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Rita Kupetz

Best Practice in Teacher Education

Content and Language Integrated Learning in Teacher Education: Bilingual Approaches Supporting Multilingualism

Abstracts

This paper examines the incorporation of Content and Language Integrated Learning (CLIL) as a didactic concept into the Master of Education curriculum at the Leibniz University of Hanover. In various seminars, problem-orientated studies of selected CLIL environments and scenes involving the development of multilingualism were carried out by advanced education students. This paper presents these findings and, furthermore, shows the “action research” undertaken on this topic by these student teachers in schools.

Im vorliegenden Aufsatz wird gezeigt, wie der CLIL-Ansatz in der Lehrerbildung an der Leibniz Universität Hannover integriert wird. Des weiteren wird gezeigt, wie in einem Hauptseminar der Beitrag ausgewählter CLIL-Lernumgebungen und Szenarien zur Entwicklung von Mehrsprachigkeit nicht nur problematisiert, sondern auch mittels *Action Research* von den Lehramtsstudierenden an der Schule erkundet wurde.

Cet article démontre l’intégration de l’approche d’EMILE (Enseignement de Matières par Intégration d’une Langue Etrangère) dans le programme de formation des futurs enseignants d’Anglais à l’Université d’Hanovre. Ainsi, nous proposons une discussion théorique au sujet de la contribution de certains scénarios d’apprentissage au développement du multilinguisme. Les découvertes des étudiants, faites dans le cadre d’un séminaire universitaire témoignent non seulement de leurs recherches sur le multilinguisme et mais aussi de leurs expériences avec l’approche EMILE en classe de langue.

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This paper focuses on the course design and findings of a CLIL seminar taught in the winter semester of 2007/2008. While studying the potential of multilingualism within a CLIL paradigm, students developed an interest in using a CLIL environment as a means to support multilingualism in the classroom. The course employed a constructivist learning theory in which the participants explored subject matter and carried out research autonomously.

Course design: Multilingualism through Content and Language Integrated Learning?

The course description reads

In a world of multicultural societies and rapidly expanding mobility, the development of multilingualism has not only become a political necessity but also an important educational goal. In recent years, language teaching approaches have therefore focused on the question of how the teaching of one language can enhance the learning of other foreign languages and how the various mother tongues of students can be used as a potential resource for the language classroom.

As recent research has shown, Content and Integrated Language Learning (CLIL) seems to be a concept which contributes effectively to the development of multilingualism. In this course, we will discuss CLIL as a “gateway to multilingualism” and explore how it can create a learning environment which lends itself to the development of language awareness and the introduction and use of language learning techniques and strategies (e.g. hypothesis building and testing, comprehension checks).

The course participants were to:

1. study the concept of bilingualism/multilingualism
2. discuss implications for teaching English as a foreign language in multilingual and multicultural classrooms and discuss bilingual teaching as a gateway to multilingualism
3. explore multilingual classrooms: teachers’ and pupils’ multilingual backgrounds and their enriching potential for English language teaching.

Course material was made available in a reader at the beginning of the semester. The electronic learning platform Stud.IP was used in order to store information, make selected links easily accessible and negotiate classroom projects.

Three layers were incorporated into the structure of the course design. First, reading the discourse on multilingualism and CLIL; second, the analysis of CLIL practice; and third, synthesis in terms of classroom research including micro teaching sessions. These layers were evident in the tasks offered to the participants:

1. Read, synthesize and be prepared to discuss in class the reading assignments and implications for multilingualism.
2. Organize a workshop on CLIL as a gateway to multilingualism. Use videography and watch CLIL lessons to study their potential for multilingualism.
3. Classroom Research Projects:
4. Either
 1. Explore multilingual classrooms. Study teachers’ and pupils’ multilingual backgrounds and their enriching potential for English language teaching.
 Or
 2. Plan a CLIL lesson exploring multilingual aspects, teach it and reflect on it.

For the completion of these assignments, students were required to:

1. study current literature, see section **Multilingualism and CLIL**
2. observe and analyze video-recorded CLIL classroom interaction in order to grasp the concept of CLIL, see section **Teaching History in English: A school module**

3. explore the potential of CLIL for developing multilingualism, see sections **Classroom research in teacher education: Multilingualism through CLIL?**, **Multilingualism in a (language) classroom in Germany – A case study carried out by education students** and section **Micro teaching practice: Multilingualism through a CLIL module designed by student teachers**

The majority of the contact hours, namely two-thirds, were devoted to discussing CLIL and aspects of multilingualism. Two of the remaining sessions were devoted to project consultations, and an additional two sessions to the presentations of work in progress. Contact provided via StudIP was significant, but due to documentation difficulties this remained unrecorded.

Multilingualism and CLIL

The multilingual/plurilingual dimension of modern language learning and teaching was first discussed in the above-mentioned seminar and will be reconstructed here in brief. Peter Auer's introduction on becoming, staying and acting multilingual raises the central issues on minority language treatment and adult usage of two languages (2007: 6ff.). He describes the tension that evolves between cultural and linguistic diversity and the use of English as a lingua franca, posing a risk for other languages. He claims that multilingualism helps to achieve social stability, tolerance and co-operation (2007: 11f.).

Michael Byram (2007) following the *Common European Framework of Reference* uses the terms plurilingualism and multilingualism to make a distinction between individual and social dimensions. "Plurilingualism is using many languages efficiently, to 'fit the purpose' – at the moment in question" (Byram 2007: 2). Furthermore, he subscribes to the Common European Framework of Reference goal and competences:

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of various degrees, in several languages, and experience of several cultures. (Council of Europe: The Common European Framework of Reference for Languages 2000: 168)

The goal of this seminar was to explore the extent to which university education students were able to detect Content and Language Integrated Learning as a potential pedagogical approach towards multilingualism. The monolingual habitus as described by Adelheid Hu (2003) was discussed in class in order to raise student awareness of current issues, a necessary part of school language policy.

Bilingual teaching, language awareness and multilingualism

Franz-Joseph Meißner (1998) introduced the concept of receptive multilingualism and intercomprehension. Intercomprehension means that a text in a language foreign to the pupils may be understood if the topic is known and, in addition, the roots of basic vocabulary are common to the languages with which the pupils are familiar. It works well for Romance languages; non-Romance languages, however, present a more complex situation as can be seen in the academic discourse on English as a foreign language (cf. Fehling, Gnutzmann and Hallet).

Wolfgang Hallet (1998: 116) describes CLIL as an instrument for supporting multilingualism and suggests that, especially in subjects like history and geography, it can raise language awareness (LA) and change perspectives. Claus Gnutzmann (2003), however, considers the potential of CLIL for multilingualism critically. In this respect, he discusses three issues: the concept of Language Awareness, bilingual content teaching, and multilingualism in the context of CLIL. It must be noted that he is sceptical in regard to the potential of CLIL for the purpose of developing multilingualism per se. He bases his highly critical position on the findings of studies indicating that the working language – in particular English – is promoted by CLIL, while other languages are disadvantaged (Thürmann 2000: 479f.; Fehling 2005). For Gnutzmann, multilingualism

is a political goal which remains unrealistic. Moreover, he claims that CLIL is only capable of supporting multilingualism if the multilingual background of the classroom is explored (Gnutzmann 2003: 24).

In her study on Language Awareness and Language Learning Awareness in the context of bilingual teaching, Sylvia Fehling (2005) discusses the implications of multilingualism. A theoretical basis is provided by James' & Garrett's five dimensional approach to Language Awareness (James & Garrett 1991: 12 ff.). The social dimension covers the awareness of multilingualism and tolerance for minority languages. Fehling's data shows that the pupils are interested in many languages. It is striking to note, however, that the popularity of French as a second foreign language declined during the two years of bilingual teaching with English as the working language at the school observed by Fehling. This effect certainly supports Gnutzmann's scepticism of the multilingual potential of CLIL.

Hans-Ludwig Krechel's paper on language learning in bilingual content teaching as a vehicle to multilingualism (1998) is the most practical and optimistic of all those reviewed in this subsection. He specialises in Romance languages, where the concept of multilingualism and intercomprehension is particularly widely spread. Within this linguistic paradigm, he subscribes to an integrated approach in which content teaching is combined with language learning.

Christ's finding (1995) that pupils in a bilingual stream are more likely to learn a third or fourth language than others, is referred to by Krechel. He reports, however, the necessity for further evaluation regarding the extent to which bilingual content teaching is able to contribute to the learning of further languages (Krechel 1998: 122). Authentic material is essential within this context, as realistic interactive situations are created. This interaction, realised, for example, during phases of group work, enables pupils to develop both declarative and procedural knowledge. These are skills that contribute significantly towards increasing the efficiency of learning a further foreign language (Krechel 1998: 123). The application of competencies acquired in such a setting is exemplified in work with texts where pupils infer the meaning of unknown vocabulary. In particular, this applies to language use for specific purposes, as the origin of such terminology is frequently Latin or Greek.

Krechel underlines that working with authentic sources increases the need for pupils to develop learning strategies and techniques as well as reading strategies. In addition, the competencies required for text production in both spoken and written forms are developed. The use of authentic tasks to provide a rich learning environment where e.g. code switching, paraphrasing, translating or negotiating occur, is, thus, reiterated. These strategies lead to an increase in language awareness. Krechel claims that these techniques and strategies, which are developed in CLIL, are more successful in providing a learner with the foundations necessary for multilingualism than traditional foreign language teaching.

Furthermore, he demands increased work with authentic documents of other languages learnt as L3 or L4. A further step towards multilingualism might involve content teaching integrated with various foreign languages in the form of individual modules. In addition, courses on literature and project-related activities could be introduced to actively support multilingualism.

To summarise, the course participants recognised that multilingualism is a political goal (Gnutzmann 2003). Furthermore, they learnt that the CLIL classroom would only be able to support multilingualism if three factors were given: first, an investigation of the linguistic background of the pupils carried out with specifically designed tasks; second, an integration of material from original sources; and finally, the encouragement of intercomprehension skills.

Teaching History in English: A school module

This section describes the second layer of the course design. Education students observed and analysed video-recorded CLIL classroom interaction and studied previously completed classroom research of the same project prior to the commencement of the seminar.

The school project involved a bilingual module entitled *History in English – The Great Famine* taught in a ninth grade class in the school year of 2006/07. The material is well documented and resulted in the production of the project DVD by students of another CLIL course offered in the summer term of 2007. It invites the user to participate actively in the process of analysis. It was used for illustration purposes in class and as a learning environment for individual studies. Numerous tasks addressing general aspects of history taught bilingually and specific aspects of the lessons presented on “The Great Famine” and “Colonialism” are provided for guidance. In this respect, significant scenes are extracted and enriched with reflective tasks in both cases. Essentially, the user tackles relevant details of the lessons as well as the CLIL concept and is provided with the opportunity to compare findings with the sample analyses provided on the project DVD.

Two key concepts of history education as part of a CLIL paradigm are exemplified in the lessons. The first involves the study of *original sources* and other materials which is an essential criterion in teaching and learning history.

Schriftliche Quellen und historische Darstellungen entsprechen zwar dem Hauptarbeitsfeld der Geschichtswissenschaft, im Geschichtsunterricht aber ist die Vielfalt historischer Zeugnisse zu berücksichtigen. (Policy documents: Rahmenrichtlinien Geschichte, 1994: 30)

It follows that work with an authentic text, in this case a letter, is the central element of this CLIL module. The second key concept for teaching history in a foreign language is the *understanding of various perspectives/multiperspectivity*.

Die dadurch notwendige weltweite Perspektive verweist auf die Erfahrung von Fremden und auf Fremdverstehen. Die Fremden dürfen allerdings nicht nur zum Objekt der Betrachtung werden. Dazu ist Multiperspektivität im Geschichtsunterricht notwendig, die nur durch einen Perspektivenwechsel und Empathie möglich ist. (Policy documents: Rahmenrichtlinien Geschichte, 1994: 8)

In the lesson it is the teacher’s goal to provide pupils with skills and knowledge in order to grasp these different perspectives of the people involved in the migration process at the time given. This constitutes a principal element of a multilingual methodology which was essentially the area of research presented to the education students for further investigation.

Classroom research in teacher education: Multilingualism through CLIL?

The next sections report the classroom research carried out by advanced education students during a seminar and complementary to it. This empirical approach is central for the philosophy of teacher education practised in the Department of English at the University of Hanover (Lütge 2008: 67), as students are required to undertake classroom research as part of their training. By utilizing this approach, an attempt is made to study school practice as a researcher and to develop a research mentality which is part of the professional competencies of a prospective teacher.

Due to curricular restrictions in terms of research methodology, it is strategically necessary for the students to acquire these competencies by studying similar research projects and through practical experience.

Multilingualism in a (language) classroom in Germany – A case study carried out by education students¹

The students explored CLIL as a possible mechanism in supporting multilingualism. The project was described and reflected in various final thesis papers (1. *Staatsarbeit*) and term papers (refer to bibliography). The student researchers were interested in investigating the linguistic background of a class in Germany. This was made possible in a ninth grade English classroom in which activities related to CLIL and multilingualism were also carried out.

The **research questions** have been slightly adapted by the author:

What is the extent of multilingualism in a German classroom?

What are students' attitudes towards multilingualism?

What is the extent of the use of multilingualism in a classroom?

What is the potential of multilingualism in the classroom?

Research methods and guidance by the university teacher

As mentioned above, this explorative and descriptive classroom study involved acquiring methodological research skills while actively carrying out the project, as prior preparatory courses for the students which are not part of the curriculum of the Master of Education. The consultations with the university teacher came in handy here. We met twice during the semester to discuss first the questionnaire and then the intercomprehension task. The intercomprehension task was designed to explore how pupils determine the meaning of a text written in an unknown language. Knowledge of the pupil's language profiles was deemed necessary by the student researchers and, therefore, they studied Dörnyei (2003) as recommended on the reading list. Subsequently, it was considered methodologically appropriate to elicit data on attitudes and various background facts through a questionnaire in English.

The education students were informed about intercomprehension tasks and their potential for raising multilingual awareness through the literature and in the consultation. In order to encourage the learners to negotiate the meaning of a text in an unknown language in the form of a verbal discussion, the work was completed in pairs. The potential of applying this task in order to elicit information was evaluated by the students and then classified as a technique for data collection in terms of a consensus task.

Twenty-one pupils completed the questionnaire and, of these, 10 were selected to take part in the second part of the investigation. The pairing was a crucial factor for the intercomprehension strategies to be observed.

The selection of the text was essential in terms of the choice of language, length, authenticity and topic. As the assumed preference for comprehension was the first language², Italian was selected for this task due to the fact that none of the pupils were familiar with this language. The topic, namely Harry Potter, was presumably familiar to the pupils and if this were the case, background knowledge would serve in grasping the meaning. This topic is clearly not related to the CLIL context. The student researchers considered the familiarity with the topic more important and, thus, decided against a CLIL related theme.³

Harry Potter

Harry Potter (nome completo Harry James Potter) è un personaggio immaginario protagonista della serie di libri omonima scritta ed ideata da Joanne Kathleen Rowling negli anni novanta ma concretizzata sei anni più tardi.

Dai libri si deduce che Harry è nato il 31 Luglio del 1980. Rimane orfano all'età di 1 anno, quando Lord Voldemort uccide i suoi genitori James Potter e Lily Evans, che muoiono per salvarlo; l'amore della madre, unito ad un potente incantesimo, gli dona una protezione sicura per molti anni e un potere molto forte, che in futuro gli servirà per affrontare lo stesso Voldemort.

[http://it.wikipedia.org/wiki/Harry_Potter_\(personaggio\),150908](http://it.wikipedia.org/wiki/Harry_Potter_(personaggio),150908)

1 Bürger, Katrin, Sarah Fuchs, Henning Marquardt and Mehmet Secan Uztosun (2008) *Multilingualism – A case study with 9th graders at the Helene Lange Schule*. Term paper written at the Leibniz University.

2 I will come back to this issue in my evaluation of the learning process

3 I will come back to this issue as well.

The consensus task was to write down as much of the text that was understood as possible – in German. The pupils were asked to articulate their results as the procedure was recorded on video for the purpose of using material produced by videography in research.

To summarise, in this explorative study the education students elicited various forms of data through questionnaires on language profiles and the intercomprehension exercise combined with a consensus task and recall.

Data Analysis

The multilingual context

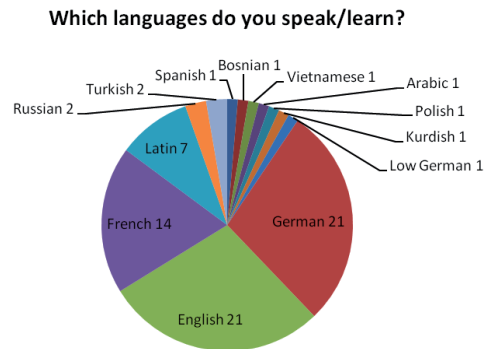


Figure 1: Languages spoken and learnt by the pupils (Bürger et al. 2008: 3)

Figure 1 illustrates the multilingual composition of the classroom where three of 21 students were not born in Germany and eight have a migration background. The students spoke 13 different languages at home, while English, French and Latin were learnt at school.

The intercomprehension task combined with a consensus task

During the investigation, the university students developed the following research questions:

- Do the pupils use their whole range of available languages while encountering a text in an unfamiliar tongue?
- Which coping strategies do the pupils apply during this task? (Bürger et al. 2008: 9)

Forming pairs for the intercomprehension exercise and the consensus task proved to be a challenge and was discussed in the consultation with the university teacher. Due to time constraints, five pairs were decided upon. The researchers did not choose the partners randomly but formed five groups according to whether the current L3 learnt at school was French or Latin. The members of the fifth group had a unique linguistic background, as one pupil had lived in Spain for a long period. It was, therefore, possible that Spanish would be chosen by this pupil for the intercomprehension task. This group was of particular interest for comparative studies.

In order to analyse pupils' findings in terms of intercomprehension strategies, a quantitative approach was used by comparing the 16 propositions identified in the Italian text by the student researchers with the number identified by pupils. The extent to which these propositions were identified was investigated in all five groups and categorised as completely, partly or not at all. For the intuitive analysis of the video recording, a qualitative descriptive approach was negotiated in the consultation. The strategies identified in the analysis were compared to the retrospective description of the students (recall).

Results and discussion of the classroom research project

The following sample from group 3 illustrates that similar words in languages learnt at school are sought and meaning is negotiated. As Bürger et al. describe:

Group 3 is the group which was able to identify the most propositions in the text, since they scored 9 out of 16. While student M seems more dominant and more communicative, student S answers his questions and tries to advance the discussion.

They start off by looking at the whole text. They try to make out the central theme of the passages and seek familiar words by scanning the text before going into details. Statements like “‘ideata’ is the same as ‘invented’,” (0:46), “‘negli’ could mean something like ‘being born’,” (0:54) and “‘molto forti’, forti is something, we had that in music. Forti? Advanced or I don’t know” (2:47) illustrate the scanning of the words while “The second part simply describes what happens [in the book]” (2:15) demonstrates the finding of the central theme. After this, they start again at the beginning to write their results down and try to define clearly or improve their findings so far.

On this occasion, they even start to reflect on the similarity to words from the languages they know – Student M: “I can maybe trace ‘negli’ back to the French ‘est nee’” (5:02).⁴ Sometimes one can only make out the connection to another language but fails to remember the exact meaning. In this case, the cooperation between the students becomes apparent since the other partner might be able to help out as in the following examples:

Student M has made the connection between the Italian ‘piu tardi’ and the French ‘plus tard’ (5:22) but cannot remember what it means.

Student M: “‘Plus tard’, what does that mean again?”

Student S: “[...] ‘late’, I believe.” (Bürger et al. 2008, 14f.)

The following strategies were identified:

- Look for similar words in the languages learnt at school.

- Look for numbers.

- Use prior knowledge of the topic/book.

- Write down known words above the Italian text.

In the group with the best result, additional strategies are incorporated:

- Look at the whole text.

- Think about stylistic aspects.

Translation takes place continuously and might be considered as an implicitly used strategy.

To conclude, the information on the linguistic background of this group of pupils was statistically analysed by the university students in order to show the extent of multilingualism in German schools. The proportion was astonishingly high with 33 per cent non-German pupils in comparison to the overall average of 13.7 per cent (the status of Low German will not be discussed here) in 2006 in Lower Saxony. Furthermore 13 different languages were listed, including three foreign languages taught at school and eight languages learnt as a consequence of migration.

Pupils’ attitudes towards multilingualism

The student researchers replicated Fehling (2005), who studied these attitudes by asking whether the pupils wanted to learn a fellow pupil’s native language. In general, the attitude towards multilingualism is positive; however, variations still exist. One third of the pupils responded positively.

The extent of the use of multilingualism in the classroom

On a personal level, the **pupils** use a number of languages and assume that they profit from their mother tongue when they learn another language. The intercomprehension task, however, reveals that predominantly the languages learnt at school are applied.

⁴ Only an Italian-speaking person will realize that the Italian preposition ‘in’ and the definite article (plural) are connected in ‘negli’.

Therefore, the education students' assumption about the usage of the L1 was not confirmed. They explained this deviation from their expectation with the Western European focus seen in the language itself (Italian) and the topic (Harry Potter) chosen. It is, however, necessary to note that the relevance of language family relationships for intercomprehension was not appropriately considered by the education students prior to the collection of data in the classroom. The discussion of this aspect was initiated by the university teacher in the final seminar and brought to the attention of the student researchers. It deliberately remained unmentioned throughout the initial stages of the course in order to provide room for learning experience.

The potential of multilingualism in a classroom

There is a lack of acknowledgement of pupils' multilingualism in everyday education in Germany. Minor steps towards recognising the significance of the linguistic background, for example by eliciting a language profile of a class, might be incorporated into a school's language policy.

Schools have only recently begun to consider teaching the pupils' native languages as part of their language policy. Swain & Lapkin (2006) show that literacy in the L1 of a migrant promotes literacy in L2. Using the **pupils'** expertise on migration experience in other subjects, such as history, politics or geography, might be a further aspect of language policy.

To conclude, the students profited and progressed greatly in the field of research within this limited time of one semester. The interest in multilingualism and CLIL was used as a starting point and this led to the design of an exploratory classroom research project and its implementation, tutored via two consultations. This constructive university learning experience was reflected in the conclusion with a call for a more cosmopolitan curricular focus (Bürger et al. 2008: 22f.).

Evaluation of the classroom research project

The university teacher tutored the classroom research project while at the same time leaving room for exploration and learning in terms of:

1. The role of L1 and the role of language family relationships in intercomprehension tasks
2. The familiarity of the topic for intercomprehension tasks outside of the CLIL context
3. Research methods

The risk of working with an incorrect assumption regarding the bridging language was taken by the university teacher as the research participants and student researchers remained unharmed by this tangential development. In the analysis of the recorded intercomprehension activities, the students indeed recognised that the learners used their foreign languages learnt at school as bridging languages. The university teacher recommended a juxtaposition of the results of this classroom research project and the EuroComRom project. Here, seven sieves are used to describe a transfer inventory of Romance languages and a key result was that languages learnt at school function as "bridging" languages. This corresponds directly with the findings of these student researchers. In the end this insight was rewarding, even if wrong assumptions were made in the process. The research methods (questionnaire combined with intercomprehension task) were selected and designed during the project and negotiated by the research team and in two consultations with the university teacher. In the feedback discussion, a strong need for further development of these competencies was articulated.

In the choice of topic, priority was given to the multilingual dimension of the intercomprehension task. For this purpose the CLIL concept assumed a subordinate role – a pedagogical decision which was accepted by the university teacher in this context.

This learning by doing approach was a success amongst these highly motivated student researchers. However, alternative procedures in implementing courses on class-

room research methods and practice in a Master of Education curriculum should be considered.

Micro teaching practice: Multilingualism through a CLIL module designed by student teachers

Planning a lesson with authentic historical texts

An additional three education students taught a CLIL lesson on “Ellis Island” with the central task being an interview at the migration office. Material and tasks were designed for the pupils based on authentic journal entries written in retrospect by immigrants about their arrival in the USA. Due to the fact that it was a history lesson which was taught in English, it was important that the texts given to the pupils were authentic and historically sound. This proved to be one of the biggest obstacles in planning this project. It was very difficult to find texts written in English that included phrases in another language and which could, thus, be deciphered by the pupils using intercomprehension techniques. English texts with Polish, Czech, and Italian phrases, however, were found and utilized during the lesson.

Task design offering a change of perspective

The pupils were expected to gain information from these sources in order to act out an interview at the immigration office on Ellis Island. The roles (the migration officer and the migrant) and the historical time offered potential for *developing different perspectives/ multiperspectivity* which is one key concept both in history and foreign language teaching.

The potential for multilingualism was found in the texts and phrases which were in a language other than English or German. However, during the role plays, the pupils did not use these phrases which were carefully selected as impulses for a multilingual experience.

The education students were not satisfied with the limited multilingual outcome of the role play. However, the role play itself indicated that the pupils are aware of the multi-linguistic dimension of the tasks as a strong linguistic/phonetic impact of the migrant’s mother tongue was imitated and presented in addition to an English accent. The lesson was video-recorded, analysed and partly shown in the seminar. In a plenary discussion with the university teacher, this very aspect was interpreted as a sign of language awareness. As previously mentioned, language awareness is essential in achieving a multilingual mode in the CLIL classroom. This reflection of the micro teaching practice supported by the video-recorded lesson helped the education students to link their teaching practice with the theoretical discussion on language awareness and multilingualism.

Conclusion

This paper shows that the approach towards content and language integrated learning is an integral part of teacher education at the English Department of the Leibniz University of Hanover. Video-recorded classroom interaction is used for study purposes and is combined with action research and micro teaching practice undertaken by education students to explore a problem-oriented issue, such as discussing the multilingual potential of CLIL. In terms of research competencies, a strong need for further development beyond classroom research competencies became evident. The curriculum of the Master of Education should provide more room for modules in which these competencies may be developed.

Teacher training in university education is necessary in order to enable these future teachers to design learning environments and scenarios that promote multilingual attitudes and a cosmopolitan perspective. The following scenarios are part of a CLIL methodology promoting multilingualism:

1. The *language profile* of a class – support individual plurilingualism and utilize naturally and institutionally learnt languages.
2. Work with multilingual *authentic sources* (texts) and raise language awareness.
3. The intercomprehension task and the consensus task – use and develop *intercomprehension strategies*.

4. CLIL modules in History provide the potential for *studying various perspectives*. These scenarios frequently have two facets: a research potential on the one hand in which the teacher must recognize and acknowledge multilingual potential in pupils and the learning potential on the other. The learning environments help the pupil to grasp, understand, reflect on and broaden perspectives in a multilingual and multicultural world and to empower the development of a cosmopolitan perspective. In this sense the exploratory character of the seminar helped in further shaping the CLIL concept.

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The DVDs can be obtained from the author.

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