexts. For example, HTL (Höhere Technische Lehranstalten) in Austria now have 72 obligatory CLIL lessons per school year from year 3 onwards (Hofstadler et al., 2021, p. 221). General education lower and upper secondary schools (Gymnasium) are free in their decision on how to put CLIL into practice (ibid). Hüttner et al. (2013, p. 271) point out that a large number of Austrian schools offer CLIL sequences or even courses which are usually dependent on available resources and cater for students of different educational contexts.

Coyle et al. (2010, p. 86) argue that “there is no single CLIL pedagogy”. However, there are factors which influence the planning of CLIL programmes. Firstly, it is crucial to consider teacher availability and cooperation (Coyle et al., 2010, p. 14). Secondly, not only the teachers’, but also the students’ proficiency in the CLIL target language is an important factor in the planning process as it determines the input that the students will be able to receive (Coyle et al., 2010, p. 14). Thirdly, the time which can be dedicated to CLIL must be taken into account as it impacts the definition of objectives (Coyle et al., 2010, p. 14). In Austria, schools are

flexible in allocating their CLIL hours (BMBWF, 2019). For instance, CLIL programmes can take place as short, project-based sequences or as courses which might last an entire year (Gierlinger & Wagner, 2016, p. 42). Given that this master's thesis centres around CLIL in Austria, it is crucial to refer to the national curriculum and the sections referring to CLIL. The following paragraph is an extract from the current curriculum which provides information on the regulations regarding CLIL in general education lower and upper secondary schools in Austria:

“Im Sinne der Verbesserung der fremdsprachlichen Kompetenz kann „Content and Language Integrated Learning – CLIL“ eingesetzt werden. Unter „Content and Language Integrated Learning“ versteht man die Verwendung einer Fremdsprache zur integrativen Vermittlung von Lerninhalten und Sprachkompetenz außerhalb des Fremdsprachenunterrichts. Dabei muss sichergestellt sein, dass die Fachsprache des jeweiligen Unterrichtsgegenstandes auch in der Unterrichtssprache korrekt erworben wird. [...] Wird „Content and Language Integrated Learning – CLIL“ eingesetzt, so sind Sprache und Ausmaß der Wochenstunden festzulegen. (RIS, 2022, p. 17)”

According to the curriculum, the main objective of CLIL is to foster the students' foreign language proficiency. Both language and content are taught through a foreign language. However, it is crucial that the students nonetheless acquire the technical terms and concepts of the content subjects. It is also stated in the curriculum that multilingualism is promoted as CLIL puts an emphasis on communicative teaching:

“Kompetenzorientierter Unterricht ist an den Prinzipien der kommunikativen Didaktik auszurichten, wobei insbesondere Modelle der Immersion in der schulischen Praxis bzw. der Nutzung von Fremdsprache als Arbeitssprache („Content and Language Integrated Learning“, CLIL) gefördert werden sollen. (RIS, 2022, p. 488)”

In Austria, there is no specific formal CLIL teacher training. Hüttner et al. (2013) argue that CLIL teachers differ from one another in terms of their educational backgrounds and qualifications. For instance, some teachers at “HTL”-type schools have not received any special training on language pedagogy but are often experts in their field and profit from their

professional experience (ibid). In contrast, teachers at a “Gymnasium” have usually studied two subjects; therefore, teachers who studied English as one of their subjects have already acquired knowledge on language teaching (Hofstadler et al., 2021, p. 221). On the other hand, there are teachers who did not study the subject of English but are still required to teach CLIL at schools (ibid). As already mentioned, student teachers in Austria must study at least two subjects, which makes the implementation of CLIL adjustable to different school contexts with various CLIL implementations (Gierlinger, 2002). In 2010, the heads of the department of schools and colleges for engineering, arts and crafts agreed to make CLIL a part of the vocational and educational training (VET) for teachers (Bärnthaler & Kelly, 2021, p. 195). With CLIL becoming a regular element of foreign language education in Austria, teachers must complete additional vocational training or continuing professional development (CPD) in order to be prepared for teaching content in English and to receive a confidence boost when using English as the medium of instruction (Bärnthaler & Kelly, 2021, pp. 193-194). In Austria, the CLIL teachers’ first language is usually not English (Bärnthaler & Kelly, 2021, p. 197). Hence, CPD for CLIL teachers is highly beneficial for the teachers’ mastery of the language and for their repertoire of techniques and materials (Bärnthaler & Kelly, 2021, p. 195).

2.1.7 CLIL teaching materials

Teaching materials, either textbooks or online sources, are highly appreciated not only by students but also by teachers. To the students, materials serve as resources to check information and foster knowledge (Ball, 2018, p. 224). Additionally, materials provide the students with concrete guidelines because “what the CLIL learner most appreciates is knowing what to do” (Ball et al., 2015, p. 38). Textbooks or other various sources are useful for teachers as they provide them with ideas and inspiration on CLIL implementation, for example specific teaching methods (Ball, 2018, p. 224). Nevertheless, it is a well-known fact that there is a shortage of CLIL materials across Europe (Ball, 2018, p. 22). The reason for this might be that publishers refuse to design and print CLIL material which will be used only by a small percentage of schools and thus generate relatively little profit (Ball, 2018, pp. 222-223). CLIL practitioners are therefore often confronted with the challenge of finding and designing appropriate teaching materials and have to spend their time searching and designing teaching materials which they can use in their lessons (Ball, 2018, p. 222). Content teachers are required to tailor methods which are normally used in content subject lessons to suit the added language focus (Coyle et al., 2010, p. 10). Moreover, the absence of a clear and consistent CLIL methodology exacerbates the process of developing and accumulating teaching materials (Meyer, 2010,

p. 11). However, students' content learning and language development can benefit greatly from high-quality CLIL teaching materials. According to Mehisto (2012), high-quality CLIL materials must fulfil the following requirements:

1. provide the students with transparent learning objectives;
2. promote critical thinking;
3. foster a supporting learning environment;
4. support co-operation;
5. promote learner autonomy and improvement of learning skills;
6. implement formative assessment.

CLIL practitioners should not only select materials based on these requirements, but also choose teaching materials based on the following factors: Firstly, materials should contain meaningful and challenging input (Meyer, 2010, p. 13). Materials which are purposeful and challenging are said to enhance language development (Meyer, 2010, p. 13). Appropriate CLIL teaching materials should create connections to the students' lives and arouse their interest (Meyer, 2010, p. 13). Apart from meaningful and challenging input, it is typical of CLIL classrooms to use authentic materials. It is common for CLIL teachers to use authentic sources or to adapt them to match the needs of the students (Ball, 2018, p. 222). These authentic materials include textbooks and videos which are normally targeted at native speakers (Ball et al., 2015, p. 105). According to Pinner (2021, p. 25), authentic input can be described as "materials not produced for language teaching purposes". Material authenticity is as important as authentic content, i.e., the curricular content of the specific subject (Banegas, 2013). By using materials created for a native audience, teachers create a classroom environment which imitates real-life situations and interactions (Geddes & White, 1978). These authentic materials are often adapted to match the students' language level and combined with audio-visual sources from the Internet (Pérez-Cañado, 2012, p. 320). Authentic materials and content have a positive effect on the students' motivation (Pinner, 2021, p. 25). Similarly, authentic materials are said to be intrinsically motivating to the learners and therefore enhance language development (Sylvén, 2017, p. 55). However, it is difficult for teachers to realise authenticity in the classroom because the main objective, i.e., language learning, persists even though authentic materials are used (Coyle et al., 2010, p. 11).

With regard to the information found in textbooks, it can be said that subjects such as mathematics, science, history and geography structure their content in a linear way, which is called “conceptual sequencing” (Ball et al., 2015, p. 32). This means that the content of subject-based teaching materials is structured in such a way that its complexity increases continuously over time (Ball et al., 2015, p. 32). In contrast, textbooks used for language teaching are designed differently. In most materials used in language classes, no thematic connection can be identified, and although grammar items are presented in a fairly linear order, for example the first conditional before the second and third, there is no proof that real-life usage of the presented grammar requires the information to be presented this way (Ball et al., 2015, p. 32). The content in subject-based textbooks is usually presented in the form of a text which is preceded or followed by a task (Ball et al., 2015, p. 38). Meyer (2010, pp. 13-14) mentions how the acquisition of subject-knowledge through a foreign language can be made successful:

“Put simply, subject learning through a foreign language works best when new topics are presented in such a way that the affective filters of the students remain wide open and when students can link new input to prior knowledge, experiences and attitudes.”

By this, the author means that textbooks should be designed in such a way that students can form their opinions and connect the content to their personal lives and existing knowledge. In the CLIL classroom, the foreign language, in most cases English, is used to communicate their thoughts and as a tool to complete a task (Ball et al., 2015, p. 37). Subjects like, for example, geography and history are highly suitable for the implementation of CLIL because they provide the students with substantial language input and are therefore considered “text-heavy” (Ball et al., 2015, p. 40).

2.2 CLT

2.2.1 Evolution and key aspects

This chapter explains the key aspects of Communicative Language Teaching (CLT), which is increasingly recognised as a beneficial approach to language teaching. However, it is important to look at the history of second language learning before the emergence of CLT. From the 19th century to the first half of the 20th century, before the arrival of CLT, the Grammar-Translation Method was highly renowned with respect to second language learning (Richards & Rodgers, 2001). The Grammar-Translation Method included translation activities and a focus on lexical

items and grammatical rules (ibid). As a consequence, the students' oral proficiency was deficient, so they had to go to foreign countries to learn the target language there (ibid). The Grammar-Translation Method was then followed by the Audiolingual Method in the 1950s and 1960s (Brandl, 2008, p. 3). The Audiolingual Method put a strong focus on language repetition by instructing learners to study and imitate dialogues and language structures (Brandl, 2008, p. 3). A typical aspect of the Audiolingual Method was to prevent students from making errors (ibid). However, this method was massively criticized due to a lack of purposeful conversations and freedom to experiment with the target language (Brandl, 2008, p. 4). Later on, Communicative Language Teaching was gradually introduced into the world of language teaching. Brandl (2008, p. 5) mentions that in CLT the ideal way to learn a language is to communicate through it, as the main purpose of language is communication. In addition to that, typical practice in CLT is the imitation of real-life conversations which require the use of the target language (ibid).

Communicative competence is the main objective of CLT (Richards, 2006, p. 2). Finocchiaro and Brumfit (1983) define communicative competence as the "ability to use the linguistic system effectively and appropriately". Canale & Swain (1980, p. 6) argue that communicative competence incorporates grammatical and sociolinguistic competence, i.e., knowledge of the rules of grammar and knowledge of the rules of language use. Brandl (2008, p. 5) argues that sociolinguistic competence can be characterised as "the ability to say the appropriate thing in a certain social situation". However, it is also mentioned that communicative competence not only comprises grammatical competence and sociolinguistic competence, but also discourse competence and strategic competence (Brandl, 2008, pp. 5-6). While discourse competence can be understood as the skill to start, to end and to contribute to a conversation, strategic competence can be characterised as the ability to solve problems that occur when communicating (ibid).

According to Richards and Rodgers (1986, p. 66), CLT must be regarded as an approach rather than a method, which not only promotes communicative competence, but also enhances the four language skills: reading, writing, speaking, and listening. One aspect of communicative competence is knowing how to use language purposefully in different settings and with different interlocutors, for example knowing when to use informal or formal language (Richards, 2006, p. 3). Another essential aspect of communicative competence is being aware of different text types, such as conversations, narratives, reports and interviews, and knowing

what to pay attention to when creating them (ibid). Furthermore, communicative competence includes the ability to sustain communication through various communication strategies although participants might lack language knowledge (ibid).

The aim of this study is to analyse CLIL geography textbooks and in how far CLT is implemented in the relevant tasks as CLT and CLIL are intertwined. Therefore, after having mentioned the most important features of communicative competence, it is also crucial to define CLT. Guzmán-Alcón (2019, p. 88) defines CLT as “an approach towards language teaching and learning which aims to make use of real-life situations to stimulate language use”. Littlewood (1981, p. 1) claims that Communicative Language Teaching takes both functional and structural facets of language into consideration. Another key feature of CLT is that at least two interlocutors participate in an exchange of information where one person has a purpose or an intention in their mind and the other person reacts or responds (Syllabuses for Primary Schools, 1981, p. 5). Moreover, CLT can be characterised as follows:

“[...] a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work. (Richards, 2006, p. 4)”

Throughout the last 30 years, our perception of language acquisition has transformed substantially (Richards, 2006, p. 4). More specifically, the perception of language shifted from language as something structural and students as “decontextualised individuals” to language as contextualised and socio-cognitive (Jacobs & Farrell, 2003, p. 7-8). Jacobs and Farrell (2003, p. 8) mention that with CLT, the classroom should be linked to the real, outside world in order to acquire language knowledge holistically. Earlier views of second language learning considered grammatical knowledge as one of the most important factors (Richards, 2006, p. 4). The focus of language learning was on the development of habits through guided production of correct sentences and avoidance of errors (ibid). Such controlled practice includes repetition drills and substitution drills of grammatical elements and can be referred to as “mechanical practice” (Richards, 2006, p. 16). Canale & Swain (1980, p. 2) define this overall goal of the mastery of grammar as “grammatical” or “grammar-based approach”. The grammatical approach has the formation of accurate sentences as its primary goal and therefore focuses on

the development of grammatical knowledge, which includes phonological and morphological forms, syntactic patterns, and lexical items (Canale & Swain, 1980, p. 2). Richards (2006, p. 14) refers to the production of correct language segments as “accuracy practice”. In order to improve accuracy, classrooms require students to produce immaculate samples of language, to practice language segments out of context and to fulfil tasks which focus on selected examples of language. In addition to those activities, traditional classrooms neglect the focus on meaningful interaction but instead put an emphasis on controlled usage of language (ibid). However, the perception of successful language acquisition has changed in recent times (Richards, 2006, p. 4). In recent years, language learning has been viewed as the result of creation and negotiation of meaning through purposeful and meaningful interaction (Richards, 2006, p. 4). More precisely, the development of language skills is positively impacted by the communication between second language learners and speakers with the respective language as their first one (Richards, 2006, p. 4). There was a movement away from the grammatical, or grammar-based approach towards the “communicative” or “communication-based approach” (Canale & Swain, 1980, p. 2). As already mentioned above, the grammatical approach put its emphasis on the formation of grammatically correct sentences. The communicative approach, however, is characterised by its focus on communicative functions, such as describing, inviting, apologising, etc. (ibid). Students should be able to realise those intentions by using different grammatical forms (ibid).

Guzmán-Alcón (2019, p. 89) claims that teachers who practice CLT have to plan their lessons according to the sociocultural conditions of the conversation, i.e., the setting, the relationship between the participants and the purpose. The overall objective of CLT is to evoke meaningful conversations between two or more interlocutors which imitate real-life situations. Jacobs and Farrell (2003, p. 8) point out that there is “an emphasis on the importance of meaning rather than drills and other forms of rote learning”. Meaning is created when students listen to their colleagues through tasks such as pair or group work (Richards, 2006, p. 5). Taking this aspect into consideration, CLT can be considered to be characterised by cooperative learning instead of individualistic learning (Richards, 2006, p. 5). More specifically, communicative language teaching focuses on pair or group activities which come with various benefits. One benefit of cooperative learning is that students might learn the language just by listening to their peers (Richards, 2006, p. 20). Jacobs & Farrell (2003, p. 12) argue that “students learn via interaction with their environment, and the key features of that environment are the people with whom they come into contact”. Through pair or group work, learner autonomy is increased as the students

are less dependent on their teachers (Jacobs & Farrell, 2003, p. 11). Moreover, through collaboration with their colleagues, the learners gain confidence and can draw on the language knowledge they have compiled with their peers' help (ibid). Richards (2006, p. 4) mentions that learners learn a foreign language by taking experts' feedback into consideration and incorporating new forms and insights of language into their personal language development. Richards (2006, p. 5) points out that CLT promotes the students' responsibility for their personal language development. According to Kagan (1994), this "positive interdependence" leads to a feeling of belongingness and co-operation among the learners and has positive effects on their keenness to succeed as a common goal. Another advantage of the communicative classroom is that learners acquire the language by generating more language by themselves compared to what they would generate in traditional language classrooms (Richards, 2006, p. 20). As a consequence, not only the students' fluency, but also their motivational level was likely to increase (Richards, 2006, p. 20).

As already mentioned above, one characteristic of Communicative Language Teaching is meaningful and purposeful interaction. Activities in which learners must make meaningful choices, but are still provided with some language control, are referred to as "meaningful practice" (Richards, 2006, p. 14). Students should be encouraged to find their own purpose in learning the target language (Jacobs & Farrell, 2003, p. 8). Finocchiaro and Brumfit (1983) consider meaning to have the highest priority. Purposeful learning might also be encouraged through curricular integration, i.e., when subject areas overlap and are brought closer to the students by using an interdisciplinary approach (Jacobs & Farrell, 2003, p. 13). When different subjects are learned jointly, students gain awareness of the links between those subjects and a deeper understanding for the subject matter (ibid). Coming back to the main issue of meaning, it can be said that the expression of meaning leads to the improvement of fluency when using language (Richards, 2006, p. 14). A speaker of a language can be considered fluent if they are able to maintain communication even though they have deficits in their language competence (Richards, 2006, p. 14). Fluency can be developed when students have to "negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns" (Richards, 2006, p. 14). Moreover, fluency is developed by contextual language use and the production of language, which is unpredictable (Richards, 2006, p. 14). Activities with an unpredictable outcome occur very frequently in CLT. The students' language skills are enhanced if they face obstacles when producing the target language and if they experiment with it (Finocchiaro & Brumfit, 1983). Jacobs & Farrell (2003, p. 16) point out that interlocutors

have to give their best attention to the meaning which is produced by the students rather than interrupting them constantly when they make errors. Instead, interlocutors should only interrupt the conversation when the errors impede overall comprehension of what is being said (ibid).

Another major characteristic of CLT is authenticity. Through the use of materials tailored for native speakers, teachers establish a classroom setting that mirrors real-life situations and exchanges (Geddes & White, 1998). Long (1997) argues that, in CLT, activities should be authentic as they promote a purposeful and meaningful exchange of information. Authentic materials refer to resources such as textbooks or videos designed for native speakers (Ball et al., 2015, p. 105) and can be defined as materials which were not created specifically for educational use (Pinner, 2021, p. 25). Wesche & Skehan (2002, p. 208) also point out that materials which are authentic or “non-pedagogical” and can be linked to real-life situations make teaching compatible with CLT. Frequently, authentic teaching materials are modified to align with the students’ language proficiency level (Pérez-Cañado, 2012, p. 320). Such “authentic” or “from-life” materials include magazines, signs, advertisements, newspapers, and graphic or visual sources, such as maps, pictures, symbols, graphs, and charts (Richards & Rodgers, 1986, p. 80). It is important that those materials stimulate meaningful communication (ibid). Activities which imitate real communication in an authentic context can also be referred to as “communicative practice” (Richards, 2006, p. 14).

Learner-centred and learning-centred instruction is another major aspect of CLT (Jacobs & Farrell, 2003, p. 8). What is meant by this is that the learners rather than the teachers are the centre of attention, unlike in the past (ibid). Furthermore, students should feel responsible for their own learning process (Jacobs & Farrell, 2003, p. 10). In CLT, the students’ language needs, backgrounds, and goals should be taken into account (Wesche & Skehan, 2002, p. 208). In addition to that, the focus has shifted from product-oriented instruction to process-oriented instruction, which means that the students’ personal learning processes are substantially more important than the final outputs they produce (Jacobs & Farrell, 2003, p. 8). CLT puts a stronger emphasis on the process rather than on the outcome, and learning is regarded as a constant, lifelong process (Jacobs & Farrell, 2003, p. 11). Wesche & Skehan (2002, p. 208) argue that in CLT, learners should be able to contribute their ideas to classroom decisions. More specifically, students should be autonomous and be able to make decisions in the classroom regarding what is being taught in order to increase their intrinsic motivation and enhance their learning

progress, which also continues outside of the school context (Jacobs & Farrell, 2003, pp. 10-11).

The instructional materials used in CLT not only promote communication between the participants but also impact how the students use the language (Richards & Rodgers, 1986, p. 79). Teaching materials which are used for CLT aim at stimulating language use in a communicative setting (ibid). Wesche & Skehan (2002, p. 208) argue that language learning is CLT-compatible when instructional tasks entail interaction between students and teachers. Moreover, teaching can be labelled “CLT” when students must engage with activities in which they are confronted with problem-solving (ibid). There are certain activities which are found in, for example, textbooks and which are typical of CLT. Richards & Rodgers (1986, p. 80) point out that games, role plays, simulations, and task-based communication activities constitute a major part of CLT materials. For instance, information gap activities are widely used in the CLT classroom. Richards (2006, p. 18) refers the term “information gap” to a situation in real life in which people interact with one another in order to obtain new information. In information gap activities, students must get access to information by drawing on their linguistic and communicative skills instead of merely practising linguistic forms (Richards, 2006, p. 18). One example of an information gap activity is a role play in which student A takes on the role of railway staff and student B plays the part of the person who travels by train (Richards, 2006, p. 18). While student A has information about the timetable and ticket prices, student B must ask for train departures, prices, etc. (Richards, 2006, p. 18). Richards (2006, p. 20) defines such role plays as “activities in which students are assigned roles and improvise a scene or exchange based on given information or clues”. Furthermore, it is typical to implement information-gathering activities in the CLT classroom. In information-gathering activities, students must put their language skills into practice as they are instructed to accumulate information through surveys, interviews, and research (Richards, 2006, p. 19). In opinion-sharing activities, which are popular among CLT practitioners, learners must share and discuss their values, opinions, and beliefs (Richards, 2006, p. 19). For example, they have to first create a list of characteristics their future partner should have and then rank them (Richards, 2006, p. 19). Another activity that is often implemented in CLT classrooms is information transfer, where students are instructed to obtain information from one source but then represent it in a different form (Richards, 2006, p. 19). For instance, students read a text and represent it as a graph, or they read directions on how to reach a destination and subsequently draw a detailed map (Richards, 2006, p. 19). Finally, CLT also involves

reasoning-gap activities, which require learners to logically deduce information from a specific source (Richards, 2006, p. 19). According to Richards (2006, p. 19), an example of a reasoning-gap activity would be recreating a teacher's working schedule by taking a close look at different class timetables.

2.2.2 CLT in the Austrian curriculum

It is crucial to mention that CLT is not only an approach that schools may elect to base their teaching on, but that it is an approach that is compulsory, in the case of this study, in Austrian schools. According to the Austrian curriculum for upper secondary schools (RIS, 2023, p. 12), teaching must be based on communicative didactics (“Kompetenzorientierter Unterricht ist an den Prinzipien der kommunikativen Didaktik auszurichten”). This is a general principle which must be applied in all subjects, not only in foreign language lessons. With regard to the first foreign language being learned at school, the Austrian curriculum states the following:

“Ziel des Fremdsprachunterrichts ist die Entwicklung der kommunikativen Kompetenz in den Fertigkeitsbereichen Hören, Lesen, an Gesprächen teilnehmen, Zusammenhängend Sprechen und Schreiben. Sie soll die Schülerinnen und Schüler befähigen, Alltags- und Unterrichtssituationen in altersgemäßer und dem Lernniveau entsprechender Form situationsadäquat zu bewältigen.” (RIS, 2023, p. 55)

This paragraph in the Austrian curriculum for upper secondary schools again emphasises the necessity of communicative competence. As said earlier, communicative competence can be characterised as the ability to use language purposefully according to different situations and settings and can be regarded as the overall goal of CLT. Moreover, the following is set out in the Austrian curriculum: “Als übergeordnetes Lernziel in allen Fertigkeitsbereichen ist stets die Fähigkeit zur erfolgreichen Kommunikation – die nicht mit fehlerfreier Kommunikation zu verwechseln ist – anzustreben. [...]” (RIS, 2023, p. 56). By that, we mean that foreign language teaching aims at successful communication and that errors are natural in communication; however, only if mutual understanding is not impeded by them.

2.3 The link between CLT and CLIL

This thesis examines the tasks present in CLIL geography textbooks and evaluates the extent to which they incorporate the CLT approach. It can be argued that there is an interplay between certain elements of CLIL and CLT, or that they share certain attributes. Following an extensive

literature review, it can be noted that CLIL and CLT exhibit resemblances through their emphasis on meaningful content creation, use of authentic teaching materials, and similarities in the types of tasks they employ.

CLIL and CLT are interrelated as both require the students to negotiate meaning. For CLIL, it is typical that the lessons are based on the content of the content subject (Guzmán-Alcón, 2019, p. 90). The topics which are dealt with in the content subjects, for instance geography or history, are seen as valuable resources that stimulate “real communication” in the foreign language (Dalton-Puffer, 2007, p. 3). In CLIL classrooms, language is seen as the medium of instruction rather than the main content (Dalton-Puffer, 2007, p. 3) and authentic, non-language content functions are considered to be the driving force for language acquisition (Genesee & Hamayan, 2016, p. 27). CLIL is interdisciplinary to some extent as both language and content are learned. Jacobs & Farrell (2003, p. 13) point out that interdisciplinary teaching might provide the students with a purpose.

In CLIL, students and teachers are provided with “authentic” topics for communication in the target language; hence, communication between the interlocutors becomes “natural” (Dalton-Puffer, 2007, p. 3). Moreover, materials should be linked to the students’ personal life situations (Meyer, 2010, p. 13) in order to evoke their interest. CLIL teachers should use authentic materials, such as textbooks and visual sources, which are usually consumed by a native audience (Ball et al., 2015, p. 105). According to Richards & Rodgers (1986, p. 80), magazines, signs, advertisements, newspaper articles, maps, pictures, symbols, graphs and charts can be characterised as “authentic” or “from-life” material and should encourage meaningful interaction in a communicative setting. The learners use the target language to accomplish tasks and to convey their ideas and thoughts (Ball et al., 2015, p. 37). Text-heavy subjects like geography provide the students with many opportunities to use the target language and therefore improve their language skills (Ball et al., 2015, p. 40). When communicating with each other in the CLIL classrooms, students share their ideas and thoughts, i.e., they interact meaningfully. Through the CLIL approach, students gain language skills by accomplishing challenging tasks as opposed to conventional language lessons where students only reproduce information (Coyle et al., 2010, p. 54). According to Meyer (2010, p. 13), meaningful and challenging input results in language improvement. The aspect of meaningful interaction can also be applied to CLT. One principle of CLT is that the best way to learn a language is to communicate through it (Brandl, 2008, p. 5). Just as in CLIL, students should be provided with opportunities which

simulate real-life conversation to use the target language in CLT (Brandl, 2008, p. 5). Hence, CLIL and CLT share the aspect of providing the students with opportunities for “real” communication.

CLIL and CLT have in common that tasks in classroom instruction should be based on authentic material and carry meaning. CLIL and CLT complement each other in the sense that teachers are not required to create tasks for their CLIL lessons as the concepts, topics and meanings that are exchanged in the content subjects evoke “real” communication with a “focus on meaning above form” (Dalton-Puffer, 2007, p. 3). CLIL lessons can be regarded as places where students are confronted with naturalistic language use and where they learn the target language through exposure rather than presentation of lexical items and grammar rules (Dalton-Puffer, 2007, p. 3). The acquisition of the target language through exposure might lead to a passive language development (ibid). It is characteristic for CLIL that students are instructed to deal with meaningful tasks (Lorenzo & Moore, 2015, p. 336). Muñoz (2002, p. 35) states that meaningful tasks have a positive impact on the learners as they tend to engage with the target language to a greater extent. Tasks which are implemented in CLIL lessons are often done in groups and require problem-solving skills (Coyle et al., 2010, p. 29). Moreover, these tasks usually imitate real-life situations (Coyle et al., 2010, p. 11). Materials which are used in the CLIL classroom have to promote critical thinking, co-operation and learner autonomy (Mehisto, 2012). In addition to that, CLIL teachers should use authentic materials, such as textbooks and visual sources, which are usually consumed by a native audience (Ball et al., 2015, p. 105). The implementation of meaningful tasks is not only typical of CLIL, but also of CLT. With respect to CLT, it can be said that an important part of the CLT classroom is the implementation of pair and group work, role plays and project work (Richards, 2006, p. 4). In pair or group activities, meaning is negotiated when students accomplish tasks together with their peers and listen to what they are saying (Richards, 2006, p. 5). Stevens (1983) points out that lessons which are centred around the completion of various tasks promote the learning of the target language. For instance, role play activities are commonly used in CLT classrooms but also in CLIL lessons. Maillat (2010, p. 49) argues that through thorough observation, it can be concluded that oral proficiency is positively impacted by role plays. Taking this into consideration, it can be argued that the cooperative aspect of CLT is of great importance (ibid). Tasks which provide students with language support, for example helpful phrases, and require them to use them in order to negotiate meaning in the target language are referred to as “meaningful practice” (Richards, 2006, p. 14). CLIL and CLT also share the characteristic of the implementation of authentic

teaching materials. Those authentic and “non-pedagogical” materials should be linked to real-life situations (Wesche & Skehan, 2002, p. 208), which is also typical of CLIL.

Another important aspect which CLIL and CLT share is that although meaning is to be prioritised, errors are to be ignored to some extent (Jacobs & Farrell, 2003, p. 16). More precisely, attention should be drawn to errors only if comprehension of the conversation suffers from them (ibid).

3 Methodological background

The upcoming sections will establish the theoretical foundation for the research design and methodology of the current study. As this study focuses on the analysis of tasks in CLIL geography textbooks, it is crucial to discuss textbook evaluation. As a first step, the use of checklists for coursebook evaluation will be discussed, followed by an in-depth analysis.

3.1 Using a checklist for evaluation

According to McGrath (2016, p. 46), the evaluation of classroom materials is highly context-related as it not only depends on the context, but also the end-users (students, teachers). Materials such as exercises, texts, print or online sources can assist in learning and teaching through diverse means (McGrath 2016, p. 42). The way teachers and learners use those materials in the classroom influences in how far they benefit from them (ibid). Therefore, it is utterly important to carefully select teaching materials with a specific purpose in mind. According to Dudley-Evans and St. John (1998, p. 173), materials should be chosen with respect to well-selected criteria. According to Cunningsworth (1995, p. 3), it is useful to start with a list of criteria that are relevant for the evaluation, which is also known as the “checklist method” (Cunningsworth 1995, p. 3). In its most direct meaning, a context-related checklist is a compilation of items that are used for comparison, identification, or verification purposes (Collins English Dictionary 1992). This means that an evaluation checklist has several functions. As for the functions of such a checklist, McGrath (2016, pp. 51-52) mentions the following:

1. An evaluation checklist should offer clear and understandable information that helps and simplifies the process of evaluation
2. and comparison

3. with minimal requirements from the evaluator (e.g., be easily comprehensible and quick to finish)
4. result in the choice of materials that are suitable for the given context
5. but also play a role in enhancing learning and teaching within that specific context.

As already mentioned before, material evaluation depends on the context the textbooks, printed material, texts, etc. are used in. Therefore, the criteria for coursebook analysis should be selected in such a way that they take into account the students, the context, the circumstances, and the aims of the evaluation (Cunningsworth, 1995, p. 3). Checklists are regarded as highly helpful in analysing or examining teaching materials,. Textbook evaluators must formulate their own criteria that consider the evaluation's context and their personal beliefs (Tomlinson 2012, p. 148). McGrath (2016, p. 47) states that the criteria mentioned in the checklist can either be formulated as questions or as statements. Once the criteria's existence has been verified, the items are marked with a tick (McGrath 2016, p. 32). Using a checklist with criteria for close evaluation can be regarded as the most efficient method of systematically collecting data for a specific purpose (McGrath 2016, p. 42).

Using a checklist for close evaluation requires preparation. There are three options which should be considered in the process of creating an evaluation checklist (McGrath 2016, p. 43):

1. *Borrow and adapt*: using checklists which have already been published and might require making alterations if needed.
2. *Originate*: generating ideas through brainstorming.
3. *Research*: discovering the most important aspects that must be included (in terms of the end users, i.e., teachers and learners).

The process of creating a checklist for coursebook evaluation involves giving consideration to the arrangement of items and categories. It is not only important to group the criteria in a certain way (e.g., categories), but also to pay attention to how they are formulated (McGrath 2016, p. 43). However, McGrath (2016, p. 45) mentions that the creation of a checklist is not a linear but a rather chaotic process as criteria might emerge when generating categories, and categories might put forward further criteria. Moreover, it is highly possible that some criteria share common elements or characteristics (McGrath 2016, pp. 52-53).

Grant (1987, p. 118) provides an insight into how such categories could be used as a basis for material evaluation. He states that a book is optimal for students and teachers if it fulfils three conditions:

1. The textbook should be appropriate for the learners' needs, interests, and skills.
2. It should be considered suitable by the teacher.
3. The teaching materials have to fulfil the requirements of the syllabuses or examinations. (Grant, 1987, p. 118)

McGrath (2016, p. 53) points out that some checklists are based on a rating scale. While a *Yes/No* answer format might suit specific question types, a rating scale allows for qualitative judgements to be expressed. The *Yes/No* answer format might be appropriate for questions that relate to the existence or absence of certain items. In contrast, a rating scale enables qualitative judgements, for example an answer to the question "How well?".

3.2 In-depth evaluation

While checklist have proven to be extremely practical when it comes to material evaluation, McGrath (2016, p. 57) also suggests in-depth analysis of materials as checklists can lead to rather superficial conclusions. An in-depth evaluation of teaching material provides information on how items in the book take into account the learners' needs, how they respond to the syllabus, how certain language topics are presented, etc. (Cunningsworth, 1995, p. 3). When conducting an in-depth evaluation, it is possible to closely consider one or two chapters of a coursebook which give the impression that they are important for the evaluation process. Accordingly, Cunningsworth (1995, p. 3) points out that "it is also useful to pick out one or two units of a coursebook and analyse them in detail, trying to choose units which look as though they are typical of the material as a whole". It is also possible to focus on individual tasks because one of the most important aspects of teaching materials are tasks. A "task" can be defined as "classroom work which requires the learners to engage in the negotiation of meaning" (Littlejohn, 2011, p. 188). When analysing the tasks found in textbooks, analysts act on a deeper level of analysis. More precisely, the materials are divided into their constituent tasks, which are then analysed individually (ibid). McGrath (2016, p. 58) argues that in-depth analysis of teaching materials can be used instead of a checklist, or that it can be combined with a checklist, so both methods can be used in parallel. Here, a checklist with criteria and categories might be useful in order to effectively collect data on a certain topic, focusing on

individual units or tasks in a specific context. In situations where evaluation based on checklists has proven ineffective, in-depth analysis can serve as an alternative approach (McGrath, 2016, p. 59). After having discussed the methods of using a checklist or in-depth analysis for coursebook evaluation, material evaluation still remains highly subjective (Sheldon, 1988, p. 245).

4 Research design and methodology

4.1 Focus of study

The present study focuses on how CLT (Communicative Language Teaching) principles are implemented in CLIL (Content and Language Integrated Learning) geography textbooks used within the educational context of Austrian schools. The central focus of this thesis is to examine and compare various geography textbooks suitable for the CLIL classroom at the upper secondary level. The main emphasis lies on analysing their alignment with the CLT approach, which, like CLIL, aims to enhance foreign language learning. The primary objective is to assess the presence and extent of CLT principles in CLIL textbooks, particularly in the context of tasks and activities. The study seeks to investigate the level of implementation of CLT principles in CLIL geography textbooks used in Austrian schools. In order to provide insights into this matter, the study will address two research questions:

RQ1: In how far are the CLT principles implemented in CLIL geography textbooks used in Austrian schools?

RQ2: How can CLT be recognised in activities in CLIL textbooks? Which criteria make activities CLT-compatible?

For this empirical study, the following CLIL geography textbooks were selected as representative samples:

1. Hoffmann, R. (2017). *Diercke Geography for Bilingual Classes: Volume 2*. Braunschweig: Westermann.
2. Cleary, M. (2008). *World around: An intercultural journey through English-speaking countries*. Ancona, Innsbruck, Esslingen, Bern-Belp: Helbling.
3. Sonnenberg, C. (2010): *Geography: Do it in English 4*. Wien: Ed. Hölzel.

4. Waugh, D. (2009): *The New Wider World* (3rd ed.). Cheltenham: Nelson Thornes.

The selected textbooks cater for upper secondary levels B1-B2 in Austrian schools. These textbooks differ from each other to a certain extent. For example, Cleary's textbook (2008) includes only one chapter dedicated to geography, while the other textbooks focus exclusively on geography. Hoffmann's textbook (2017) places a stronger emphasis on topics related to Germany than the other books. Although Hoffmann (2017), Cleary (2008), and Sonnenberg (2010) are used by EFL (English as a Foreign Language) learners, Waugh's textbook (2009) is intended for use in schools where English is the first language, such as in the UK. Nevertheless, all the mentioned publications are applicable to CLIL geography lessons in Austrian classrooms.

For this study, it was essential to discuss the theoretical and methodological background as the central method for this empirical investigation will be a combination of the checklist method and an in-depth analysis of specific tasks found in CLIL geography coursebooks. To be more specific, a checklist will be used to analyse individual tasks in these CLIL geography coursebooks with respect to their compatibility with CLT.

As for the selection of tasks for analysis, it should be noted that they were chosen randomly to ensure the integrity of the results. After careful examination of the books, it was observed that the respective tasks in each book are very similar to each other, but each book employs a highly individual type of task. However, it can be argued that the results of the analysis are representative of the individual books and their compatibility with CLT.

4.2 CLT checklist

The focus here lies on analysing the tasks' compatibility with CLT, given that CLIL and CLT exhibit certain shared characteristics. With close consideration of the existent literature on CLT, the following checklist was created to conduct the present study:

Task:				
Source:				
	<i>Completely fulfilled (1 point)</i>	<i>Partly fulfilled (0.5 points)</i>	<i>Not fulfilled (0 points)</i>	<i>Total score</i>
Cooperative approach				
Pair/group work				
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity				
Purposeful learning				
Imitation of real-life situations				
Clear purpose				
Socially defined roles of speakers				
Connection to a specific context				
Meaningful interpersonal exchange				
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement				

Unpredictability				
Unpredictable outcome of activities				
New knowledge				
Subject-specific input in the target language				
Opportunities to use new knowledge in communication				
/11				

Figure 2: CLT checklist

Rating scale:

< 4 points	CLIL tasks not compatible with CLT
4-7 points	CLIL tasks partly compatible with CLT
8-11 points	CLIL tasks fully compatible with CLT

Figure 3: Rating scale

The CLT checklist starts with a short description and contextualisation of the respective task being analysed and with the source of the textbook the task was taken from. The analysis tool then features a breakdown into six overall categories, namely:

- a. Cooperative approach
- b. Type of activity
- c. Purposeful learning
- d. Authentic language input/source
- e. Unpredictability
- f. New knowledge

These categories were selected based on a thorough examination of the literature on CLT. More specifically, the categories involve the most striking features of CLT. For instance, the “cooperative approach” category includes the “pair/group work” feature. For this checklist, the following 11 features were selected as they seem to be the most relevant:

1. Pair/group work

2. CLT-compatible activity (information gap, information-gathering, opinion-sharing, information-transfer or reasoning-gap activity)
3. Imitation of real-life situations
4. Clear purpose
5. Socially defined roles of speakers
6. Connection to a specific context
7. Meaningful interpersonal exchange
8. Authentic language source (newspaper, magazine, sign, advertisement)
9. Unpredictable outcome of activities
10. Subject-specific input in the target language
11. Opportunities to use new knowledge in communication

If those features were found in the tasks, a certain number of points was then awarded in order to make qualitative judgements as to the extent to which CLT is implemented in the tasks. 1 point was awarded if a requirement was completely fulfilled or a feature could be fully detected. 0.5 points were awarded if a requirement was fulfilled only partly or a feature could be implied to some extent. 0 points were awarded if a requirement was not fulfilled or a feature was missing in a task. In total, a task can be awarded as many as 11 points as there are 11 CLT features. Although the criteria were carefully selected based on existing literature and studies on CLT, the judgements applied might still be subjective to a certain degree. However, the following rating scale was created to allow for qualitative judgements on the tasks' compatibility with CLT to be made in the most objective way possible:

< 4 points	CLIL tasks not compatible with CLT
4-7 points	CLIL tasks partly compatible with CLT
8-11 points	CLIL tasks fully compatible with CLT

Where a task was allocated less than 4 points in total, it lacked certain elements that would make it compatible with CLT. Where a task was awarded 4-7 points, it could be regarded as partly compatible with CLT as it incorporated CLT features to a certain extent. Where a task was allocated 8-11 points in total, it could be regarded as fully compatible with CLT as almost every feature could be found in the task.

4.2.1 The cooperative approach

The first category, “cooperative approach”, is self-explanatory as CLT puts a strong focus on cooperative learning rather than individualistic learning (Richards, 2006, p. 5). Cooperative learning means that students interact with each other through pair or group work and exchange meaning. The teaching materials used in CLT classrooms are designed to encourage language usage within a communicative context (Richards & Rodgers, 1986, p. 79). In this communicative setting, interlocutors engage in meaningful conversations and imitate real-life situations. For example, tasks are regarded as communicative when students are instructed to act out a role play or have a discussion on a particular matter. In order to determine whether a task incorporates the cooperative approach, the task must either include pair work or group work. If it is clearly stated in the instructions that the task must be performed with one or more colleagues, the requirement of pair or group work is deemed to be completely fulfilled. Examples of fully CLT compatible tasks would be the following ones:

“Discuss problems caused by intensive livestock farming or poultry farming together *with a partner*.”

“*In a group of 3-4 students*, make a flyer for the city of Munich presenting its advantages as a car industry location.”

If it is not obviously stated in the instructions that the task should be completed with one or two partners, but it is implied that the task might only be doable in cooperation with peers, the requirement of pair or group work will be deemed only partly fulfilled. A task is only partly compatible with the cooperative approach when the instructions do not explicitly mention that the students are required to work on a task together with their colleagues. However, if it can be implied that a task must be done in pairs or groups, it can be characterised as CLT to some extent:

“After having read the newspaper article, *discuss* whether it is more beneficial to live in a city centre or in a suburb.”

This task requires the students to discuss the advantages of living in a city centre or a suburban region. It is not explicitly mentioned whether the learners are required to discuss the benefits in a team setting. However, it can be implied that they have to work together with a partner or some peers because they must *discuss* a certain matter. In order to have a discussion, two or

more interlocutors are needed. Therefore, it can be said that the task is cooperative although it does not say so in the instructions. If a task lacks clear instructions on whether it should be done in pairs or in a team and the imperative form implies that the task can be done individually, the pair/group work feature will not be deemed fulfilled. For instance, the following task is regarded as individualistic because it is not clearly stated that it should be done cooperatively:

“Write a text about the many sources and uses of ambient heat.”

As already explained in the previous paragraphs, a certain number of points was awarded during the analysis process. 1 point was awarded if the pair or group work feature was completely fulfilled. Partial presence or implied presence of group or pair work resulted in 0.5 points being awarded. When there was absolutely no mentioning or implication of cooperative learning, 0 points were allocated.

4.2.2 Type of activity

The second category of the checklist is called “type of activity” and includes certain activity types (features) which are compatible with the CLT approach. They constitute a major part of CLT materials (Richards & Rodgers, 1986, p. 80). The following activities are highly suitable for a CLT classroom and are extensively used in CLT environments:

- Information gap activity
- Information-gathering activity
- Opinion-sharing activity
- Information-transfer activity
- Reasoning-gap activity

Understanding the various types of activities used in a CLT context requires precise explanations.

Information-gap activities

Information-gap activities are typical of CLT classrooms. The term “information gap” can be used to describe a real-life scenario where individuals interact with one another to acquire new information (Richards, 2006, p. 18). In information gap activities, learners must rely on their linguistic and communicative abilities to access information rather than solely practicing

linguistic structures (ibid). According to Hedge (2000, p. 14), an information gap activity is a process where information is transferred from one person to another, requiring the decoding or encoding of language. One example of an information gap activity is an activity where each person possesses only a part of the complete information (Hedge, 2000, p. 58). They then communicate their respective parts verbally to one another (ibid). Richards (2006, p. 18) presents another example of an information gap activity where the learners must act out a role play. Student A has the role of railway staff and student B takes on the role of the person who travels by train. While student A possesses information concerning the timetable and tickets, student B needs to inquire about train departures (ibid). Richards (2006, p. 18) describes role plays as activities where students are assigned roles and improvise a real-life situation or dialogue using provided information.

Information-gathering activities

Another commonly used activity format in CLT classrooms are information-gathering activities. Information-gathering activities require the students to apply their language skills by engaging in tasks that involve collecting information through surveys, interviews, and research (Richards, 2006, p. 19).

Opinion-sharing activity

Opinion-sharing activities, also known as “opinion-gap activities”, are also popular among CLT practitioners. In activities focused on sharing opinions, learners have to openly discuss and exchange their individual values, viewpoints, and beliefs (Richards, 2006, p. 19). Hedge (2000, p. 59) mentions that opinion-gap activities entail identifying and expressing a personal preference, emotion, or attitude in reaction to a particular situation. As already mentioned in a previous chapter, an example of an opinion-sharing activity would be a task where students are required to make a list of characteristics their future partner should have (Richards, 2006, p. 19). While this does not fit the topic of geography, it is still a relevant example of this type of activity. Another example of an opinion-sharing activity involves participating in a conversation about a social problem (Prabhu, 1987, pp. 46-47). The task might require using factual information and formulating arguments to support one's viewpoint (ibid). However, there is no fixed way to prove outcomes as right or wrong, and there is no reason to expect everyone to achieve the same results (ibid).

Information-transfer activity

Information-transfer activities are also commonly used within the CLT community. Information-transfer activities require students to extract information from one source and present it in a different format (Richards, 2006, p. 19). For example, students read a text and then transform it into a graph, or they follow directions on reaching a destination and subsequently create a detailed map (ibid).

Reasoning-gap activity

Finally, CLT also includes reasoning-gap activities where learners need to logically deduce information from a given source (Richards, 2006, p. 19). According to Hedge (2000, p. 59), reasoning-gap activities involve “deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns”. An example of a reasoning-gap activity would be reconstructing a teacher's work schedule by carefully examining various class timetables (Richards, 2006, p. 19). Another example of a reasoning-gap activity involves determining the most suitable course of action for a particular purpose while considering the given constraints (Hedge, 2000, p. 59). The activity requires both understanding and conveying information, similar to an information-gap activity, but the information to be conveyed is not identical to what was initially understood (ibid).

After all the main types of activities which are used in CLT contexts have been discussed, we now return to the rating scale and how each individual task was evaluated with respect to their type of activity and compatibility with CLT. 1 point was awarded if a task was fully based on at least one of the above-mentioned activity types, allowing the task to be qualified as fully compatible with CLT. 0.5 points were awarded if a task implemented elements of one or more CLT activity types, allowing it to be described as partly compatible with CLT. 0 points were allocated if the task under analysis neglected all the above-mentioned activity types and did not contain any of their elements, thus not allowing it to be considered compatible with CLT.

4.2.3 Purposeful learning

The third category of the checklist was established to investigate whether tasks in CLIL geography textbooks involve

1. an imitation of real-life situations,
2. a clear purpose,

3. socially defined roles of interlocutors,
4. connection to a specific context, and
5. meaningful interpersonal exchange.

Although the five selected key features overlap to a certain extent, they differ from one another in certain aspects and cannot be regarded as identical. Therefore, it is essential to elaborate on them briefly.

The main goal of CLT is to stimulate authentic conversations between two or more participants that imitate real-life situations. As Guzmán-Alcón (2019, p. 88) states, CLT can be defined as an approach to language teaching and learning that seeks to make use of real-life situations to encourage the use of language. It is typical practice in CLT classrooms to engage the students in tasks which simulate real-life scenarios (Brandl, 2008, p. 5). Jacobs & Farrell (2003, p. 8) also argue that it is essential to connect the classroom with the real-world to gain language knowledge holistically. Long (1997) points out that activities should be authentic and related to the outside world as they encourage a purposeful and meaningful information exchange. Therefore, tasks should imitate real-life scenarios in order to qualify as CLT-compatible. 1 point was awarded if it could be clearly established during the evaluation process that the task imitated a real-life situation. 0.5 points were awarded if it could be implied that the task might simulate a scenario in the real, outside world, or where the task gave the impression that it might be based on a real-life situation. 0 points were allocated if the task was completely detached from the real, authentic world,.

CLT tasks should not only be linked to situations in the real world, but they should also have a clear purpose. Activities used in CLT classrooms should have a distinct purpose because language learning has been perceived as an outcome of the negotiation of meaning through purposeful interactions. (Richards, 2006, p. 4). In contrast to the past, CLT puts its focus on the significance of meaning rather than on drills (Jacobs & Farrell, 2003, p. 8). Hence, a clear purpose is highly important when analysing tasks with respect to their compatibility with CLT. For instance, a clear purpose is obtaining information regarding the next train or interviewing a person about their favourite city trip. 1 point was awarded if a task had a clear purpose. 0.5 points were awarded if a purpose could be guessed from the context, but was not clearly mentioned. 0 points were allocated if no clear purpose was stated or could be implied from the context,.

Another key feature of CLT and therefore a key feature in this checklist are the defined roles of the interlocutors. In CLT, at least two interlocutors are involved. In an exchange of information, one interlocutor has a purpose or intention in mind, and the other interlocutor reacts or responds accordingly (Syllabuses for Primary Schools, 1981, p. 5). As the exchange of information is always linked to a situation in the real, outside world, the interlocutors take on different socially defined roles. For example, one student takes on the role of the train staff and the other student plays the person who travels by train. Another example would be a task where one student plays a waiter or a waitress, and the other student plays a customer. They then engage in meaningful and purposeful interaction. In terms of task analysis, 1 point was awarded if the interlocutors' roles could be clearly defined. 0.5 points were awarded if the roles were not explicitly mentioned, but could be inferred from the context and the setting. 0 points were allocated if the situation was completely decontextualized and the roles of the participants were therefore not clear.

With CLT, the understanding of language changed from being viewed as a structural element, with students seen as "decontextualized individuals," to perceiving language as contextualized and socio-cognitive in nature (Jacobs & Farrell, 2003, pp. 7-8). Consequently, tasks used in CLT classrooms should always be tied to a specific context. Coyle et al. (2010, p. 5) state that CLT encourages the communication of meaningful information in a contextualised discourse. Therefore, the task's connection to a particular context is another important key feature that was selected for this checklist. This feature ties in with the aspect that CLT interactions should always be linked to a real-life situation (Brandl, 2008, p. 5), which results in the task being connected to a specific context, for example a train journey. 1 point was awarded if the context of the task was clearly visible. 0.5 points were awarded if the context was not completely clear but could somehow be guessed from other pieces of information found in the task. However, if the task was entirely decontextualized, only 0 points were allocated in the evaluation.

The primary goal of CLT is to evoke meaningful conversations between two or more participants that simulate real-life situations. Thus, this last key feature was chosen because the negotiation of meaning is crucial in language learning. As already mentioned, a purposeful and meaningful interpersonal exchange of information is promoted by authentic, real-life situations (Long 1997). When students engage in tasks like pair or group work, meaning is created as they listen to their colleagues (Richards, 2006, p. 5). This means that it is important that teaching

materials stimulate meaningful conversations between two or more interlocutors (Richards & Rodgers, 1986, p. 80). Moreover, for the language learning process to be positively impacted, the content presented in a different language must be understandable and carry meaningful information (Muñoz, 2002, p. 35). In the textbook analysis, 1 point was awarded if the task carried meaning, i.e., if the interlocutors engaged in a meaningful conversation and exchanged information. 0.5 points were awarded if a meaningful interpersonal exchange was taking place to some extent. Only 0 points were allocated if there was absolutely no interpersonal exchange with any kind of purpose in mind.

A thorough analysis of all five key features shows that they render the evaluation process rather challenging, given their overlaps in certain aspects. However, these overlaps also give rise to the expectation that the other key features will be implicitly present as well where only one key feature can be identified.

4.2.4 Authentic language input/source

Another category which has emerged as relevant during the creation of the checklist is the aspect of authentic language input. Authentic teaching materials not only play a significant role in CLT, but also in CLIL. This is also the point where CLIL and CLT are interlinked, as they share the characteristic of the implementation of authentic teaching materials.

Both CLIL teachers and teachers who implement CLT frequently incorporate authentic resources or modify them to suit the students' requirements. According to Long (1997), it is suggested that activities should be authentic as they foster purposeful and meaningful communication. Through the use of materials tailored for native audiences, teachers establish a classroom setting that mirrors real-life scenarios and exchanges (Geddes & White, 1978). Such authentic materials usually consist of textbooks and/or other sources designed for native speakers (Ball et al., 2015, p. 105). More precisely, these "authentic" or "real-life" materials include magazines, signs, advertisements, and newspapers (Richards & Rodgers, 1986, p. 80). Additionally, graphic or visual sources like maps, pictures, symbols, graphs, and charts can also be used as authentic teaching materials (ibid).

In terms of the rating scale, for a task to be classified as fully CLT-compatible it was sufficient if it was based on merely one of the authentic language sources mentioned above. More specifically, 1 point was awarded if the task was based on a magazine (article), a sign, an

advertisement, or a newspaper (article). However, it was difficult to determine which criteria a task had to meet in order for it to be allocated 0.5 points in the analysis. A task is either derived from an authentic source or not. Therefore, 0.5 points was not a score option in this special case. Nevertheless, 0 points were allocated if the task was not based on an authentic source.

4.2.5 Unpredictability

Unpredictability is another crucial element that characterises CLT. Hence, it was included as a category in this checklist. This category includes “unpredictable outcome of activity” as a key feature determining a task’s compatibility with CLT. In CLT classrooms, it is highly common to implement activities with unpredictable outcomes. A task’s outcome is unpredictable when various answers and opinions are tolerated. For example, opinion-sharing activities allow different answers as learners are required to engage in sharing and discussing their values, opinions, and beliefs. The most effective approach to learning subjects through a foreign language is to present new topics in a manner that allows them to connect the new information with their existing knowledge, experiences, and attitudes (Meyer, 2010, pp. 13-14). Consequently, various answers must be tolerated because every student has different attitudes towards certain topics and textbooks should be designed in a manner that encourages students to form their own opinions and establish connections between the content and their personal lives and prior knowledge. In terms of the rating scale, 1 point was awarded if students were required to express their answers based on their personal experiences, prior knowledge, and opinions. 0.5 points were allocated if the students’ answers included their personal attitudes to some extent, but they were being guided in a specific direction by the task. Where the answers to questions in a task could be found in a text or a table, they were deemed predictable. As a result, only 0 points were allocated to such tasks.

4.2.6 New knowledge

The last category in this checklist includes the key features “subject-specific input in the target language” and “opportunities to use new knowledge in communication”.

CLT and CLIL share some characteristics as both language learning approaches are based on the assumption that language is learned through meaningful communication. In CLIL classrooms, a foreign language, predominantly English, is used to convey the content of a subject lesson (Dalton-Puffer, p. 2007, p. 1). It can be argued that CLIL environments provide ideal opportunities for students to use the target language to have meaningful conversations

with other students about subject-specific topics. The students are provided with sufficient subject-specific content as it is common for CLIL to be centred around the subject matter of the content subject (Guzmán-Alcón, 2019, p. 90). Subjects such as geography and history are regarded as "text-heavy" because they not only offer students significant amounts of language input, but also subject-specific content. According to Pinner (2021, p. 24), the content provides a context for making language use meaningful. Moreover, to have a positive impact on the language learning process, the content presented in a different language should be comprehensible and convey meaningful information (Muñoz, 2002, p. 35). The key feature "subject-specific input in the target language" was included in the checklist in order to determine whether a task is centred around a subject-specific topic, in the case of this study the subject of geography, in the target language English. The Austrian geography curriculum served as the basis for determining whether a task was subject-specific. If a task was based on a topic that corresponds with the Austrian geography curriculum, 1 point was awarded. If a task only partly included a topic related to geography, then 0.5 points were allocated. If a task did not involve a topic related to the subject of geography at all, 0 points were allocated.

With respect to the use of new, subject-specific knowledge in communication, a task used in the CLT classroom should always provide the students with sufficient opportunities to use the target language to engage in conversations with other students about the subject matter. In a CLT setting, students should be required to exchange subject-specific information with their peers in a real-life situation. For instance, learners are required to make purposeful language decisions while still being offered a certain level of language guidance (Richards, 2006, p. 14). While students practice their language skills by communicating with their colleagues, they can still draw on some helpful phrases that facilitate speaking. In terms of the rating scale, 1 point was awarded if the task required the students to use new, geography-specific knowledge in their communication in the target language. By contrast, 0.5 points were awarded if it was not clearly stated whether the students had to exchange subject-specific information with their peers, i.e., if it could only be inferred from the task's context that interaction with others was required to accomplish the task. 0 points were allocated if a task did not instruct the students to use geography-specific knowledge in communication with their colleagues.

5 Analysis

5.1 Task 1

The first task is taken from the coursebook *World around: An intercultural journey through English-speaking countries* (Cleary, 2008). The coursebook caters for students with the language level B1/2 and is suitable for the CLIL classroom because it says “CLIL inside!” on the front cover. However, the textbook does not explicitly state for which grade it is intended. On the back cover, the coursebook provides information about its most important features: “World around is a flexible and exciting culture course for teenagers packed with contemporary key issues and information from the English-speaking world” (Cleary, 2008). Moreover, the author states that the textbook contains real-life texts, information on different cultures and twelve specialized CLIL pages designed for cross-curricular learning in subjects such as mathematics, geography, and music (ibid). This textbook is likely to be suitable for EFL classrooms, but also for CLIL geography classrooms. The task under analysis is taken from the CLIL pages at the end of the first chapter. In general, the first chapter deals with Great Britain’s identity. More specifically, the first chapter covers the UK, languages, Princess Diana, schools, food, and multicultural Britain. The CLIL pages, however, focus on geography and address the topic of the European Union (EU).

The task under analysis instructs learners to select an EU country where they would like to live for a year. In an email to a friend, the students must explain why they find it appealing to live there and what they anticipate gaining from this experience (Cleary, 2008, p. 20).

Task:

5 Choose a country in the EU where you would like to live for a year. Explain to a friend in an email why you think it would be cool to live there and what you think you will gain from the experience.

(Cleary, 2008, p. 20)

Source:

Cleary, M. (2008). *World around: An intercultural journey through English-speaking countries*. Ancona, Innsbruck, Esslingen, Bern-Belp: Helbling.

	<i>Completely fulfilled (1 point)</i>	<i>Partly fulfilled (0.5 points)</i>	<i>Not fulfilled (0 points)</i>	<i>Total score</i>
Cooperative approach				
Pair/group work		✓		0.5
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity	✓			1
Purposeful learning				
Imitation of real-life situations		✓		0.5
Clear purpose	✓			1
Socially defined roles of speakers		✓		0.5
Connection to a specific context		✓		0.5
Meaningful interpersonal exchange	✓			1
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement			✓	0
Unpredictability				

Unpredictable outcome of activities	✓			1
New knowledge				
Subject-specific input in the target language			✓	0
Opportunities to use new knowledge in communication		✓		0.5
				6.5/11

Figure 4: Checklist task 1

The task is for the students to write an email to a friend. Therefore, it can be argued that the task involves at least two participants. However, it is not clear whether the student's friend is going to reply to the email. For this reason, this task fulfils the "pair/group work" criterion only partly and was awarded 0.5 points under this heading. With respect to the type of activity, it can be clearly seen that this task is an opinion-sharing activity because the learners must explain the reasons why they chose a specific EU country as their new residence and what they expect to gain from this experience (1 point).

The task imitates a real-life scenario only to a certain extent because writing an informal email to express one's thoughts and attitudes seems obsolete nowadays. In my view, it would be more contemporary to write a text message or a message on a social media platform. Therefore, the score for this category was 0.5 points. However, the task serves a clear purpose, namely informing a friend about reasons for the decision to move to a new place of residence within the EU (1 point). The person who writes the email takes on the role of a friend who aims to communicate their thoughts to their friend. As already mentioned before, however, it is not explicitly stated whether the recipient of the email is going to respond. Hence, only the role of the writer can be defined and, consequently, this requirement was only partly fulfilled (0.5 points). With respect to the context of the task, it can be argued that it is only partly linked to a specific context (0.5 points). While the task is certainly linked to a context to some extent, namely to a classroom context where the student must accomplish the task of writing an email to a friend, it still lacks a more specific context and seems rather decontextualised as it is not based on any previous tasks or similar. The criterion of "meaningful interpersonal exchange" was completely fulfilled because the content of the email, namely the attitudes and beliefs in respect of a certain EU country and the reasons for selecting it as a place to live carries meaning (1 point).

As for authentic language input, it can be argued that the task failed to meet this criterion because it is not based on any newspaper article or similar; therefore, 0 points were allocated. Nevertheless, 1 point was allocated for unpredictable outcome. More specifically, the activity's outcome is highly unpredictable as the student's choice of EU country and the reasons for choosing it as a country of residence are entirely unknown beforehand.

After thorough analysis, it can be argued that the students are not provided with any background information on the topic in terms of advantages and disadvantages of living in certain EU countries. For this reason, 0 points were awarded under "subject-specific input in the target language" as the learners did not receive any new knowledge regarding this matter in previous activities. When writing an email to a friend, the learners are provided with an opportunity to use knowledge in communication. However, they must draw on their already existing knowledge regarding the benefits of living in certain EU countries because they were not provided with any *new* information. As a result, 0.5 points were awarded for the criterion of "opportunities to use new knowledge in communication".

In total, the task scored 6.5 points and can thus be characterised as only partly compatible with CLT as it lacks some important features. Of course, it could be adapted in order to be fully compatible with CLT.

5.2 Task 2

The second task of this study is taken from the textbook *Diercke Geography for Bilingual Classes: Volume 2* (Hoffmann, 2017). In a first step, it is essential to provide a brief overview of the respective teaching material. It can be deduced from the title that the textbook caters for the CLIL geography classroom. Like the previous textbook *World around: An intercultural journey through English-speaking countries* by Cleary, the book does not mention the grades for which this material might be suitable. In addition to that, the coursebook lacks a description of the language proficiency level the students should possess in order to work with this book. The textbook is subdivided into eight main chapters with several sub-chapters. The task being analysed is situated in the sub-chapter titled "The European Union (EU) and Me", which is a part of the main chapter "Europe Changes".

A The EU supports common educational goals and programmes. Standards were developed to categorise language skills (B2, C1, etc.). Furthermore, your school reports as well as training certificates are accepted throughout the EU. This makes it easier for you to study in another European country or to do voluntary service there.

B EU regulations protect customers, which is why telephone and internet costs have been reduced over the past years. In June 2017 roaming charges were entirely abolished.

C Your school exchange programmes are quite likely also supported by the EU, as financial help is provided, for instance, by the Comenius programme.

D Thanks to the European Health Insurance Card (EHIC), which is accepted all throughout the EU, visits to a doctor and even treatments at hospitals are simplified as you are guaranteed state-provided healthcare.

E Due to the Schengen Agreement, you are free to move in the EU and do not even have to show your passport at the border.

F Travellers have been given more rights with respect to delays or cancellations over recent years. This is not only true for train passengers, but also for those travelling by plane, ship or bus.

G The common currency, the Euro, makes life rather convenient in 19 of the 28 member states of the EU. It allows you to travel without having to change money and to compare prices easily.

H Owing to the cooperation of formerly independent countries, the EU ensures safety for its citizens. Therefore, you now live in relative peace and stability.

HELPFUL WORDS AND PHRASES
for TASK 2:

- My first choice is ... as it is very important to me that ...
- Furthermore / Moreover I think ...
- Consequently, ...

TASKS

1 Categorize the statements (A–H) about life in the EU and find suitable headings for each category.

2 a) Sort the statements (A–H) according to their importance to you.

b) Give reasons for your arrangement.

c) Compare your results.

KEY TERMS

- Euro
- European Union
- Schengen Agreement

Figure 5: *The European Union (EU) and Me* (Hoffmann, 2017, p. 107)

Only the highlighted tasks are relevant for the purposes of this study, as the analysis would have become too extensive otherwise. In the first part of the task, students are asked to arrange the statements concerning advantages of the European Union based on personal significance.

Then the learners are requested to provide reasons for the order of preference they assigned and to compare them.

Task:

- 2 a) Sort the statements (A– H) according to their importance to you. b) Give reasons for your arrangement.
c) Compare your results.

(Hoffmann, 2017, p. 107)

Source:

Hoffmann, R. (2017). *Diercke geography for bilingual classes: Volume 2*. Braunschweig: Westermann.

	Completely fulfilled (1 point)	Partly fulfilled (0.5 points)	Not fulfilled (0 points)	Total score
Cooperative approach				
Pair/group work		✓		0.5
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity	✓			1
Purposeful learning				
Imitation of real-life situations			✓	0
Clear purpose	✓			1
Socially defined roles of speakers		✓		0.5
Connection to a specific context		✓		0.5
Meaningful interpersonal exchange	✓			1

Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement			✓	0
Unpredictability				
Unpredictable outcome of activities	✓			1
New knowledge				
Subject-specific input in the target language	✓			1
Opportunities to use new knowledge in communication		✓		0.5
				7/11

Figure 6: Checklist task 2

This task does not explicitly instruct the learners to act in pairs or in a group. It can only be implied that the students have to use language in a communicative setting in the last section of the task when they are comparing their results. Consequently, 0.5 points were awarded for collaborative learning.

With respect to the type of activity, it can be argued that this is an opinion-sharing activity as the entire task is based on the learners' beliefs and attitudes. In the first section, the students must sort the statements according to their personal preferences. As a next step, they must give reasons for the order in which they arranged the statements and compare the results with those of their peers. The textbook provides the students with helpful words and phrases to express themselves on this matter. The wording of the phrases indicate that the students should share their personal opinions and attitudes ("My first choice is... as it is very important *to me* that...", "Moreover *I* think..."). Taking all of this into consideration, it can be argued that the task fully relates to the lives of the students, which is why 1 point was awarded.

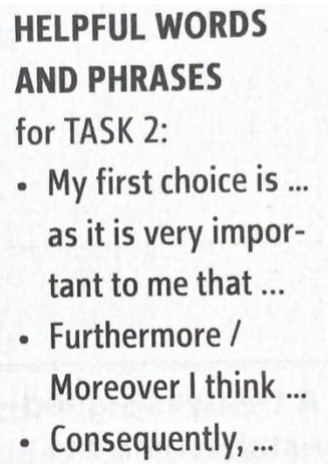


Figure 7: Helpful phrases (Hoffmann, 2017, p. 107)

The next question to ask is whether the task carries a purpose. After close inspection, it can be argued that the task does not reflect an authentic, real-life scenario. Instead, it gives the impression that it is a task commonly used in content subjects to reflect on newly acquired knowledge. Hence, 0 points were assigned under “imitation of real-life situations”. As for the purpose of this task, it can be said that it has the purpose of expressing arguments related to life in the EU to peers. The task under analysis does not explicitly assign a specific role to the learners. It can be implied that the students are EU citizens as they are instructed to arrange the statements regarding life in the EU according to their importance. Hence, 0.5 points were assigned for this feature. Moreover, it is not clearly mentioned whether there is a link to any specific context. However, it can be argued that, similar to the task analysed previously, the activity is linked to a context to some extent, namely to an educational context where the student is required to follow the instructions of a task. As a result, 0.5 points were allocated here. With regard to the requirement for meaningful interpersonal exchange, 1 point was assigned because meaning is being negotiated when the students justify their arguments and compare them with their colleagues.

Another feature which makes tasks compatible with CLT is authentic language input. Authentic language input means that the learners are provided with sources which address native speakers of a target language. It is not clearly identifiable whether the arguments are extracts from authentic material which means that 0 points must be allocated here.

As for the category of “unpredictability”, 1 point was awarded as it can be argued that the task fully meets this requirement and can therefore be classified as compatible with CLT. More precisely, the outcome of the task is unpredictable because the manner in which the arguments

are organized or sequenced differs from one student to the next. Furthermore, the reasons given by individual students for their arrangements might not correspond to the ones of their colleagues. What this all amounts to is that the results of the task are uncertain because the students' argumentations are unique and individualised.

The task provides the learners with subject-specific content in the target language as the European Union is a vital part of the Austrian curriculum for geography for the upper secondary level. Therefore 1 point was awarded for this feature. According to the Austrian curriculum, students should be able to explain social and political developments in the European context and question their significance for their personal situation (RIS, 2023, p. 176). Apart from that, 6th-grade students in Austria are to be enabled to seize opportunities in the European education and labour markets for personal life and career planning (ibid). These competences tie in with the task at hand as it requires the students to relate different arguments concerning free movement within the EU, educational programmes, healthcare, and political stability to their personal experience and situation. Moreover, the task encourages students to communicate their newly acquired knowledge on the EU and their thoughts on this matter in the target language, which led to 0.5 points being awarded for “opportunities to use new knowledge in communication”. Nevertheless, the task was awarded only half the point value, as it does not explicitly mention that students have to compare their results through partner or group collaboration.

With respect to CLT, it can be said that the task is only partly compatible with the approach because it scored 7 points in total, but it needs to be noted that it fell only 1 point short of qualifying as “fully compatible”.

5.3 Task 3

The third task can be found in the textbook *The New Wider World* by Waugh (2009). The author does not indicate a specific grade the textbook caters for. The description mentions that the coursebook has undergone updates and revisions to align it with the most recent GCSE, Standard Grade, and international specifications. Consequently, it can be implied that this material is not specifically targeted at a CLIL audience, but rather to international students and students in Great Britain. However, it is still applicable in the Austrian CLIL context as most of its topics correspond to the Austrian curriculum for geography. It appears that the book can

be used in every grade in Austrian upper secondary schools. According to the author, *The New Wider World* supports learners in enhancing their geographical knowledge and comprehension.

Each chapter provides the students with a vast amount of information concerning specific geographical topics. Factual knowledge about a particular issue, for example migration, urban change, farming, resources, tourism, and globalisation, is presented in the form of informational texts, graphs, tables, pictures, maps, and case studies. There is a “checklist” at the end of each chapter which indicates the competences the students are expected to have acquired after having engaged with the respective chapter. The checklist is followed by several pages dedicated to tasks relating to the unit. The task being analysed is located in the chapter on world climate and deals with the issue of acid rain. In order to acquire knowledge on the topic of acid rain and to answer the questions mentioned in the task, the students must engage with the following page in the textbook:

Acid rain

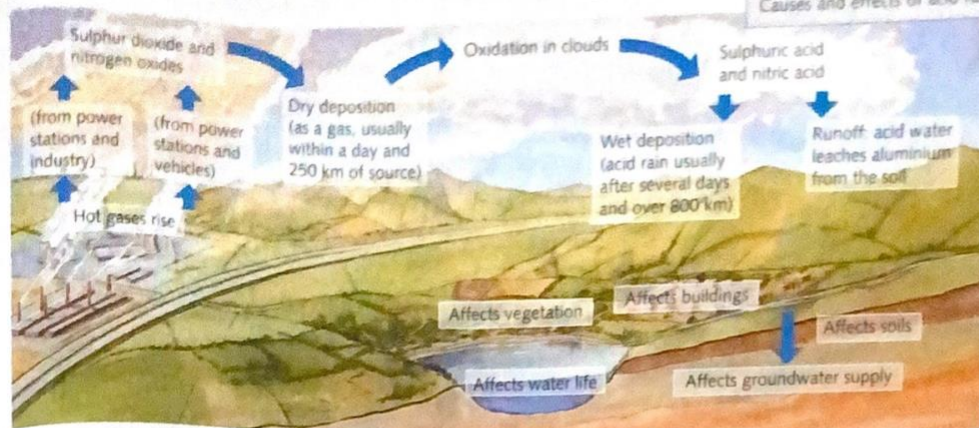
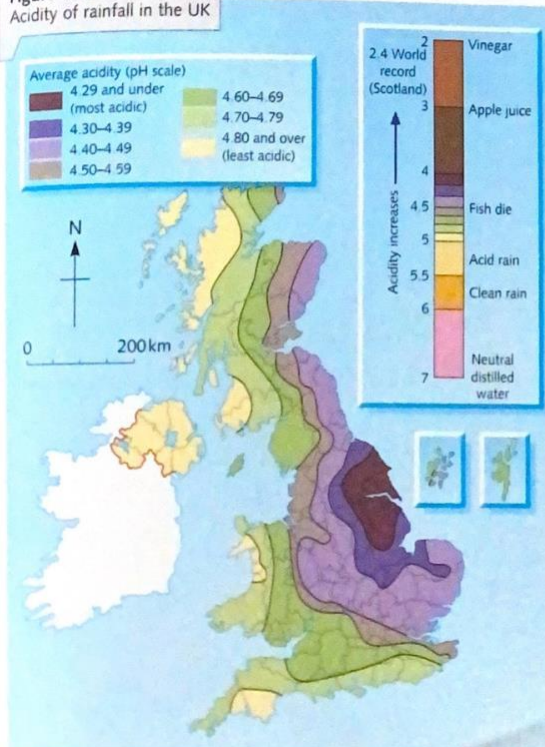


Figure 13.25
Causes and effects of acid rain

Acid rain was first noticed in Scandinavia in the 1950s when large numbers of freshwater fish died. Research showed that the water in which these fish had lived contained more than average amounts of acid. Later it was discovered that this extra acid had been carried by rain, hence the term **acid rain**. The acid is formed in the air from sulphur dioxide and nitrogen oxide which are emitted by thermal power stations, industry and motor vehicles (Figure 13.25). These gases are either carried by prevailing winds across seas and national frontiers to be deposited directly onto the Earth's surface (dry deposition), or are converted into acids (sulphuric and nitric acid) which then fall to the ground in the rain (wet deposition). Clean rainwater has a pH value of between 5.5 and 6 (pH7 is

neutral). Today the pH readings are between 4 and 4.5 through much of north-west Europe, with the lowest ever recorded being 2.4 (Figure 13.26). A falling pH is the sign of increasing acidity. (Remember: when pH falls by one unit it means that the level of acid has increased ten times.) The lowest pH readings in European lakes were recorded in 1985, since when acidity has slowly decreased allowing both the lakes and rivers to recover.

Figure 13.26
Acidity of rainfall in the UK



Europe's pollution budget

Most European countries add acids to the air, with Britain being one of the major culprits. However, only about one-third of Britain's contribution actually lands back on British soil. Some falls into the North Sea but most is carried by the prevailing south-westerly winds towards Scandinavia. Despite being one of the least of the offenders, Scandinavia is one of the main sufferers from acid rain. It is because acid rain crosses national frontiers that it is an international problem which can only be solved through global management and co-operation.

The effects of acid rain

- The acidity of lakes has increased. Large concentrations kill fish and plant life.
- An increase in the acidity of soils reduces the number of crops that can be grown.
- Forests are being destroyed as important nutrients (calcium and potassium) are washed away (leached). These are replaced by manganese and aluminium which are harmful to root growth. In time, the trees become less resistant to drought, frost and disease, and shed their needles.
- Water supplies are more acidic and this could become a future health hazard. For example, the release of extra aluminium has been linked to Alzheimer's disease.
- Buildings are being eroded by chemical action caused by acid rain. The Acropolis in Athens and the Taj Mahal in India have both deteriorated rapidly in recent years.

Figure 8: Acid rain (Waugh, 2009, p. 221)

After having read through the informational text and having considered the illustration and the thematic map, the students are confronted with a follow-up task in which they have to answer various questions.

Task:

6 (Page 221)

- a i) What are the two main causes of acid rain? (2)
 ii) Which two chemicals cause rain to be acidic? (2)
- b i) Give three ways in which acid rain affects the natural environment. (3)
 ii) How can acid rain affect buildings and people's health? (2)
- c i) How is the level of acidity measured? (1)
 ii) Which part of Europe suffers most from acid rain? (1)
 iii) Why is this area so badly affected? (2)
- d The map shows the origin of the sulphur content in acid rain that poisons lakes in Norway and Sweden.
 i) Which two countries are the likely source of most of the sulphur? (2)
 ii) Suggest reasons for the production of sulphur in those countries. (2)
- e i) Why is international co-operation needed if the effects of acid rain are to be controlled? (2)
 ii) How could the problem of acid rain be reduced? (2)



(Waugh, 2009, p. 229)

Source:

Waugh, D. (2009): *The new wider world (3rd ed.)*. Cheltenham: Nelson Thornes.

	Completely fulfilled (1 point)	Partly fulfilled (0.5 points)	Not fulfilled (0 points)	Total score
Cooperative approach				
Pair/group work			✓	0
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity		✓		0.5
Purposeful learning				
Imitation of real-life situations			✓	0

Clear purpose		✓		0.5
Socially defined roles of speakers			✓	0
Connection to a specific context			✓	0
Meaningful interpersonal exchange			✓	0
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement	✓			1
Unpredictability				
Unpredictable outcome of activities			✓	0
New knowledge				
Subject-specific input in the target language	✓			1
Opportunities to use new knowledge in communication			✓	0
				3/11

Figure 9: Checklist task 3

This task requires the learners to answer eleven questions on the topic of acid rain. Students must carefully read the informational text and engage with both the illustrations and the map to tackle the questions. After close inspection, it can be said that this task does not fulfil the aspect of cooperative learning, which is why 0 points were assigned for it. This is because all questions are formulated in such a way that they can be answered by the students individually. There is no indication that the questions are meant to be answered in collaboration with a partner or in a team. To make it suitable for CLT, teachers could adapt this exercise and instruct the students to answer them together with their colleagues.

In this activity, students have to respond to questions and provide facts from the text. The students are neither required to express their own opinions nor gather information through surveys or interviews. Nevertheless, one question requires the students to obtain information from one source and present it in a different form, which means that some elements of this task

can be considered typical of an information-transfer activity. More precisely, in section d, students have to consider the map which shows the origin of the sulphur content in acid rain that negatively impacts lakes in Norway and Sweden. They must closely examine the map and deduce information from it. The learners are required to indicate two countries which are probably the main origin of the majority of the sulphur and provide their answers in written or oral form.

The task to be analysed does not imitate any real-life situation in the slightest. There are no socially defined roles of the interlocutors as the task is based solely on individual work. In addition to that, it is not linked to any specific context and there is no meaningful interpersonal exchange as the students answer the questions individually, working alone. Consequently, the task received 0 points for “imitation of real-life situations”, “socially defined roles of speakers”, “connection to a specific context” and “meaningful interpersonal exchange”. However, 0.5 points were awarded for “clear purpose” as it can be implied from the context that the purpose of this task is to acquire knowledge on acid rain, although this is not explicitly stated.

With respect to the authenticity of the language input, it can be argued that the task completely meets this requirement since the informational text is originally tailored for a native audience, presumably students in Great Britain who prepare for their GCSE or Standard Grade. The task is not based on a newspaper article or an advertisement, but is derived from an informational text found in a coursebook which is used in schools in Great Britain. If this task is used in Austrian CLIL classrooms, one could contend that the students are presented with genuine or authentic material. Taking this into consideration, 1 point was allocated for authenticity of language input.

In terms of the outcomes of the task, it can be argued that they are highly predictable. To elaborate further, the outcomes of the tasks are predictable as there is only a limited number of correct answers to each question and, in the end, all students will possess identical answers as all answers can be retrieved from the text. Moreover, the answers will lack diversity because the students are not required to present their personal attitudes or beliefs. Therefore, 0 points were awarded in this category.

The analysed task centres around an informational text, presenting the students with extensive information about acid rain. The topic of acid rain falls under to the central topic of world

climate and is not only a substantial part of the curriculum for geography in Great Britain, but also in Austria. The Austrian curriculum mentions the following overarching topics that must be taught in relation to world climate:

- Klimagliederungen der Erde vergleichen und hinterfragen
- Wechselwirkungen von Klima, Relief, Boden, Wasser und Vegetation analysieren
- Geoökosysteme und deren anthropogene Überformung erklären
- Tragfähigkeit der Einen Welt zukunftsorientiert reflektieren
- Eigene Strategien für ökologisch nachhaltiges Handeln entwickeln (RIS, 2023, pp. 175-177)

Hence, the content of the text and the task can be considered to be highly subject-specific and appropriate for CLIL students as they are aligned with certain points in the curriculum for geography in upper secondary schools in Austria. As a consequence, 1 point was allocated for this criterion. However, no points were awarded for opportunities to apply newly acquired knowledge in communication. To be more accurate, the task does not provide opportunities for the students to interact with others and to use the new information about acid rain in communication. To make the task somewhat more compatible with CLT, it could be adapted into a pair work activity. The teacher could modify this task so that one student would have to interview the other on the topic. Only the student being interviewed would have access to the informational text, and the interviewer would have to present the interview results to the class at the end.

After adding up the points, the task received a total score of only 3 points, which indicates its lack of compatibility with CLT. Nevertheless, like almost all tasks, it could certainly be adapted in some respects to make it suitable for the CLT classroom.

5.4 Task 4

The next task to be analysed was taken from the coursebook *Geography: Do it in English 4* by Sonnenberg (2010). During my personal academic journey in upper secondary school, the textbook was used as part of my own CLIL geography classroom. Our former CLIL geography teacher provided us with additional worksheets, videos, and internet resources as extra material. According to the book cover, it can be defined as “text- and workbook for bilingual education in geography and economics”. At first glance, it can be seen that the textbook is divided into

five main chapters with several sub-chapters. There are no tasks provided throughout the pages; the content consists solely of informational texts, graphs, tables, maps, and visual elements. It is only at the end of the book where one can find several "worksheets" corresponding to the respective chapters. However, it is not clearly indicated which book pages the respective worksheets correspond to. Therefore, one must locate the appropriate pages in the book on one's own. The task, or "worksheet", analysed in the following is based on the topic of globalisation. It requires personal initiative to locate the corresponding sections which are needed for completion. To complete the task, the following section is required:

Positive aspects of globalization

- As more money is poured into developing countries, there is a greater chance for the people in those countries to succeed economically and increase their standard of living.
- Global competition encourages creativity and innovation and keeps prices for commodities/services in check.
- Developing countries are able to get the benefits of current technology without the troubles of developing these technologies.
- Governments are better able to work together towards common goals now that there is an advantage in cooperation, an improved ability to interact and coordinate, and a global awareness of issues.
- There is greater access to foreign culture in the form of movies, music, food, clothing, and more. In other words, the world has got more choice.

Negative aspects of globalization

- Outsourcing, while providing jobs to a population in one country, takes away those jobs from another country, leaving many without opportunities.
- Although different cultures from around the world are able to interact, TV and media encourage a loss of individuality by spreading European or American values and attitudes.
- There is a greater chance of spreading diseases worldwide through travelling and tourism.
- There is little international regulation, so large transnational companies (TNC's) can gain power over national governments, which then even lose their ability to control economic developments in their own countries.
- Large international organizations such as the International Monetary Fund and the World Bank make it easy for a developing country to obtain a loan. However, a Western-focus is often applied to a non-Western situation, resulting in failed progress.

(Abridged from: <http://geography.about.com/od/globalproblemsandissues/a/globalization.htm>)



Figure 5.2: Coca Cola in a Philippine village

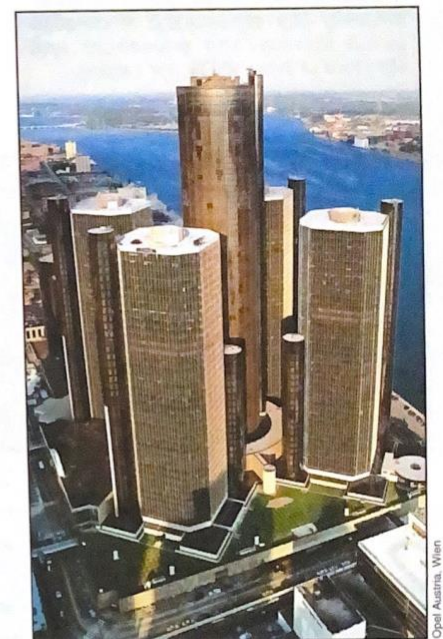


Figure 5.3: Headquarters of GM in Detroit

Task:

WORKSHEET 18

THE PROS AND CONS OF GLOBALIZATION

TASKS: Complete the table below with the help of your textbook.

Positive aspects of globalization	Negative aspects of globalization
a) for the economy	a) for the economy
b) for cultural aspects	b) for cultural aspects
c) for social life in general	c) for social life in general

(Sonnenberg, 2010)

Source:

Sonnenberg, C. (2010): *Geography: Do it in English 4*. Wien: Ed. Hölzel.

	<i>Completely fulfilled (1 point)</i>	<i>Partly fulfilled (0.5 points)</i>	<i>Not fulfilled (0 points)</i>	<i>Total score</i>
Cooperative approach				
Pair/group work			✓	0
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity	✓			1
Purposeful learning				
Imitation of real-life situations			✓	0
Clear purpose	✓			1
Socially defined roles of speakers			✓	0
Connection to a specific context			✓	0
Meaningful interpersonal exchange			✓	0
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement	✓			1
Unpredictability				
Unpredictable outcome of activities			✓	0

New knowledge				
Subject-specific input in the target language	✓			1
Opportunities to use new knowledge in communication			✓	0
				4/11

Figure 11: Checklist task 4

The instructions for the task under analysis are very vague and do not provide much information on how precisely to complete the task. For example, it is not clear whether the table should be filled in with bullet points and key words or complete sentences. Furthermore, the instructions imply that the task does not involve any pair or group work. Hence, the task at hand does not fulfil the requirement of pair or group work and therefore received 0 points in this category.

As for the type of activity, the task gives the impression of being an information-transfer activity as the students are asked to present information from a text in the form of an information table. This observation might suggest assigning 1 point for compatibility with this specific CLT feature. Nonetheless, after careful analysis, it can be argued that this task does not support purposeful learning in almost any aspect. The task neither imitates a real-life situation nor does it show a clear connection to a specific context. The activity does not offer any opportunity for exchange, and therefore, specific roles of the interlocutors cannot be identified here. As a result, no points were awarded for these criteria. However, 1 point was assigned for "clear purpose" since a certain objective can be discerned from the context. The students are required to engage with a text about globalisation and present the information in a different way. The goal of this task is, therefore, to extract the key information and present it in a different way.

After close inspection of the source from which the informational text originates, it can be argued that it potentially qualifies as an authentic source which provides the learners with authentic language input. At the end of the informational text in the coursebook, an internet source is provided. After thorough examination of this website, it can be presumed that it addresses native speakers or an international audience. Furthermore, the website gives the impression that it was not specifically designed for students with English as a second language. The website is called "ThoughtCo." and its description states that it "is a premier reference site with a 20+ year focus on expert-created education content" (Retrieved 4 August 2023, from

<https://www.thoughtco.com/about-us-4779650>). Since the text is based on an authentic source, 1 point was allocated in this respect.

Considering the high likelihood of identical answers from the students, this task is not compatible with CLT. The task instructions state that the students must fill out a table using their textbook. They are required to list both positive and negative aspects of globalisation concerning the economy, culture, and social life. Since the results of this task are highly predictable because the students only need to search for arguments in the text and enter them into a table, 0 points were awarded for this criterion.

Although the task is only compatible with CLT in a few aspects so far, the task is highly subject-specific as the topic of globalisation is heavily embedded in the Austrian curriculum for geography. The following sections in the Austrian curriculum for geography deal with the topic of globalisation:

- Den eigenen Standort bzw. die lokale Betroffenheit in Prozessen der Globalisierung in Bezug auf persönliche Chancen und Risiken analysieren
- Globalen Wandel und seine ökonomischen, sozialen und ökologischen Ursachen und Wirkungen – auch hinsichtlich der eigenen Lebenssituation – erörtern
- Auswirkungen ökonomischer Globalisierung diskutieren (RIS, 2023, p. 178)

The task is subject-specific due to the fact that it largely aligns with the objective that students must discuss global change and its economic, social, and ecological causes and effects – also considering their own life situation. Hence, 1 point was awarded for this feature. However, the task lacks opportunities for the students to use this newly acquired subject-specific knowledge in communication with others, which led to the decision to award only 0 points for this feature.

The result of the analysis shows that the task scored 4 out of 11 points and is therefore only partially, or barely, compatible with CLT. While it fully meets CLT criteria in some respects, other aspects that would make the task compatible with CLT are completely neglected. It is also noteworthy that there are no half points in the scoring of the results. From this, it can be deduced that the task exhibits full compatibility with CLT in certain aspects while totally lacking compatibility in other areas.

5.5 Task 5

The next task to be analysed was also taken from the textbook *World around: An intercultural journey through English-speaking countries* (Cleary, 2008). Contextual information regarding this coursebook has already been provided in the analysis of task 1. The chapter the task is located in deals with the topic of the “West Indies”, and the last page is again dedicated to CLIL and focuses on the topic of tourism:

8

CLIL TOURISM

KEY WORDS

1 Study the key words below.
Check you know what they mean.

package holiday	budget/no-frills airline
ecotourism	extreme sports
recreational activities	accommodation
wildlife	historic monuments
sustainable tourism	leisure

TOURISM

Tourism is changing. People are taking longer, more expensive and more frequent holidays than people in previous generations. They are more adventurous and they want to travel to further and more exotic locations. Budget airlines and package holidays have made travel in these countries possible for more people.

QUIZ

2 Choose words below to complete the text.

Excessive tourism can harm beautiful (1) such as the Caribbean and (2) may choose not to visit there in the future. So tourism must be (3) This means that all tourism must be strictly planned. Any changes in the (4) should benefit both the local people and the tourists equally. The local community should be consulted about any new developments and tourism activities should not (5) either the local community or the natural environment.

1 a holidays

2 a tourists

3 a available

4 a plans

5 a exploit

b destinations

b tourism

b cheap

b infrastructure

b benefit

c packages

c tour

c sustainable

c structure

c pay

SPEAK AND WRITE

4 With a partner talk about your town. What does it have to offer a tourist? Think of all the attractions it has to offer (culture, traditions, landscape, sports, wildlife, historical monuments, events, nightlife, etc.). Then design a tourist brochure highlighting all the things you have discussed.

FOLLOW UP

5 What effect does tourism have on your economy? Find out some facts and figures and prepare a short presentation for the class.
Think of the following issues.
How many foreign tourists visit your country each year?
Which is/are the most popular destination(s)?
How many people are employed in the tourist industry?

MP3

LISTEN

3 Download the interview and tick (✓) the advice you hear.

Guidelines for Ecotourists

a ☐ Find out about the local customs, traditions and culture before your holiday.

b ☐ Take all your food and drink with you.

c ☐ Try to teach the locals your language.

d ☐ Don't wear shorts and vest tops when you

e ☐ Learn a few words of the local language.

f ☐ Make sure that you feed the local wildlife.

g ☐ Don't eat at international fast-food restaurants.

h ☐ Don't throw litter on the ground.

Figure 12: Tourism (Cleary, 2008, p. 94)

66

The object of analysis in this example is task 4 above. This task requires the students to engage in a discussion with a partner about their hometown. They must consider all the attractions it offers to tourists and then create a tourist brochure showcasing all the aspects they have discussed.

Task:



SPEAK AND WRITE

4 With a partner talk about your town. What does it have to offer a tourist? Think of all the attractions it has to offer (culture, traditions, landscape, sports, wildlife, historical monuments, events, nightlife, etc.) Then design a tourist brochure highlighting all the things you have discussed.

(Cleary, 2008, p. 94)

Source:

Cleary, M. (2008). *World around: An intercultural journey through English-speaking countries*. Ancona, Innsbruck, Esslingen, Bern-Belp: Helbling.

	<i>Completely fulfilled (1 point)</i>	<i>Partly fulfilled (0.5 points)</i>	<i>Not fulfilled (0 points)</i>	<i>Total score</i>
Cooperative approach				
Pair/group work	✓			1
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity	✓			1
Purposeful learning				
Imitation of real-life situations	✓			1

Clear purpose	✓			1
Socially defined roles of speakers	✓			1
Connection to a specific context	✓			1
Meaningful interpersonal exchange	✓			1
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement			✓	0
Unpredictability				
Unpredictable outcome of activities	✓			1
New knowledge				
Subject-specific input in the target language		✓		0.5
Opportunities to use new knowledge in communication		✓		0.5
				9/11

Figure 13: Checklist task 5

The task specifies right from the beginning that it must be completed with a partner (“With a partner talk about your town.”), therefore 1 point was awarded for this characteristic. An examination of the activity type reveals that it contains elements of both an information-gap activity and an opinion-sharing activity. An information gap activity involves individuals engaging with each other to acquire new information. In this exercise, two individuals communicate with each other. One person shares information about their hometown, and the other person gets to know the place in this way. However, the exercise is also an opinion-sharing activity as one person reveals the advantages of their hometown based on personal experiences and attitudes regarding the attractions, the culture, traditions, landscape, history, and events. Since the exercise contains elements of more than one typical CLT activity, 1 point was awarded.

The analysis revealed that the exercise is highly compatible with CLT, as the learning process is highly purposeful. The exercise certainly imitates a real-life situation, possibly a scenario

where two friends engage in conversation, with one friend sharing details about their hometown in a different country or region. While the storyteller talks about the advantages of the city, the other person listens attentively and gains knowledge about the place. Perhaps the listener even wishes to visit there in the future. It can be argued that meaningful interpersonal exchange takes place here, and the two interlocutors have specific roles assigned to them. The part where the students have to create a brochure also resembles a real-life situation since such brochures for tourists are typically produced by travel agencies or tour operators. The task is highly meaningful as it requires the students to create a brochure showcasing all the attractions of their hometown, with a finished product at the end. Furthermore, the exercise takes place within a clear context, namely tourism and sharing information about hometowns based on personal experiences. After considering all of these factors, 1 point was assigned for each criterion in this category.

Prior to this task, the book provides for other activities related to the topic of tourism. In the first task, students are required to memorize words related to tourism or research their meanings. Subsequently, they have to complete a cloze test using tourism-related words, followed by listening to an interview about ecotourism and selecting the correct answers. Despite the presence of other tasks before the task under analysis, however, there is a lack of authentic material to provide students with information or inspiration to tackle the activity. Instead, the students have to rely on their own knowledge and personal experiences, which results in merely 0 points being awarded for authentic language input.

After a thorough analysis of the task, it becomes evident that the students will have very personalised responses concerning the attractions, culture, traditions, etc. of their hometowns, and consequently, their personal brochures will also be unique and different. Due to the uniqueness of the answers and brochures, the task proves to be highly compatible with CLT since the outcomes are very individual and unpredictable. This observation led to the conclusion to award 1 point for the task's unpredictability.

The task revolves around the theme of "tourism," which is an essential part of the Austrian curriculum for geography. The following section makes reference to this topic: "Eignung von Räumen für die Tourismusentwicklung sowie Folgen der Erschließung beurteilen" (RIS, 2023, p. 176). This means that students should be able to assess the suitability of spaces for tourism development and evaluate the consequences of such development. While the task aligns

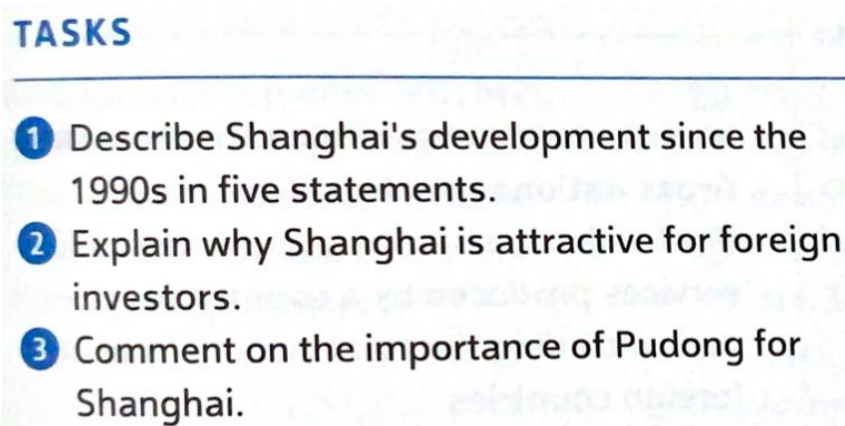
thematically with the curriculum, there is a lack of curriculum-related input in the target language provided to the students. As already mentioned before, the task lacks input and background information to provide the learners with information or inspiration to complete the activity in spite of the existence of preceding tasks. For this reason, it can be said that while the task aligns with the curriculum, it fails to provide students with sufficient input in the target language beforehand. As a consequence, the task scored 0.5 points regarding subject-specific input in the target language. The lack of input in the target language also has a negative impact on the last criterion, as the students lack information and must rely on their own resources to use in communication with other students and for the creation of their brochure. However, 0.5 points were allocated as they are required to at least use their knowledge in communication with others.

Overall, the task managed to score 9 points in the total assessment and can thus be considered compatible with CLT. Nevertheless, the task could be further adapted to make it even more compatible with CLT by showing the students an authentic brochure of a specific location beforehand to give them an idea of how they could design their own brochure.

5.6 Task 6

The following task to be analysed was taken from the coursebook *Diercke Geography for Bilingual Classes: Volume 2* by Hoffmann (2017). The background of the coursebook will no longer be discussed at this point, as this has already been addressed in a preceding section. All three of the tasks below mentioned below were included in the analysis.

Task:

- 
- TASKS**
- 1 Describe Shanghai's development since the 1990s in five statements.
 - 2 Explain why Shanghai is attractive for foreign investors.
 - 3 Comment on the importance of Pudong for Shanghai.

(Hoffmann, 2017, p. 35)

Source:

Hoffmann, R. (2017). <i>Diercke geography for bilingual classes: Volume 2</i> . Braunschweig: Westermann.				
	Completely fulfilled (1 point)	Partly fulfilled (0.5 points)	Not fulfilled (0 points)	Total score
Cooperative approach				
Pair/group work			✓	0
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity			✓	0
Purposeful learning				
Imitation of real-life situations			✓	0
Clear purpose		✓		0.5
Socially defined roles of speakers			✓	0
Connection to a specific context			✓	0
Meaningful interpersonal exchange			✓	0
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement			✓	0
Unpredictability				
Unpredictable outcome of activities			✓	0
New knowledge				
Subject-specific input in the target language	✓			1

Opportunities to use new knowledge in communication			✓	0
				1.5/11

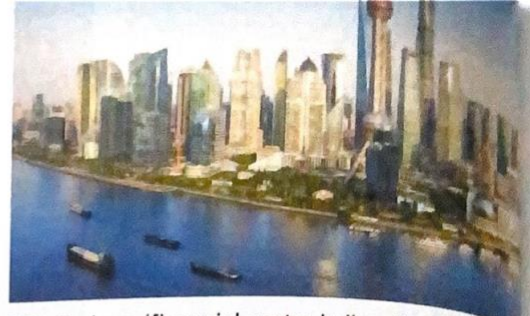
Figure 14: Checklist task 6

To begin with, this assignment requires students to outline the evolution of Shanghai since the 1990s using five statements. Subsequently, learners are expected to provide reasons behind Shanghai's appeal to international investors. Lastly, they are instructed to provide insights into the significance of Pudong for Shanghai. It appears that all these tasks seem feasible after

thoroughly reading through the informational text and looking at the map on the following pages:



M1 District of Pudong (background) in 1990



M3 Pudong (financial centre Lujiazui) today

Shanghai – A Fast Changing City



Shanghai underwent a huge economic development in the past two decades. This progress was made possible by governmental reforms that established free-market economy principles and attracted international companies. One of the most important advancements was the creation

of a special economic zone (SEZ) in Shanghai's Pudong district in 1990. Before then, the area of Pudong was used for agriculture. The SEZ propelled Shanghai to become China's economic and financial center. In 2013, a free trade zone was added to this special economic zone.

Special economic zone (SEZ)

An area with particular economic advantages, for example lower taxes compared to the rest of the country, to encourage investment and development there.

Free trade zone

A special area within a country where foreign companies can import materials, manufacture goods, export products, etc. without being limited by the usual rules and taxes.

FACT SHEET • Pudong (Shanghai)

- **Function:** Trade-, financial- and service center
- **Inhabitants:** >5 million (20 % of Shanghai's inhabitants)
- **Importance for Shanghai:**
 - Destination for one-third of all incoming foreign and domestic investments
 - 50 % share of Shanghai's foreign trade
 - 40 % share of Shanghai's GDP: 113.5 billion US-\$
- **GDP per capita by comparison:**
 - Pudong: 22,000 US-\$
 - Shanghai: 12,800 US-\$
 - China: 8,069 US-\$

M2 Basic information about Pudong (2015)

After the reforms, foreign investors were attracted because of favourable location factors like low taxes, free-trade, cheap land plots and a cheap labour force. In particular, logistics and service companies, as well as joint-venture industries producing for the global market took advantage of opportunities in Pudong. (M4).

Additionally, on an area of 520 km², new infrastructure was built, including a trade centre, the Zhangjiang High-Tech Park, universities, research facilities, a congress centre, leisure facilities and residential areas.

From 1990 to 2015, the GDP of Pudong increased from 873 million US-\$ to 113 billion US-\$, making Shanghai one of the richest cities in China.

Because of its economic importance, many people from the rural areas as well as from foreign countries are attracted by the city to which some also migrate illegally. This rapid growth of the urban population causes environmental problems such as high waste production, dense traffic and air pollution.

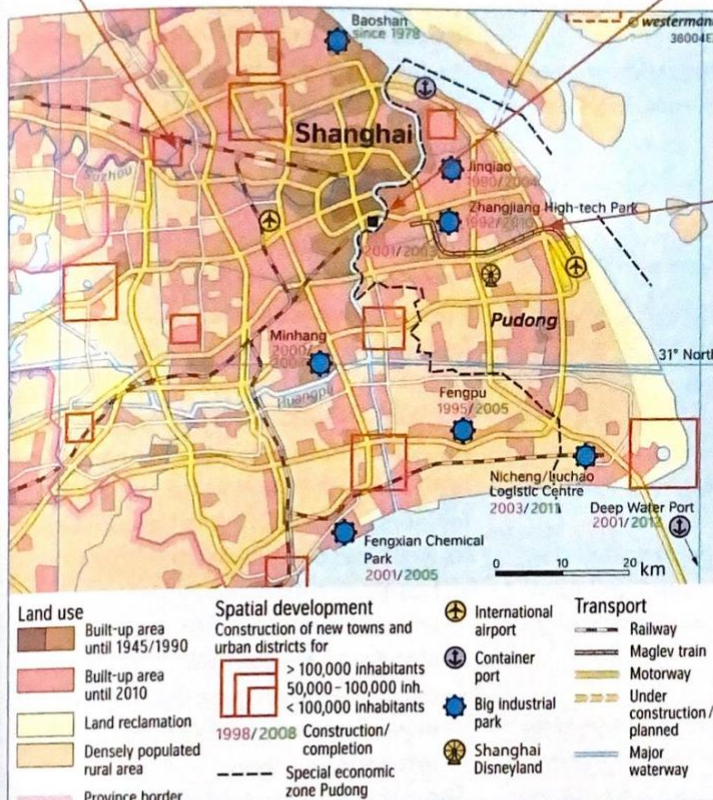
Joint venture
SAIC Volks-
wagen is an
example of a
joint venture
between the
foreign com-
pany Volks-



wagen Group and the Chinese company
SAIC Motor headquartered in Anting,
Shanghai. The Chinese partner offers the
location, facilities and labor force. The
foreign company provides investments and
know-how. Both can profit.

Landmark

Shanghai's new skyscraper,
the Shanghai Tower, located
in the financial district of
Pudong, is the second
largest building in the world
(632 metres). It was opened
in 2016. It offers offices for
multinational companies and
financial service providers,
luxury hotels, high-end
stores, as well as leisure-
and event facilities.



pp. 10-11
Thematic Maps

Infrastructure

With the world's largest container port,
two airports, a magnetic levitation train
that connects Shanghai International
Airport with the free trade zone Pudong,
and various other train and road net-
works within the city, Shanghai offers
very good conditions for foreign trade.



M4 Development of Shanghai and chosen locations

TASKS

- 1 Describe Shanghai's development since the 1990s in five statements.
- 2 Explain why Shanghai is attractive for foreign investors.
- 3 Comment on the importance of Pudong for Shanghai.

KEY TERMS

- foreign direct investment
- free-market economy
- free trade zone
- joint venture
- special economic zone

HELPFUL WORDS AND PHRASES

for TASK 3:

- Due to governmental reforms ...
- Favourable location factors for foreign investors are ...

Figure 16: Shanghai - A fast changing city (Hoffman, 2017, p. 35)

Upon reviewing the analysis grid and directing attention to the initial criterion of "pair/group work", it becomes apparent that the task involves neither collaboration with a partner nor group work. At no point is it mentioned that students are required to solve the task either with a partner or as a team. Hence, only 0 points were allocated for this category. However, the task could be modified in such a way that it instructs students to address it in cooperation with a partner or as a team. This adaptation would make the task partially compatible with CLT principles.

After closer examination, it can also be argued that the task aligns with none of the CLT-compatible types of activity. In this task, students are not required to express their own opinions, gather information through surveys or interviews, exchange knowledge with a partner, or present specific information in an alternative format. From this, it can be inferred that the task fails to meet this requirement, which is why a score of only 0 points was awarded.

As already acknowledged, purposeful learning is a crucial component of CLT. In order to be suitable for CLT instruction, exercises should not merely replicate real-life situations, but should also have a clear purpose, relevance to a specific context, and encourage interlocutors to engage in meaningful conversations with one another. Upon thorough analysis of the task, it becomes evident that the task scarcely meets any of the specific criteria concerning purposeful learning. Firstly, the task does not simulate real-life scenarios; instead, students are merely directed to extract information from the text to answer the questions at hand. Broadly speaking, it can be maintained that the task is quite detached from any specific context. As previously highlighted, there is no requirement for the students to share their own experiences or viewpoints on this topic. It can be argued that the topic of "Shanghai" is also quite remote from the students' everyday life experiences. However, it can be said that the task does have a specific purpose to some extent – namely, the acquisition of knowledge and facts regarding the topic of Shanghai within a geographical and economic context. The aspect of "socially defined roles of speakers" is entirely absent from the task, as according to the instructions, there are no "speakers" specified, and the students are expected to complete the task individually. From this, one can infer that there is also no meaningful interpersonal exchange taking place here. In terms of the allocation of points, 0 points were awarded for all criteria except "clear purpose", which received 0.5 points.

Exercises based on authentic materials are highly common in CLT. The tasks under analysis evidently do not draw on sources like newspaper articles, signs, or advertisements that are

typically consumed by native speakers. It seems that the textual elements could be based on authentic sources, yet they have been tailored for students who are learning English as a second language. However, the task's authenticity is not clearly visible and therefore, only 0 points can be awarded as it is not clear if the task is based on authentic material.

Next, the point of unpredictability will be discussed. A preliminary assessment indicates that the task has rather foreseeable outcomes, given that students are instructed primarily with extracting information from the text concerning Shanghai's development and the factors that make it appealing to foreign investors. Furthermore, students are required to comment on the importance of Pudong for Shanghai. These aspects led to this feature being assessed with only 0 points, as the outcomes of the task are highly predictable.

Following its underwhelming performance in nearly all aspects related to CLT compatibility, the task nevertheless manages to score points for the "New knowledge" category. To elaborate further, both the task itself and the contextual background, i.e., the book pages, are both presented in the target language and are strongly subject-specific, as they align with the Austrian curriculum for geography. The topic is highly suitable for the CLIL geography classroom, as it can be effectively used to enhance the following competences mentioned in the Austrian curriculum:

- Auswirkungen ökonomischer Globalisierung diskutieren
- Positionierungsmöglichkeiten von Unternehmen und Regionen in der globalisierten Wirtschaft analysieren
- Ursachen und Auswirkungen sozialer und ökonomischer Disparitäten auf globaler Ebene beurteilen
- Bedeutung von Metropolen als Steuerungszentren der Wirtschaft beurteilen (RIS, 2023, p. 178)

Since the task offers a substantial amount of subject-specific input in the target language, 1 point was awarded for this feature. However, 0 points were assigned for the last criterion, as this task provides students with no opportunity to apply this newly acquired knowledge in communication with their peers.

After a thorough analysis of the task, it can be argued that the task is not compatible with CLT. Overall, the task only achieved a score of 1.5 points, as it failed to fulfil most of the aspects that are typical of CLT.

5.7 Task 7

The next task can be found in *The new wider world (3rd ed.)* by Waugh (2009). It is the second task from this textbook that is being analysed here. The task is related to the overarching topic of glaciation and is based on a case study that focuses on glacial highlands and human activity. The task is divided into two parts. In the first part, students are required to describe how a glaciated highland influences human activity. In the second part, students are expected to explain how human activity impacts a glaciated highland. A star diagram incorporating the main headings from the text is to be used for both purposes. The students need to engage with the following page in the book in order to work on the task:

Glacial highlands and human activity

Glaciated highlands have certain advantages, as well as being nearly always scenically attractive, that encourage human activity (Figure 19.16). There is, however, the danger that development for economic reasons may spoil the natural beauty of these areas.

Glacial highlands as an attraction for human activities

Farming Although highland areas in Britain have often had much of their soil removed by glaciers, have steep slopes due to glacial erosion and, because of their height, have a cold, wet climate, they tend to be ideal for sheep farming (page 100). In contrast, farming in mountainous areas of countries such as Norway and Switzerland involves a seasonal movement of animals, including cattle, from high summer pastures (which become snow-covered in winter) to low-lying winter pastures (transhumance).

Forestry Where the land has some soil, even if it is of poor quality (podsoils, Figure 15.32), and the land is not too steep, forests, usually of either natural or replanted coniferous trees, may be found (page 235). The trees, when located in more accessible areas, give rise to a logging industry.

Water supply Ribbon lakes, especially when located in areas of high rainfall, form natural reservoirs (Figure 19.17), while glacial troughs with their steep sides can provide ideal sites for artificial reservoirs (e.g. Haweswater, Figures 19.15 and 13.27).

Energy resources Hanging valleys provide a natural 'head' of water needed to turn turbines in hydro-electric power stations (Figure 8.10). Exposed hillsides provide ideal sites

for wind farms (Figure 8.18).

Tourism Areas with glaciers and/or winter snow often provide locations for ski-resorts (e.g. Courmayeur, page 166). Elsewhere, steep mountainsides are ideal for rock-climbing, the lower slopes for walking, and the scenic views for the passive tourist who wishes simply to enjoy the natural beauty. Ribbon lakes, such as Windermere, can be used for watersports.

The effect of human activities on glaciated highlands

Farming Apart from modifying the natural vegetation, sheep farming and transhumance have few adverse effects.

Forestry Some groups of people feel that re-afforestation spoils the natural look of hillsides. Felling (logging), on a big scale, can leave huge scars and, if not managed carefully, can cause soil erosion (page 254).

Water supply The drowning of a glacial trough to provide a reservoir means the loss of homes and jobs for people previously living and working there.

Energy resources Hydro-electric power stations may, if they are not screened, be unsightly, as are the pylons and power lines needed to transfer the electricity to the National Grid. Wind farms are considered, by some people, to be inappropriate in areas of scenic beauty.

Figure 19.16
Snowdon in winter

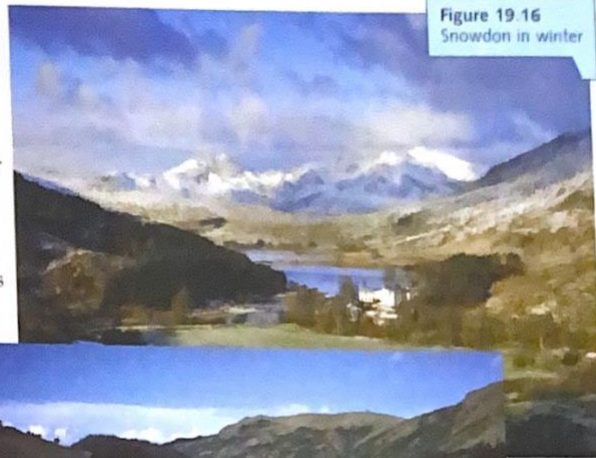
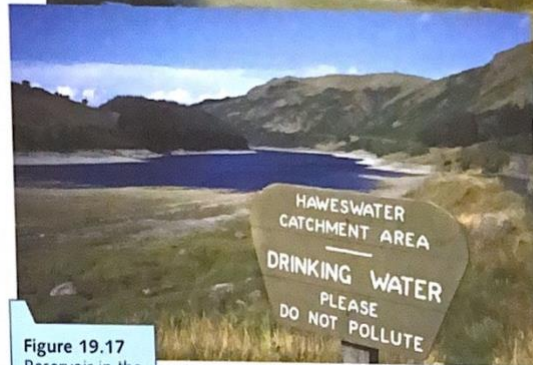


Figure 19.17
Reservoir in the
Lake District



Tourism Winter sports resorts, with their accommodation, après-ski amenities, ski-runs, ski-lifts and approach roads, spoil the natural scenery and erode the fragile natural alpine vegetation. Skiing off-piste can also increase the risk of avalanches (Figure 19.18). Walkers can wear away footpaths (Figure 10.38), while watersports enthusiasts may pollute the ribbon lakes. As more people travel to these areas just to admire the scenery, there is an increased demand for amenities such as hotels, B&B facilities, camping and caravan sites, car parks, restaurants and gift shops (Case Study 10 – The Lake District).

Figure 19.18
Avalanche!



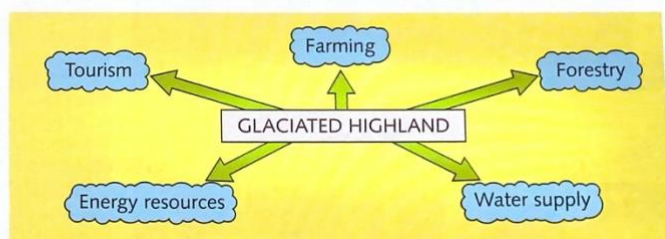
Task:

4 (Page 321)

With the help of the star diagram, describe how:

- a glaciated highland influences human activity
- human activity affects a glaciated highland.

(5 × 2)



(Waugh, 2009, p. 323)

Source:

Waugh, D. (2009): *The new wider world* (3rd ed.). Cheltenham: Nelson Thornes.

	Completely fulfilled (1 point)	Partly fulfilled (0.5 points)	Not fulfilled (0 points)	Total score
Cooperative approach				
Pair/group work			✓	0
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity		✓		0.5
Purposeful learning				
Imitation of real-life situations			✓	0
Clear purpose		✓		0.5
Socially defined roles of speakers			✓	0
Connection to a specific context			✓	0
Meaningful interpersonal exchange			✓	0

Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement	✓			1
Unpredictability				
Unpredictable outcome of activities			✓	0
New knowledge				
Subject-specific input in the target language	✓			1
Opportunities to use new knowledge in communication			✓	0
				3/11

Figure 18: Checklist task 7

As mentioned several times before, the aspect of partner or group work, commonly known as "cooperative learning", is an essential component of CLT. It is by no means apparent that the task involves partners or group work. Due to this reason, a score of only 0 points was allocated to this feature. Nevertheless, teachers could enhance the task's alignment with CLT by modifying it to instruct solving it in pairs or groups. This adjustment would make it compatible with the principles of CLT to a certain extent.

Tasks need to fulfil a specific type of activity to be considered CLT-compatible. However, the task under analysis does not align with any of the specified CLT-compatible activities. Nevertheless, it can be argued that the task partially resembles an information-transfer activity since students are required to articulate and provide detailed explanations for the headings from the star diagram after having read the informational text on page 321. An information-transfer activity involves extracting information from one source and presenting it in a different form. This partially applies to this task, which is why it was awarded 0.5 points.

Satisfying the following category, namely purposeful learning, significantly contributes to the CLT compatibility of tasks. However, after thorough analysis, it must be said that the task fails

to fulfil nearly all of these principles. Firstly, the task in no way imitates a real-life situation and cannot be attributed to any specific context. Secondly, there is no meaningful interpersonal exchange as the task relies on individual work and involves no additional individuals who could engage in meaningful communication. Since there is no interpersonal exchange, there are no defined roles of speakers. For these reasons, 0 points were assigned to all the mentioned features. However, one feature, namely "clear purpose", received 0.5 points. While the purpose of the task is not entirely evident, a goal can be formulated to a certain extent, namely to find answers within an informational text in order to describe how human activity influences a glaciated highland and vice versa.

As for the authenticity of the material, it can be said that it is not based on a newspaper article, a sign, or an advertisement intended for native speakers. However, a certain level of authenticity in the material can be assumed, as the textbook is commonly used in British and international schools to prepare for various exams, such as GCSE, according to the author. Therefore, 1 point was awarded for this aspect.

With respect to the task outcomes, it must be stated that they are highly predictable. The reason for this is that the task merely prompts students to locate specific arguments and answers in a text to describe how glaciated highlands influence human activity and vice versa. Furthermore, students are not required to provide their own opinions or interpretations, leading to predictable results. Taking all of this into consideration, 0 points were assigned for this aspect.

The task can be considered highly subject-specific as the topic of glaciation and in how far human activity and glaciated highlands interact aligns with the Austrian curriculum for geography. More precisely, the following competences for this topic are listed in the curriculum:

- Geoökosysteme und deren anthropogene Überformung erklären
- Tragfähigkeit der Einen Welt zukunftsorientiert reflektieren
- Geoökologische Faktoren und Prozesse erklären
- Naturräumliche Gegebenheiten als Chance der Regionalentwicklung erkennen
- Naturräumliche sowie soziale Gegebenheiten und Prozesse als Ursachen ökologischer Probleme erörtern (RIS, 2023, pp. 176-177)

It can be observed that the topic is highly relevant to CLIL geography instruction, as it is mentioned multiple times in the curriculum, and is presented in the target language. Therefore, 1 point was assigned for subject-specific language input. However, there is a distinct lack of opportunities for students to discuss the new information in actual communication with others which resulted in 0 points for this aspect.

The tasks scored a total of 3 out of 11 points and is therefore classified as not compatible with CLT. The primary reasons for this decision are the lack of cooperative learning and purposeful learning aspects, along with predictable outcomes and the insufficient opportunities for students to engage in discussions with others about the newly acquired knowledge.

5.8 Task 8

The last task to be analysed is the second taken from *Do it in English 4* by Sonnenberg (2010). As already mentioned during the analysis of the first task in this book, tasks are notably absent throughout most of the pages; instead, the book predominantly presents informational content, visual elements like graphs, tables, and maps. The collection of "worksheets" related to the chapters is situated on the last pages of the book. Nevertheless, there is a lack of clear indication regarding the specific pages in the book to which these worksheets relate, requiring readers to locate the relevant pages themselves. This time, however, it is mentioned in the task that the students have to refer to a specific figure, which can be found on the following page:

1.6 THE ENVIRONMENTAL IMPACTS OF GLOBALIZATION



In an interdependent world, actions and decisions taken in one area often have impacts on other areas. Economic growth in industrialized countries, international trade, international debt, deforestation, desertification and global warming – they are all linked. One cannot expect a developing country, which is struggling for economic survival, to protect its own natural resources first. As a result, natural resources such as wood from rain forests, fossil fuels, land and water are recklessly exploited to meet economic demands. This, in return, contributes a lot to global climate change and global warming (see figure 10.1).

But the economic growth in highly industrialized countries is destroying entire ecosystems, too. At current rates of economic growth we will need two planet's worth of natural resources by 2050 (see chapter about the ecological footprint).

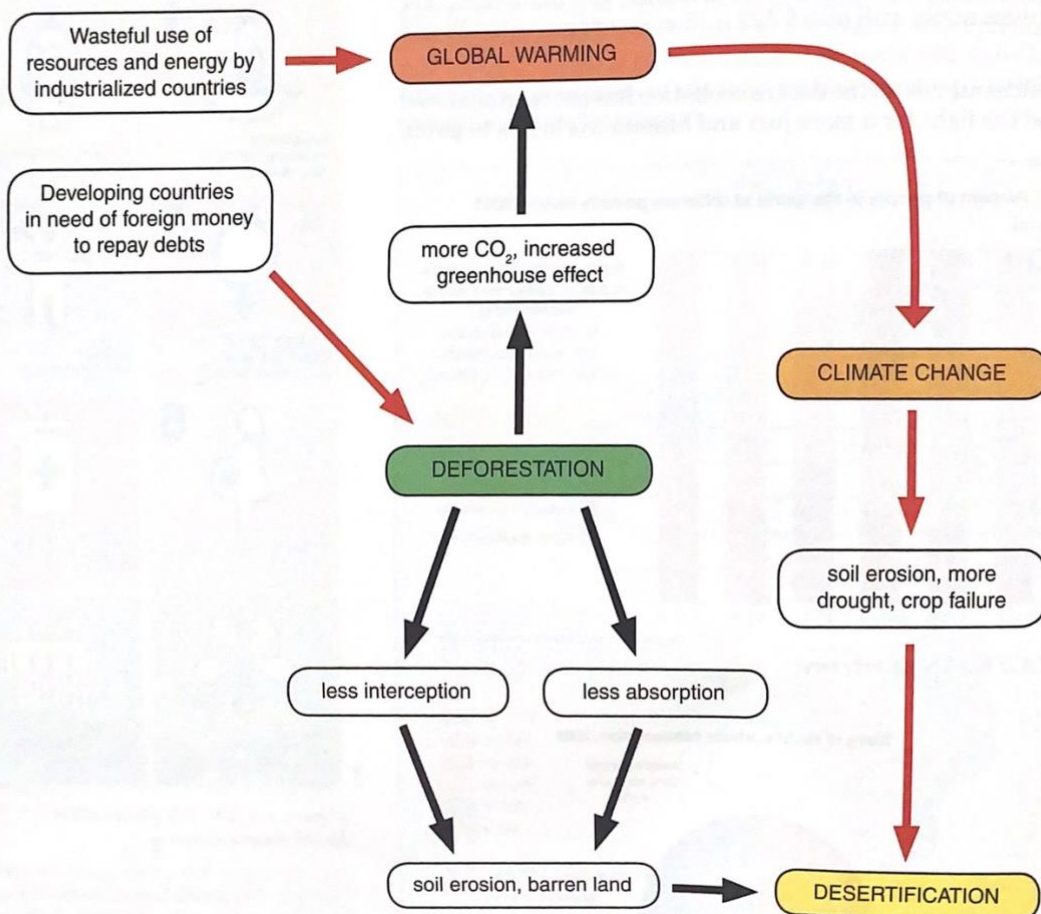
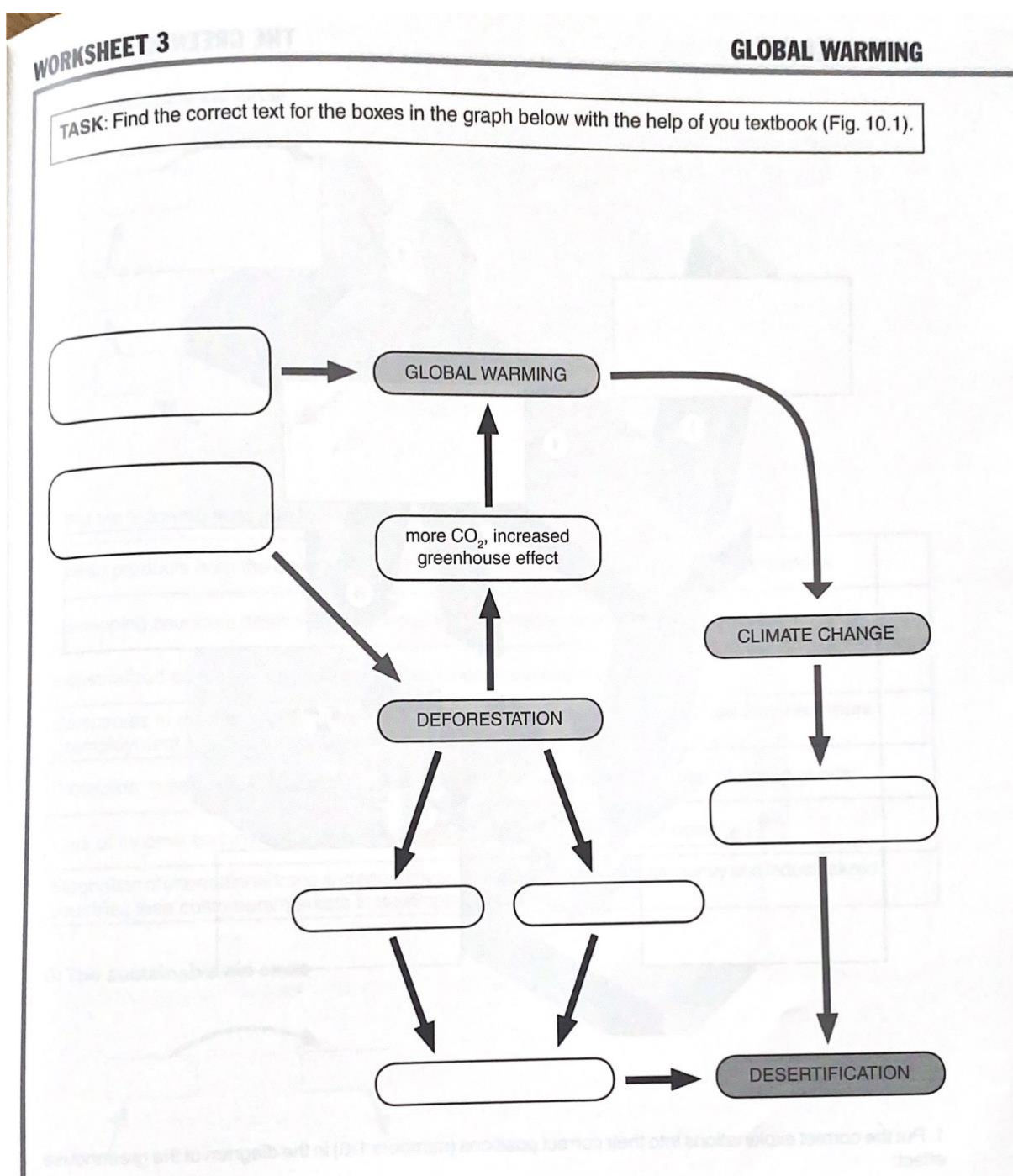


Figure 10.1: The connection of globalization, deforestation, desertification and global warming

Figure 19: Environmental impacts of globalisation (Sonnenberg 2010, p. 10)

Task:



(Sonnenberg, 2010)

Source:

Sonnenberg, C. (2010): *Geography: Do it in English 4*. Wien: Ed. Hölzel.

	<i>Completely fulfilled (1 point)</i>	<i>Partly fulfilled (0.5 points)</i>	<i>Not fulfilled (0 points)</i>	<i>Total score</i>
Cooperative approach				
Pair/group work			✓	0
Type of activity				
CLT-compatible activity: Information gap activity or Information-gathering activity or Opinion-sharing activity or Information-transfer activity or Reasoning-gap activity			✓	0
Purposeful learning				
Imitation of real-life situations			✓	0
Clear purpose			✓	0
Socially defined roles of speakers			✓	0
Connection to a specific context			✓	0
Meaningful interpersonal exchange			✓	0
Authentic language input/source				
Authentic language source: Newspaper (article) or Magazine (article) or Sign or Advertisement			✓	0
Unpredictability				
Unpredictable outcome of activities			✓	0
New knowledge				
Subject-specific input in the target language	✓			1

Opportunities to use new knowledge in communication			✓	0
				1/11

Figure 20: Checklist task 8

The task requires the students to use the provided figure in order to complete various boxes within a graph. The graph pertains to the subject of global warming and the interrelationships between global warming, climate change, deforestation, and desertification. To fill out the boxes, students need to open the corresponding page in the book and simply transfer the short texts or keywords onto the “worksheet”. The task does not explicitly mention whether the students are required to do this individually or in pairs. However, it is assumed that the students are expected to complete this individually. This resulted in a score of 0 points for "cooperative approach", as the task does not embody this CLT principle.

As for the type of activity, it becomes evident that the task does not align with any of the CLT-compatible tasks, as the students are merely prompted to transfer information from one graph to another, almost blank graph. It can be argued that they simply have to copy words. As the task does not embody any of the typical CLT activities, only 0 points were awarded for activity type.

After close analysis, it can be observed that the task does not support the principle of purposeful learning in any way. As students are required to transfer information from one graph to another, most likely working individually, there are no interlocutors, and thus, there are neither socially defined roles of the speakers nor meaningful interpersonal exchange. Additionally, the task does not simulate any real-life situation and lacks context. Furthermore, it is highly questionable what purpose transferring text and keywords from one graph to another, nearly blank graph serves, apart from perhaps rote memorization of the respective information. For these reasons, the task scored 0 points across all attributes within the "purposeful learning" category.

Authentic language input is another aspect of CLT. After close examination of the task, however, it can also be assumed that neither the informational text nor the graph constitutes authentic material. There are no indications that the informational text and the graph originate from a newspaper, or a magazine targeted at a native speaker audience. Regarding the unpredictability of outcomes, it can be stated that the results of the task are extremely

predictable, as students are merely copying the words from one graph to another, thus producing an identical product to the initial graph. Therefore, 0 points were allocated not only for authenticity, but also for unpredictability.

Although the task has not fulfilled any CLT aspects so far, it performs well under the next heading. To be more precise, the task provides students with highly subject-specific input in the target language. The task, which is based on the topic of climate change, is subject-specific as it aligns with certain competences outlined in the Austrian curriculum for geography:

- Globalen Wandel und seine ökonomischen, sozialen und ökologischen Ursachen und Wirkungen – auch hinsichtlich der eigenen Lebenssituation – erörtern
- Geoökologische Faktoren und Prozesse erklären
- Naturräumliche sowie soziale Gegebenheiten und Prozesse als Ursachen ökologischer Probleme erörtern (RIS, 2023, pp. 177-178)

Interestingly, the first competency is addressed in the Austrian curriculum for upper secondary in the 8th grade, while the second and third competences are mentioned in the curriculum for the 7th grade. However, the task still receives the maximum score of 1 point for this aspect, considering that climate change is a ubiquitous topic in almost every grade. Unfortunately, with this task, there are also no opportunities for students to discuss or debate this subject-specific input with their peers. Therefore, the task had to be assigned 0 points in this regard.

In terms of compatibility with CLT, the analysis reveals that the task is not compatible with CLT, as it scored only 1 point out of 11. It lacks not only the aspects of a cooperative approach and purposeful learning but also authentic language input. Furthermore, the task is not one typically used in the CLT context, and the outcomes are too predictable. What the task does excel in is providing students with subject-specific language input. However, it would be necessary for this input to also be communicable with other students.

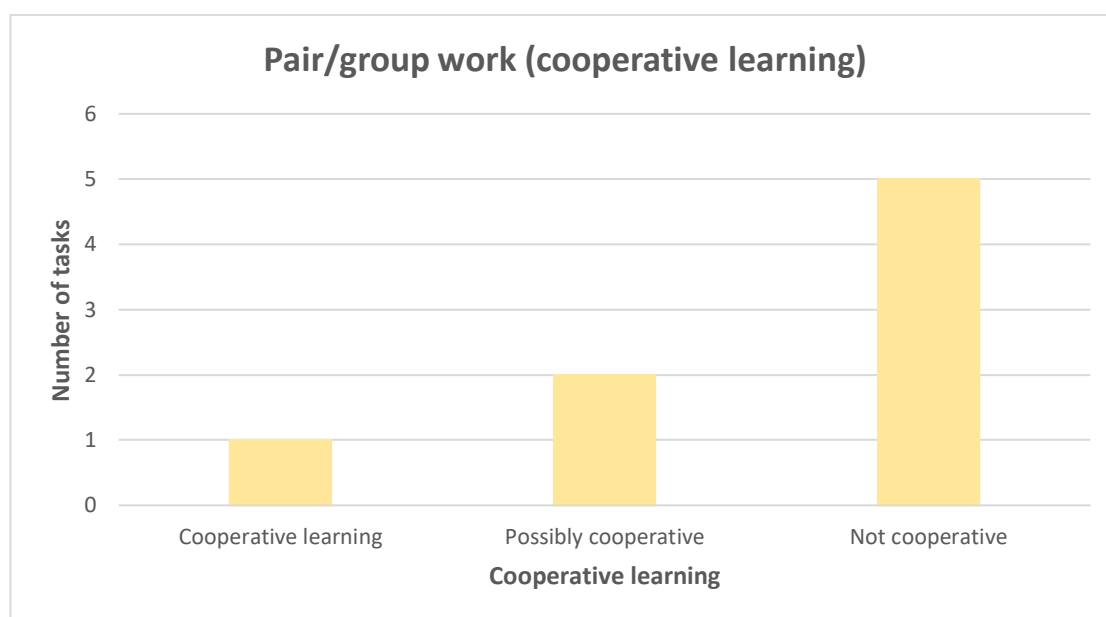
6 Results

The following chapter presents the results of the textbook analysis conducted using the checklist. Here, it is worth mentioning that task 1 and task 5 were taken from *World around: An intercultural journey through English-speaking countries* by Cleary (2008), task 2 and task

6 from *Diercke Geography for Bilingual Classes: Volume 2* by Hoffmann (2017), task 3 and task 7 from *The new wider world (3rd ed.)* by Waugh (2009), and task 4 and task 8 from *Geography: Do it in English 4* by Sonnenberg (2010). From this, one can conclude that the analysis results could be representative for the respective textbooks.

6.1 Cooperative learning

It is well known that the principle of collaboration or group work is an important feature of CLT. Therefore, this principle is a component of this study's analysis grid. The analysis of the 8 exercises present in different CLIL geography textbooks has shown that only one task, namely task 5, fully meets the requirements of the cooperative learning criterion. It is only in task 5 that students are prompted to solve the exercise with a partner. For tasks 1 and 2, a careful reading of the instructions suggests that students might need to work together with a partner or in a team, but this is not explicitly stated. All the other tasks – tasks 3, 4, 6, 7, and 8 – received a score of 0 points in the "pair/group work" category, as the instructions indicate that these tasks are based on individual work.



6.2 Type of activity

As for type of activity, the following tasks are compatible with CLT. Tasks 1 and 2, and to some extent task 5, are opinion-sharing activities. Additionally, task 5 contains elements of an

opinion-sharing activity. Task 4 and, to some extent, task 3 and task 7 are information-transfer activities. Only task 8 does not match any of the typical activity types.

6.3 Purposeful learning

6.3.1 Imitation of real-life situation

Only task 5 achieved a full score for this criterion since the exercise fully simulates a real-life situation, with two friends engaging in conversation, and one friend sharing details about their hometown in a different country or region. Task 1 scored 0.5 points as it imitates a real-life situation only to a certain extent, because writing an informal email to express thoughts and attitudes seems outdated. The remaining tasks received 0 points, as they do not simulate a real-life situation in any way.

6.3.2 Clear purpose

Tasks 1, 2, 4, and 5 have a clear purpose and therefore received full points. Some purpose can also be identified in tasks 3, 6, and 7, which is why they received 0.5 points for this characteristic. Only task 8 lacks this feature, which is why it was awarded 0 points.

6.3.3 Socially defined roles of speakers

Upon careful analysis, it can be argued that only task 5 has socially defined roles of speakers, as meaningful interpersonal exchange takes place here, and the two interlocutors have specific roles assigned to them (score of 1 point). For tasks 1 and 2, it can be inferred from the instructions that the speakers might have socially defined roles, but this is not certain, which is why they received 0.5 points. For tasks 3, 4, 6, 7, and 8, no "speakers" are specified, and students are expected to complete the tasks individually, resulting in 0 points.

6.3.4 Connection to specific context

Only task 5 received full points since the exercise occurs within a distinct context, more specifically tourism, and involves sharing information about hometowns based on personal experiences. Task 1 and task 2 received 0.5 points, as it can be argued that they are partially connected to a specific context. The tasks are certainly linked to a context to some extent, namely a classroom setting where students need to complete the task. Being disconnected from any particular context, tasks 3, 4, 7, and 8 received 0 points,.

6.3.5 Meaningful interpersonal exchange

As for meaningful interpersonal exchange, one can argue that tasks 1, 2, and 5 deserved full points as they definitely involve meaningful interpersonal exchange because meaning is negotiated when students communicate with each other. All other tasks, namely 3, 4, 6, 7, and 8, scored 0 points for this criterion, as no meaningful interpersonal exchange takes place.

6.4 Authentic language input/source

CLT is characterised by the use of authentic materials in the classroom. This means that instructional materials are employed that are typically intended for a native audience, such as newspaper articles, advertisements, etc. Tasks 3, 4, and 7 feature such authentic materials and received 1 point for this aspect. Tasks 3 and 7 hold a certain degree of authenticity, as they originate from a textbook which is frequently used in British or international schools to prepare for exams like GCSEs. Task 4 potentially qualifies as an authentic source that offers learners genuine language input. At the end of the informational text in the coursebook, an internet source is provided. Following a thorough examination of this website, it can be presumed that it caters for native speakers or an international audience.

Thorough analysis failed to provide a definitive confirmation of the material's authenticity of various tasks. Tasks 1, 2, 5, 6, and 8 received 0 points, as it can be argued that the materials are not authentic but rather tailored specifically for CLIL students.

6.5 Unpredictability

An exercise is defined as compatible with CLT when its outcomes are unpredictable. The analysis revealed that a total of 3 tasks yield unforeseeable responses and results – namely, tasks 1, 2, and 5. For meeting this criterion, each task was awarded 1 point. The responses are unpredictable and individualised, as the students' reasoning is unique and personal. The outcomes of an exercise are usually unpredictable when students are required to express their own opinions based on their individual life situations. The results and responses for the other tasks, namely task 3, 4, 6, 7, and 8, are entirely foreseeable. This is because students are required to primarily seek answers within the text for almost all of these tasks, without incorporating their personal input. For this reason, these tasks received 0 points.

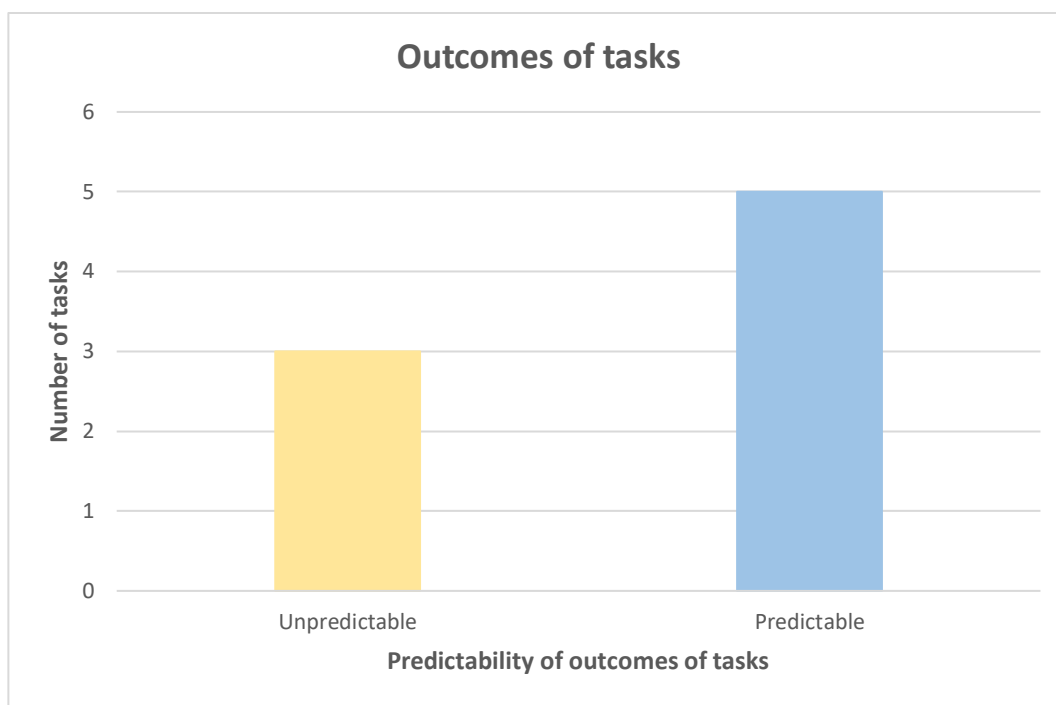


Figure 21: Predictability of outcomes of tasks

6.6 New knowledge

6.6.1 Subject-specific input in the target language

The analysis of all 8 tasks revealed that 6 out of 8 tasks provide students with subject-specific input in the target language. Students need to engage with subject-specific input in the target language, such as informational texts, in order to solve the tasks. It can be argued that without engaging with the input material, solving the tasks would be quite challenging. However, in the case of task 5, it was noted that the task aligns thematically with the curriculum, but there is a lack of curriculum-related input in the target language provided to the students. And in task 1, learners were not introduced to any new subject-specific knowledge concerning this topic in preceding activities.

6.6.2 Opportunities to use new knowledge in communication

This section focuses on the opportunities to use new knowledge in communication. More specifically, it concerns the aspect of discussing and debating the new subject-specific input in the target language with fellow students in real-life communication. The analysis revealed that tasks 3, 4, 6, 7, and 8 do not provide students with any opportunities to exchange the newly acquired information in conversation with their peers. However, tasks 1, 2, and 5 do offer students opportunities for exchange to some extent. No task received full points as there were

deficiencies in terms of the opportunities to use subject-specific input in communication for tasks 1, 2, and 5.

6.7 Compatibility with CLT

This final paragraph addresses the compatibility of each task with CLT. From the rating scale, it can be deduced that tasks are classified as "not compatible" if they scored fewer than 4 points in the overall assessment. They are qualified as "partly compatible" if they scored between 4 and 7 points, and labelled as "fully compatible" if they received 8 to 11 points in the overall evaluation.

< 4 points	CLIL tasks not compatible with CLT
4-7 points	CLIL tasks partly compatible with CLT
8-11 points	CLIL tasks fully compatible with CLT

The analysis shows that task 5 is fully compatible with CLT as it scored a total of 9 points. The scores for tasks 1, 2, and 4 fall within the mid-range, so they can be considered partly compatible with CLT. However, tasks 3, 6, 7, and 8 were not awarded enough points, leading to their classification as not compatible with CLT.

Compatibility with CLT			
	Source	Score	Compatibility
Task 1	Cleary (2008)	6.5 points	partly compatible
Task 2	Hoffmann (2017)	7 points	partly compatible
Task 3	Waugh (2009)	3 points	not compatible
Task 4	Sonnenberg (2010)	4 points	partly compatible
Task 5	Cleary (2008)	9 points	fully compatible
Task 6	Hoffmann (2017)	1.5 points	not compatible
Task 7	Waugh (2009)	3 points	not compatible
Task 8	Sonnenberg (2010)	1 point	not compatible

Figure 22: Tasks' compatibility with CLT

7 Discussion

The analysis shows that only one task from the selected books, namely task 5, which was taken from *World around: An intercultural journey through English-speaking countries* by Cleary (2008), is fully compatible with CLT. The task is perceived as aligning with CLT principles because it involves partner collaboration, mirrors a real-life situation to create meaningful context, and allows unpredictable, individual student responses. Similarly, the other task from *World around: An intercultural journey through English-speaking countries* by Cleary (2008) scored a relatively high number of points in contrast to the majority of the other tasks, thus qualifying as “partly compatible with CLT”. This task performed well due to its alignment with a CLT-compatible type of activity, a well-defined purpose, meaningful interpersonal exchange, and the potential for unexpected outcomes. Nonetheless, there are deficiencies, including issues related to material authenticity and the provision of subject-specific input in the target language. Task 2, which was taken from *Diercke Geography for Bilingual Classes: Volume 2* by Hoffmann (2017), also obtained a substantial score of 7.5 points, which sets it apart from the other tasks in terms of points, and can also be categorised as “partly compatible with CLT”. This task incorporates elements such as a typical CLT-compatible activity type, a clear purpose, meaningful interpersonal exchange, subject-specific input in the target language, and unpredictable outcomes. However, it lacks the imitation of a real-life situation, and there are doubts regarding the authenticity of the materials. In contrast, the other task from the same textbook performed poorly, with a score of only 2 points. This task lacked almost all CLT elements but performed well in terms of subject-specific input in the target language. Task 4, which was taken from *Geography: Do it in English 4* by Sonnenberg (2010), is positioned in the lower-middle range both in terms of its score and its compatibility with CLT. Task 4 neither relies on partner or group work, nor does it simulate a real-life situation or require meaningful interpersonal exchange. However, it does rely on authentic material and offers students subject-specific input in the target language. Task 8, which was taken from *Geography: Do it in English 4* by Sonnenberg (2010), scored only 1 point in total as it showed deficiencies in nearly all CLT key principles. Interestingly, both tasks from *The new wider world* by Waugh (2009) are not compatible with CLT, as they scored too few points due to the absence of essential CLT key features. It could be inferred that the tasks from this book lack compatibility with CLT because the textbook is generally intended for use in British or international schools, implying that it is primarily tailored for students with English as their first language rather than those learning English as a second language.

In general, it can be stated for all tasks that there is room for modification in certain aspects to render them more compatible with CLT. For instance, in none of the tasks except for task 5, is it explicitly mentioned whether the task should be completed individually or in a partner or group setting. Therefore, the tasks could be made more aligned with CLT by explicitly indicating that students should complete them with a partner or as a team. Collaboration in pairs or groups is necessary to foster meaningful interpersonal interaction. Furthermore, the tasks could be adapted in a way that addresses the same issue but employs a real-life situation instead of searching for information in the text and answering questions. Additionally, students should incorporate their own opinions and experiences. This would make the outcomes of the tasks less predictable and more meaningful. If the tasks were based on real-life situations, students would also be provided with a clear purpose, and the entire task would be less detached from context. During the analysis, it became evident that there are insufficient opportunities for students to communicate their newly acquired knowledge with their peers. As a result, CLIL geography textbooks should incorporate tasks that allow students to engage in discussions with their peers about the acquired knowledge. Broadly speaking, it is apparent that the books offer sufficient subject-specific input in the target language, yet the tasks themselves are deficient in terms of incorporating adequate CLT elements. Given the correlation between CLT and CLIL and the omnipresence of the CLT approach within an EFL context, it is crucial to adapt the tasks in the textbooks to align with these principles. Consequently, there is a need for authors to revise the tasks, considering the interconnectedness of CLT and CLIL. Furthermore, CLIL teachers could adapt the tasks to meet the specific requirements and preferences of their CLIL students. It was anticipated that the textbooks and their tasks would demonstrate a higher degree of alignment to CLT principles and incorporate a broader range of CLT key elements.

As previously noted, the analysis was conducted using only 8 tasks from 4 different books, which implies that the results have a limited degree of significance. Looking ahead, it would be valuable to explore a broader range of tasks in terms of their alignment with CLT principles to enhance the representativeness of the findings. Furthermore, it would be intriguing to analyse coursebooks from other subjects, such as biology or history, in terms of their CLT features and compatibility with CLT principles.

8 Conclusion

Since both CLIL and CLT are centred around language learning, this thesis focused on examining the CLIL educational programme and the CLT teaching method, specifically in terms of how CLT principles manifest in CLIL geography textbooks for upper secondary education in Austria. The primary objective of this study was to investigate how extensively the principles of CLT are applied within CLIL geography textbooks used in Austrian schools, while also exploring the key factors that render tasks compatible with CLT. To determine the degree to which CLT principles are employed in CLIL geography textbooks used in Austrian schools, as well as to investigate the key factors that make tasks consistent with CLT, a checklist was formulated. A total of 8 tasks from 4 different CLIL geography textbooks used in Austrian schools within the context of CLIL instruction were analysed using the checklist. Two tasks from each of the four different textbooks were selected for analysis. The tasks were subsequently analysed with respect to various aspects such as collaborative learning, purposeful learning, type of activity, authenticity, unpredictability, and opportunities to use subject-specific knowledge in actual communication. Using a rating scale, the tasks were then classified as either fully, partly, or not compatible with CLT.

The findings of this study indicate that, for the most part, the analysed tasks show a deficiency in CLT-typical elements, despite the importance of CLT within the context of CLIL. While most tasks do incorporate certain CLT elements, they lack other crucial aspects. Only one out of the eight tasks analysed could be defined as fully compatible with CLT. Furthermore, the analysis revealed that three out of these eight tasks demonstrate partial compatibility with CLT, while four tasks are considered incompatible. The authors of the books or the CLIL teachers could modify the tasks in such a way that they would align more closely with certain CLT aspects. Nonetheless, the degree of representativeness of these findings remains uncertain, as the analysis was conducted on merely 8 tasks in total. Thus, a more reliable conclusion could be drawn by examining a broader range of tasks in terms of their incorporation of CLT features.

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