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Multicultural Interdisciplinary Handbook

**Tools for Learning History and Geography in a
Multicultural Perspective**



Comenius Multilateral Project

502461-2009-LLP-ES-COMENIUS-CM

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Preamble

MIH project (Multicultural Interdisciplinary Handbook: tools for learning History and Geography in a multicultural perspective) is a Comenius Multilateral Project funded with support from the European Commission that has been developed from 2009 to 2011.

Conceived from the idea of educating lower and upper Secondary School pupils in a process of construction of a European identity by involving them in the culture of other countries, MIH project meets this need by providing new methodological and ICT tools that could help teachers and pupils to plunge deeper into both cultures and languages of another nations via their History and Geography, and opens the way to introduce a European perspective in History and Geography school *curricula* and classroom activities.

This Handbook is one of MIH most significant results. It should be considered a guide for teachers, intended for both in service and future teachers at the secondary level (lower and upper Secondary School in Europe). Its purpose is to contribute to the development of multicultural and interdisciplinary discussions related to epistemological and didactical issues in education, regarding how History and Geography are effectively taught among different countries of the European Union (Austria, France, Germany, Italy, Poland and Spain).

The Multicultural Interdisciplinary Handbook accompanies the teacher through:

- the epistemological and methodological approach to the teaching of History and Geography in a multicultural and interdisciplinary perspective, according to the results of the research carried out during the MIH project (Chapter 1.);
- the design and deployment of learning objects (Digital Modules), that allow, by using historical and geographical documents and contents, the construction of materials for individual learning and classroom activities (Chapter 2.);
- the comparative description, in terms of contents and didactical proposals, of a digital modules selection produced during the project (Chapter 3.);

In addition, the Multicultural Interdisciplinary Handbook provides to the teacher with suggestions, based on several criteria and strategies for the use of digital modules as learning materials, in order to integrate them into the curricular programmes (Chapter 4.) or used in a CLIL class (Chapter 5.).

Furthermore, Multicultural Interdisciplinary Handbook will be useful for teachers in order to let them analyse their contexts (Chapter 6.), to set an appropriate framework for the use in the classroom of the model proposed and by providing a wide range of tools to create their own learning objects and evaluate them with colleagues and with students in classroom (Annexes).

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About the use of the DMs in CLIL classes

Do Coyle, one of the major experts in CLIL, stresses on the strong cognitive value of this approach. She says that learning contents in another language asks teachers to revisit the language, to model it such a way as to promote conceptualizing the learning. Following the traditional theories regarding learning languages, the input must be clear to the learners (Krashen, 1987) as well as their outputs must be comprehensible (Swain, 1985). This is possible only if both the meaning and its expression are understood.

In most of the EU countries, except for the regions characterized by bilingualism, usually CLIL classes are attended by pupils who started learning a second language quite late (between 8 and 11) and for few hours a week. Moreover, often the content teachers are not trained and depend on the expertise of their language colleagues. This situation is well known by the school staff, by the students and their families as well as by the policy makers. It is not by chance that both the Council of Europe and the European Commission have been promoting the CLIL since the 90s, when they realized that many kids having learnt at school a foreign language for eight years or more could hardly string a sentence together, as David Marsh says in an interview available on the web⁷.

The low competence in foreign languages of the students starting a CLIL experience, and sometimes also of the teachers, combined with the insufficient number of language hours scheduled, obliges teachers to translate the content from the language 2 to the 1 and vice-versa, in spite of the prevalence of the communicative method of teaching language. In any case, it is not sure that the communicative method is recommended in the CLIL, as far as the contents to be taught are complex and far away from the life situations commonly used in language learning. The teachers' experiences clearly show that they always have to translate from L1 to L2 or vice-versa and explain punctually the different ways to express the meaning in the two languages. However, this practice provides two positive consequences: 1. the emerging of the meaning from its first intuitive phase to its full awareness, which is not always the case in one's own mother tongue, as the learner can "feel" the meaning even if he can't exactly express it; 2. the affirmation of the principle of interpretance (Eco, 1993), by which the natural language serves also as meta-language, so that it is possible to compare the semantic system of the language 1 to the language 2's one.

This second point introduces another topic, which is the social and historical construction of the language and its cultural aspects. This is a very important issue, because, even if everybody agrees that in the CLIL the contents prevail over language learning, it is worth pointing out that the major experts in this field come from language studies and training and, mainly, from the training of English as foreign language teachers. On the other hand, it is to be stressed that the political impulsion given to the CLIL by the European authorities stemmed from the need to improve the language competences of the European citizens.

⁷ <http://www.youtube.com/watch?v=-Czdg8-6mJA>
<http://www.youtube.com/watch?v=-Czdg8-6mJA>
 retrieved 18.01.2012

As a consequence, the CLIL studies focus on language issues and take little notice of the cultural ones, as well as the materials available, except for those produced by the teachers by taking into account the needs of their classes, tend to translate contents and exercises from the curricular L1 textbooks to L2 ones without adapting the approach to the different needs (Coonan & Marangon, 2006).

The state of the art of the CLIL in Europe indicates two points:

1. English is the dominant language in CLIL experiences.
2. The subjects involved are mathematics, sciences and social sciences.

The first point does not stun. Even if the European policies go to the opposite direction, by sustaining minorities languages and, in general, supporting the diffusion of all the languages spoken within the EU borders, the dominant position of English is undeniable. The second point has to be analyzed together with the first one. In fact, mathematics and sciences not only have their own symbolic language which limits the role of the verbal language in learning, but they also confirm the importance to study English because the international scientific literature is more and more published in this language. The same thing can be said for social sciences, economics and geography. On the contrary, it is much more difficult to deal with philosophy and history in a foreign language, so that it is quite frequent to use a mix of history, human geography, sociology and economics in CLIL, but impossible to find CLIL experiences involving the great topics of history and philosophy.

Starting from these preliminary remarks, the MIH project intended to provide materials that could motivate and support teachers in approaching these great topics, such as national histories, conflicts or migrations. The language skills targeted are, of course, reading and writing, even if the Digital Modules (DMs) include also audio-visual materials.

The DMs design matches the multiple literacies pedagogy as it is recommended in the European educational programmes. "It is pluriliteracy that is being marketed as a unifying capacity for European citizens in the 21st century. For example, the European Union is actively seeking to develop its citizen's plurilingual literacy practices and values. To do so, it emphasizes the role of school not simply in teaching languages to a certain level of proficiency, but also in recognizing and valuing the plurilingual language and literacy practices of students in their full range. The development of the European Language Portfolio (ELP) is one attempt to record and recognize these practices, regardless of whether they are learned or valued in school (Common European Framework of Reference for Languages 2002)" (García et al., 2006).

The MIH DM (García-Peñalvo et al., 2011), in fact, develops complex historical and geographical topics focusing particularly on the factors that contribute to the construction of the national identities within the school curricula.

Since the meaning depends on the social use of the language, regulated and coordinated, the DMs present all the sources in their original language. They also provide didactical materials addressing different targets (captions, descriptions, explanations and exercises for both teachers and students) and focusing on the contents, but not on the structures of the language. The role of the English as supporting language, a sort of *tertium comparationis*, is recognized as far as each DM is translated in English. But they are not conceived for learning English, as they do not include any English source; their English translation just

aims at sustaining other European languages, two of which, Polish and Italian, are not so popular in schools.

The use of the DMs entail the exercise of translation from a language to another, as the meaningful interpretation of the text makes the learners aware that the language forms are meaningful only because they are used and, because of their use, can be associated to a meaning. The expression “shoe laces” cannot be translated in the language spoken by people that completely ignore what shoes are (De Mauro, 1989).

In the same way, “Anschluss” cannot be translated just as “inclusion” if it refers to Austria in 1938, as well as the expression “Spring of Nations” has different meanings in Spain, Italy or Poland.

According to the above mentioned principles of the Multiliteracies Pedagogy, the DMs use different communication channels and strategies, in order to enable the learners evolve their language competences and foster the critical engagement necessary for them to design their social futures and achieve success through fulfilling employment (Cazden et al., 1996).

Maybe, it is not by chance that, in general, the evaluation given by the language teachers who tested the DM in their classes is not so positive as their human sciences colleagues.

STATE OF THE ART OF THE CLIL IN EUROPE (2005-2010)

The CLIL (Content and language integrated learning) methodological approach seeks to foster the integrated learning of languages and other areas of curricular content. Since 1990 Community recommendations regarding education have been promoting “innovation in methods of foreign language training.”⁸ The recommendation 89/489/CEE refers in particular to the teaching in a foreign language for disciplines other than languages, providing bilingual teaching, and proposes improving the quality of training for language teachers. In the White Paper, published in the same year, the European Commission stated that: “...it could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools.” The CLIL approach, in fact, was developed in the European schools created in the bilingual regions situated along the borders of France and Germany as a consequence of the agreements between the two countries after the World War II (WWII).

The most complete survey on the CLIL was published in 2006 by the Eurydice European Unit. This study was based on information contained in the national descriptions from the 30 of the Eurydice Network member countries and covers all levels of education corresponding to ISCED 0, 1, 2 and 3. Its most important finding was that, even if the

⁸ Lingua programme, Decision of the Council 89/489/CEE, 16.08.1995. Owing to its effectiveness and ability to motivate learners, CLIL is identified as a priority area in the Action plan for Language Learning and Linguistic Diversity (Section 1 1.2). The European Symposium on “The Changing European Classroom - the Potential of Plurilingual Education,” held in March 2005 in cooperation with the Luxemburg Presidency recalled the need to ensure that pupils and students receive CLIL provision at different levels of school education. It was also emphasised that teachers should receive special training in CLIL. That same year, the EU published an in-depth study into how CLIL is taking place in schools throughout Europe. The EU has also supported many CLIL projects including the development of a European network for Content and Language Integrated Classrooms, EuroCLIC.

CLIL-based approach was part of the mainstream, it did not mean that it was widespread. The situation varied also accordingly to the presence in each country of regional or minority languages, but, in these cases, it is obvious that the CLIL did not aim at learning a foreign language but at assuring the knowledge of both the national and the local languages.

CLIL type provision in one or more foreign languages was introduced only in the beginning of the 90's, and it was offered to only a minority of students and in just few schools. In particular the Eurydice survey pointed out the issues listed below.

Language vs. Discipline

The way used to implement CLIL approach was not the same in each country: some school system tended to highlight the language dimension of learning while others focused on its subject-based component. Sometimes, even the term CLIL did not appear and was replaced by other expressions usually meaning "bilingual learning".

Predominance of English

In every country the target language was English, followed by French and German. One of the main goals of the European Commission promotion of linguistic diversity was, in some way, discounted by national policies and school practices. As a matter of fact only the three EU official languages, which had an important political and historical background, were used in CLIL approaches.

Small scale

The CLIL approach was not widely adopted, especially when it was not requested by the presence of minority or regional languages. Only few classes, usually in the big cities, were involved in this experience, which varied roughly from 3 to 15 % of the national school population depending on each country.

Choice of the subject

The analysis of the country contributions showed that, in general, national recommendations regarding CLIL tended to attach greater importance to the language proficiency than to the subject learning, so that there wasn't any national framework / curriculum for a special subject taught in a foreign language. The most frequently selected subjects were mathematics, the physical and natural sciences and the social sciences (economics, history & geography). This choice is easily understandable by considering the relevance of the symbolic language of the former and the multicultural perspective of the latter: scientific symbols can help the understanding of the concepts as well as multicultural approach can motivate pupils.

Teachers' training

As the approach was fairly novel, the study underlined the shortage of trained teacher and the need to develop training programmes. According to the survey, the training should also have helped teachers in developing in their pupils the ability to learn subjects in a language in which their level of proficiency was not that of native speakers.

CLIL in MIH partner countries

Five years passed from the Eurydice survey. Yet, the situation only partially evolved. In fact, even if the CLIL experience is widespread, only in few cases it has been structured in

a framework. Leaving aside the bilingual areas, like South Tyrol or Alsace, where it has been implemented many years ago and is regulated by bilateral agreements between States, the CLIL methodology, intended as learning content in a foreign language, depends mostly on school projects and local initiatives. It has been introduced only in the curricula of the European schools and International sections.

The survey of the CLIL implementation in schools was not among the goals of the MIH project; nevertheless the partners provided an overview of what is going on in this field in their own countries (Spain, Italy, Germany, Poland, France and Austria).

In **Austria** the greatest importance is given to the primary school curriculum (Austrian Primary School Curriculum), in which CLIL has been introduced for four years. Moreover, the teaching of foreign languages in primary schools was introduced in Austria in 1962 in defense of minority languages, even if it has spread only to the end of the 1998 with the prevalence of English. In secondary school CLIL can be used in different ways depending on the situations: it can be offered at the school level, at the class level, or even limited to one subject or discipline. As happens in other countries, CLIL is subject to the planning of the teachers, but it is not formalized due to the lack of trained teachers, of informal assessments and of non-stipulated qualifications.

In **France**, the European Union recommendations on youth mobility, in November 2008, gave impetus to a series of interventions by the Ministry of Education to increase international partnerships, policies of information, communication and, necessarily, linguistic policies. With Circular No. 2010-008 (1/29/2010) becomes stronger language teaching in high school, among other things by inserting a provision that encourages the opportunity to teach in a foreign language even non-linguistic disciplines (the French acronym is DNL). Other measures favor the practice of the language in authentic partnership and mobility projects.

In 1992 in **French Secondary School** (from 13 years onwards) there are European sections that, unlike what happened in other countries, can also be activated in technical and professional schools. Characteristic of these sections is to offer language training reinforced with stages abroad, as well as cultural and professional contacts through the use of CLIL. The website especially created by the French regarding language learning in the country. (Ministry of education, <http://www.emilangues.education.fr> gives all information).

In **Germany** bilingual schools were introduced in 1963 by the German – French Treaty of Cooperation that created the Lycées franco-allemands/Deutsch-französische Gymnasien. This experience is extremely important because is also at the origin of the reflection and the elaboration of the bilingual learning methodology. The increasing importance of English as international language engendered, since the 90s the creation of more and more English bilingual programmes, so that, in 2000, there were around 250 English bilingual programmes and only 84 French ones. These days, as documented by Dieter Wolff (2011), there are 500 English bilingual programmes, meanwhile other languages have been joined, as Spanish, Russian, Italian and Dutch. The most frequent subjects taught in a foreign language are geography, history, politics and biology.

Since Germany consists of 16 individual states, each one responsible for educational policy, it is not easy to give a comprehensive outline of what is going on with CLIL classes. Generally speaking, bilingual instruction starts at grade 7 or 8. For these first two years of the secondary schooling the pupils receive an intensive foreign language course (5

hours per week), but those who are about to join a CLIL class receive an extra 2 hours language tuition. As it happens in several other European countries, bilingual instruction is usually proposed in general education, even if recently it has been introduced also in Realschule.

In Italy, the recent reform of secondary school requires that each school can activate a CLIL course, both within the mandatory curriculum or as own educational offer, provided that this does not entail additional costs for administration⁹. This indication was followed, in early 2011, by a preliminary investigation directed to the entire teaching staff in secondary schools (14 - 19), which was called for a willingness to attend a language training course and get a certification level, (between B2 and C1), in order to teach their subject in a foreign language chosen between English, French, Spanish and German. The starting level to access the training should be at least B1.

According to this organization, for more than a decade, Italian Lower and Upper Secondary schools have been providing CLIL courses, either as ministerial offer either as school offer. The disciplines involved are the same as in other countries: life sciences, history and geography, economics. The languages vary depending on the skills of the teacher.

The development of European and international schools, in which language teaching is enhanced, and the recent agreements with France and Germany on the mutual recognition of the final exam at the end of the Upper Secondary School naturally have helped spread interest in bilingual education.

In **Poland** CLIL classes were inaugurated in the Upper Secondary Schools at the beginning of the 90's; the reform, in 1999, introduced them also in the Lower Secondary School. English, German, French, Spanish, Italian and Russian are, in this order, the most popular languages taught. The creation of German, French and Spanish classes is supported by the respective countries that signed bilateral agreements with the Polish Ministry of Education in order to offer to the students attending these classes the recognition of their final diplomas, so that they do not need to pass a language examination when applying a German, French or Spanish university. Both Spanish and French, but also German and Russian institutions made a big effort in training teachers able to teach their own disciplines in another language.

According to the regulation, all disciplines, except for Polish culture (Polish history, geography and literature) and foreign language, can be taught in another language. Usually mathematics, computer science, sciences, general history and geography are preferred. In years, a teacher training design has been developed, even if it does not yet exist a double degree which combines disciplines and foreign languages. It is interesting to notice that, thanks to the agreement with Germany, the university curriculum for students who intend to teach German includes history and geography deepen studies.

Like Germany, also **Spain** comprises many autonomous regions (17) plus the autonomous cities of Ceuta and Melilla, but in Spain the situation is complicated by the existence of regional linguistic minorities. This explains why bilingual programmes involving official

⁹ The text literally reads: "E' previsto l'insegnamento, in lingua straniera, di una disciplina non linguistica (CLIL) compresa nell'area delle attività e degli insegnamenti obbligatori per tutti gli studenti o nell'area degli insegnamenti attivabili dalle istituzioni scolastiche nei limiti del contingente di organico ad esse annualmente assegnato."

regional languages, namely Basque, Catalan, Galician and Valencian, have been implemented in mainstream schools since the 1980s. The expertise gathered after years of practice in bilingual communities has provided an excellent example for the design and the implementation of CLIL programmes focusing on foreign language.

In Spain too, English is the favorite language in CLIL experiences so that the Spanish Ministry of Education, Culture and Sports and the British Council have signed the 'MEC/ British Council Agreement', to implement *the Bilingual and Bicultural Project*. This project aims at raising English language levels of children in state schools by following an official bilingual and bicultural curriculum.

CLIL PROS AND CONS

Even if, in these last years, CLIL is up to date, nevertheless problems related to bilingual learning must not be underestimated. In fact, there are pupils who resent learning other subjects through foreign languages, and families who worry about it. Sometimes it's difficult for language teachers to become content teachers and difficult for content teachers to teach in foreign language. Teachers struggle planning lessons and finding appropriate material, so that they consume a lot of time. Finally, as already it is said, there is a shortage of content teachers who are willing and able to teach in foreign language and only in few countries there are training programmes for them. Last but not least, there doesn't seem to be much guaranteed continuity so that, after a one year CLIL project pupils cannot continue the experience.

On the contrary, the supporters of the CLIL argue that it builds intercultural knowledge and understanding, develops intercultural communication skills, multilingual interests and attitudes as well as it improves language competence and oral communication skills. Moreover, it provides opportunities to study content through different perspectives, allows learners more contact with the target language, diversifies methods and forms of classroom practice and increases learners' motivation and confidence in both the language and the subject being taught.

It is not intended here to debate the two groups of subjects. It is clear that both are reflected in practice and the difficulties should not be hidden behind ideological enthusiasm, or of manner. However, if CLIL is not intended as an approach for which linguistic competence is a priority from the outset, but it favors the acquisition of information through learning of words, expressions and uses of language, then classes and teachers who are not particularly adept in the Language 2 may use this methodology.

In fact, leaving aside the dogma of the communicative approach and considering that the academic languages learning has structured in the students grammatical categories and created the need for translation, the upgrading of skills of reading comprehension and writing can be a good target for a CLIL class. Not counting the motivational, heuristic and cultural value that a research carried out on sources other than the usual has.

CLIL AND MIH DIGITAL MODULES

The MIH Digital Modules were not designed with the specific aim of language teaching, however, given the variety of modules, which offer different levels of difficulty depending on the topic, the target and the cut, the teacher can find what suits his needs for a CLIL lesson. In fact, the modules designed for the Lower Secondary School level offer easiest contents and language levels, while the diversity of sources, including some oral source,

literary and artistic documents, legal texts, historical narratives offer very interesting insights.

It is not the purpose of this chapter to propose language exercises (comprehension tests, grammar exercises, guides to produce oral and written) supplied with the modules. Each teacher is perfectly able to do so according to his didactical needs. It is intended to suggest some possible uses.

In a survey conducted in 2005 on how the CLIL was translated into school practice, Philip Hood (2005) found that there were roughly four prevailing ways of addressing the teaching of non-linguistic matters in a foreign language:

1. Surface cross-curricular linking (linguistic approach).
2. Integrating language and re cycling/deepening content.
3. Integrating language and new content.
4. Immersion (content approach).

Moving from the first to the last, the focus shifts from language learning (MFL approach) to subject contents (Coyle, 2008).

Let's look at, for each of these teaching approaches, what opportunities offer some of the MIH Digital Modules.

Surface cross-curricular linking

This approach implies a linguistic design with some links with other curricular areas. The focus is definitely on the language more than on the contents. If we choose, for example, the Digital Module *Vienna – Population Dynamics and Urban Expansion in the 19th Century* (<http://grial4.usal.es/MIH/vienna/>), that deals with the urban development of Wien, targeted to pupils attending Lower Secondary School, we find two pictures depicting the town, the first one, at the end of the XIX century and the second one nowadays (Figure 19 y Figure 20). A short presentation explains the differences between the two maps.



Figure 19. Wien map 1



Figure 20. Wien map 2

Presentation

“The section of the first map shows the inner part of the city of Vienna around 1800. The fortifications of the inner city, the adjacent unbuilt artificial slope outside the city walls (glacis) and the suburbs are all clearly visible. Coming from the west, the Danube and its canal can also be clearly seen.

Taken on the same scale in 2000, the satellite image on the right map shows the inner city and the surrounding districts (former suburbs). Parts of the formerly vacant land (glacis) have become parks or have been built upon. Vienna’s river and the former branch of the Danube are heavily regulated.”

A “prevalent linguistic approach” would suggest to work with the maps, by proposing sequences of questions and answers such as “Where is...?; What is...?; Show on the map...; How much...? Which details?” and so on. The short presentation offers some hints for developing vocabulary: “Inner part, fortification, adjacent, slope, suburbs, scale, surrounding districts, former branch, metropolitan area, grow in size, crown lands, above, below, left, right”, that can be used in short conversations or for improving writing skills.

Several figurative sources can be used in this way, even if, of course, their meaning will be strongly diminished. The DM *Urbanization- Düsseldorf: the reorganization of the city after WWII*, for example, provides suitable materials that can be easily exploited for language learning.

The first picture clearly shows the damages of the bombing and the first phase of the reconstruction; in the second one the students can observe the new blocks built up after the WWII. According to the linguistic approach, the students can be asked to compare the two

pictures. This exercise will improve both their vocabulary and their skills in depicting cityscapes.

Actually, this part of the DM proposes some other considerations connected to traffic problems and pollution that bring far away from the context of the destructions caused by the war. Answering both the two questions “What problems can arise because of high volume of traffic and a densely built-up area?” and “What measures can be taken (by the state and the city) to reduce pollution?” demands a good linguistic level as far as it is no more matter to describe something but to argue an issue.



Figure 21. The corner of Berliner Allee and Steinstraße in the late 1950s



Figure 22. Corneliusstraße before the introduction of trams

Integrating language and re cycling/deepening content

This model integrates language and recycled content yet revisited in order to revise or deepen the subject. It could be an idea to develop the subject in the native language and,

then, revise it in Language 2 by using the translation proposed by the DM. Revising in a foreign language usually oblige everybody to pay more attention on the meaning of the words and this effort can improve the awareness of the pupils as far as the content is concerned.

The second source introduced by the DM *Vienna – Population Dynamics and Urban Expansion in the 19th Century* (<http://grial4.usal.es/MIH/vienna/>) is a map depicting migration fluxes to Vienna in the XIX century.

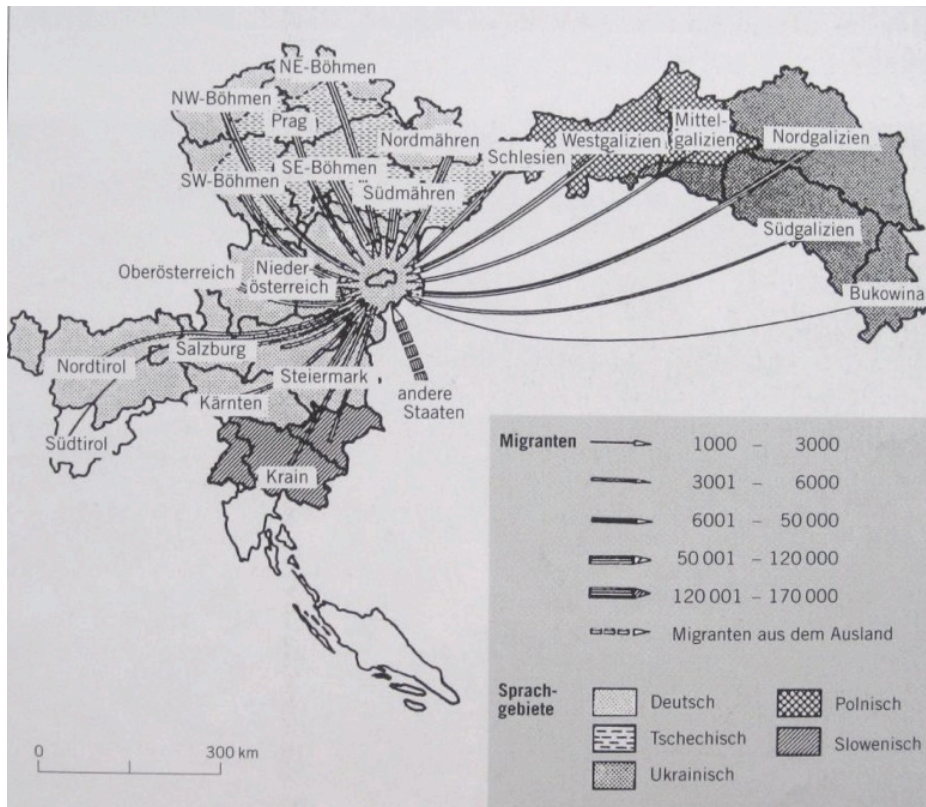


Figure 23. Migration fluxes to Vienna in the XIX century

In a German speaking CLIL class, it is possible to introduce the subject by using the original presentation, which is in German, and, as a translation exercise, to work with the English version of the same text.

Original German text:

„Zu Beginn waren Menschen mit deutscher Sprache aus Böhmen, Mähren und die Sudetenländer die Hauptzuwanderer. Mit dem Bahnbau ab Mitte des 19. Jahrhunderts veränderte sich das und es erhöhte sich der Anteil der fremdsprachigen Migranten. Der wirtschaftliche Bedeutungsgewinn und der Bahnbau ließ die Residenzstadt nun auch zur wirtschaftlichen Metropole aufsteigen. Um die Wende vom 19. Zum 20. Jahrhundert war Wien der Schmelztiegel von verschiedensten ethnischen, aber auch religiösen Gruppen

(zum Beispiel Juden) geworden. Der Anteil der zugewanderten Bevölkerung, nach heutiger Sichtweise als „Bevölkerung mit Migrationshintergrund“ betrug um 1890 an die 65%,.

English version:

“At the beginning, the main immigrants were German-speakers from Bohemia, Moravia and the Sudetenland. This changed with the construction of railway lines from the middle of the 19th century when the proportion of non-German speaking migrants increased. The economic rise in importance and the construction of the railway lines meant that the seat of power turned into an economic metropolis. Around the turn of the 20th century Vienna became a melting pot of different ethnic and religious groups (e.g. Jews). In 1890, 65% of the entire population was made up of what today would be called “people with a migration background”.

The teacher version proposes more information that can be used for an in-depth examination, in both languages, German and English.

“By expanding the railway network in the monarchy, the share of foreign migrants increased. These came from the agrarian and crowded regions of Bohemia and Moravia. They were employed as servants to the aristocracy and bourgeoisie and provided a significant contribution to the creation of the “fourth estate” – the industrial working class. In 1856 only 30% of Vienna’s entire population had been born there and a further 18% became indigenous by naturalization. 47% of the population living in Vienna at that time came from the Austrian crown lands of the monarchy and only 6% came from abroad. Many small traders and craftsmen came from the provincial centers and market towns of the monarchy. The immigration also took place in a centrally organized empire in which the army and government officials – regardless of ethnicity – had the final say.

The settlement with Hungary reduced the immigrants’ area of origin to the Austrian half of the empire. The settlement, known as the Austro-Hungarian Compromise, was a treaty signed by Austria and Hungary in 1867 on the constitutional relationship between the two parts of the Austro-Hungarian Monarchy. Under this agreement, the former empire of Austria was incorporated into the so-called Dual Monarchy (until 1918). At the end of the 19th century, many Jewish immigrants flowed into Vienna from the area of Galicia, which had been incorporated into the Austrian half of the Monarchy under the Compromise. Around 1900 almost two-thirds of Vienna’s population was foreign.”

This second text introduces new terms and more complicated structures that can be recycled by students in revising and telling contexts. Some questions can help them in organizing their speech / paper, such as “*Who were the “people with a migration background” in Vienna in 1890?*” or “*Who are the “people with a migration background” nowadays in Austria?*”.

Integrating language and new content

If the teacher wants to go on with the same module, he may deal with a relatively new topic, like “migrations in Vienna today”, integrating vocabulary and language structures already known. In this case, the student has got part of the vocabulary and linguistic structures needed to tackle a new theme in specific content, but does not have the linguistic resources to speak of the general problem.

For example, the student has the following inputs:

1. “The number of people living in Vienna has begun to rise again since 1980. Just like in the 19th century, many people from other countries are coming to us. What has changed with regards to the immigrants' countries of origin compared to those in the past?”

The DM provides also a short suggestion that should be completed by the teacher:

“Recently many immigrants have come from Eastern European countries where unemployment levels are high. Many people from countries in North Africa and the Middle East even try to find work in Austria. People who are persecuted for religious or political reasons come to Austria as refugees.”

2. “Are the motives for migration to Vienna the same as before?”

Suggestion:

“Just like in the past, many people come to Austria because of economic reasons. They hope to find employment and improve their living conditions.”

The DM *1848- '49 in Italy: a war of people, a war of army* (<http://grial4.usal.es/MIH/1848inItaly/en/resource5.html>) is characteristic because of its narrative style, that provides a lot of information on the “Risorgimento” and the national point of view on the construction of the Italian identity. Its contents and language better fit an advanced class that can understand its complexity. It can be used in a CLIL class studying Italian also to introduce the sublanguage of the constitutional law. For example, the following excerpt of the Constitution of the Roman republic 3rd July 1849 is extremely interesting from both the linguistic and the historical points of view. In fact, it shows the main issues of the debate on the Republic and the Kingdom as well as on the role of the Roman Church in the XIX century. Its links with the principles of the French revolution are absolutely clear.

Another point in this text to be developed is the idea of “Italian nationality”, whose principle has never changed in Italian law: only those born in the Republic from Italian parents are Italian citizen. A foreigner can ask for Italian citizenship after ten years.

“PRINCIPI FONDAMENTALI

1. La sovranità è per diritto eterno nel popolo. Il popolo dello Stato Romano è costituito in repubblica democratica.

2. Il regime democratico ha per regola l'uguaglianza, la libertà, la fraternità. Non riconosce titoli di nobiltà, né privilegi di nascita o casta.

3. La Repubblica colle leggi e colle istituzioni promuove il miglioramento delle condizioni morali e materiali di tutti i cittadini.

4. La Repubblica riguarda tutti i popoli come fratelli: rispetta ogni nazionalità: propugna l'italiana.

[...]

7. Dalla credenza religiosa non dipende l'esercizio dei diritti civili e politici.

8. Il Capo della Chiesa Cattolica avrà dalla Repubblica tutte le guarentigie necessarie per l'esercizio indipendente del potere spirituale.

Titolo I. DEI DIRITTI E DEI DOVERI DE' CITTADINI

Art. 1. – Sono cittadini della Repubblica:

Gli originarii della Repubblica;

Coloro che hanno acquistata la cittadinanza per effetto delle leggi precedenti;

Gli altri Italiani col domicilio di sei mesi;

Gli stranieri col domicilio di dieci anni;

I naturalizzati col decreto del potere legislativo.”

Art. 3. – Le persone e le proprietà sono inviolabili.

[...]

Art. 5. – Le pene di morte e di confisca sono proscritte.

Art. 6. – Il domicilio è sacro: non è permesso penetrarvi che nei casi e modi determinati dalla legge.

Art. 7. – La manifestazione del pensiero è libera; la legge ne punisce l’abuso senza alcuna censura preventiva.

Art. 8. – L’insegnamento è libero. Le condizioni di moralità e capacità, per chi intende professarlo, sono determinate dalla legge.

[...]

Art. 11. – L’associazione senz’armi e senza scopo di delitto, è libera.

Titolo II. DELL’ORDINAMENTO POLITICO

Art. 15. – Ogni potere viene dal popolo. Si esercita dall’Assemblea, dal Consolato, dall’Ordine giudiziario.

Titolo III. DELL’ASSEMBLEA

Art. 16. – L’Assemblea è costituita da Rappresentanti del popolo.

Art. 17. – Ogni cittadino che gode i diritti civili e politici a 21 anni è elettore, a 25 è eleggibile.

[...]

Art. 26. – I rappresentanti del popolo sono inviolabili per le opinioni emesse nell’Assemblea, restando interdetta qualunque inquisizione.

[...]

Art. 28. – Ciascun rappresentante del popolo riceve un indennizzo cui non può rinunciare.

Art. 29. – L’Assemblea ha il potere legislativo: decide della pace, della guerra e dei trattati.

Art. 30. – La proposta delle leggi appartiene ai rappresentanti e al Consolato.

[...]

Titolo VI. DEL POTERE GIUDIZIARIO

Art. 49. – I giudici nell’esercizio delle loro funzioni non dipendono da altro potere dello Stato.

Art. 50. – Nominati dai consoli ed in consiglio de’ ministri sono inamovibili, non possono essere promossi, né traslocati che con proprio consenso, né sospesi, degradati, o destituiti se non dopo regolare procedura o sentenza.

[...]

Titolo VII. DELLA FORZA PUBBLICA

[...]

Art. 57. – L’esercito si forma per arruolamento volontario o nel modo che la legge determina.

Art. 58. – Nessuna truppa straniera può essere assoldata, né introdotta nel territorio della Repubblica, senza decreto dell’Assemblea.

Art. 59. – I generali sono nominati dall’Assemblea sopra proposta del Consolato.

[...]

Art. 61. – Nella guardia nazionale ogni grado è affidato per elezione.

Art. 62. – Alla guardia nazionale è affidato principalmente il mantenimento dell'ordine interno e della costituzione.

Translation:

FUNDAMENTAL PRINCIPLES

1. Sovereignty is in the people by eternal right. The people of the Roman State form a democratic republic.
2. The democratic regime has the principles of equality, liberty and fraternity. It does not recognise noble title or privilege of birth or caste.
3. The Republic through its laws and institutions promotes the betterment of the moral and material conditions of all citizens.
4. The Republic regards all peoples as brothers. It respects every nationality. It champions the Italian nation.

[...]

7. The exercise of civil and political rights do not depend on religious belief.
8. The Head of the Catholic Church will have all the guaranties necessary from the Republic for the independent exercise of spiritual power.

Chapter I. CONCERNING THE RIGHTS AND DUTIES OF THE CITIZENS

Art. 1. – They are citizens of the Republic:

Those born in the Republic;

Those who have acquired citizenship under prior existing laws;

Those other Italians with six months domicile;

Those foreigners with ten months domicile;

Those naturalised by decree of the legislative authority.

Art. 3. – Persons and property are inviolable.

[...]

Art. 5. – The penalties of death and confiscation are proscribed.

Art. 6. – The domicile is sacred: entry therein is not permitted except in those cases and in those ways determined by the law.

Art. 7. – There is free expression of opinion; the law will punish the abuse of this without any preventive censorship.

Art. 8. – Education is free of controls. For those who intend to teach, the conditions regarding morality and capacity are determined by law.

[...]

Art. 11. – There is freedom of association where this is unarmed and without the objective of committing a crime.

Chapter II CONCERNING POLITICAL ORGANISATION

Art. 15. – All power comes from the people. It is exercised in the Assemblies, the Consulate and in the Magistracy.

Chapter III. CONCERNING THE ASSEMBLY

Art. 16. – The Assembly is composed of Representatives of the populace.

Art. 17. – Every citizen who enjoys political rights at 21 years of age is an elector and at 25 is able for election.

[...]

Art. 26. – The representatives of the people may not be pursued for opinions expressed in the Assembly; any investigative enquiry whatever is forbidden.

[...]

Art. 28. – Each representative of the people will receive an indemnity , which he may not refuse.

Art. 29. – The Assembly has legislative powers: it decide on peace, on war and on treaties.

Art. 30. – The power to propose laws belongs to the assembly and to the Consulate.

[...]

Chapter VI. CONCERNING THE MAGISTRACY

Art. 49. – In the exercise of their function, the Judges do not depend upon other State powers.

Art. 50. - They are nominated by the Consuls and in the Council of Ministers: they may not be removed, nor promoted, nor transferred except with their consent; nor can they be suspended, demoted or removed from office except following proper procedure or sentence.

[...]

Chapter VII. CONCERNING THE FORCES OF ORDER

[...]

Art. 57. – The army will be recruited by voluntary enrolment or in the form determined by law.

Art. 58. – No foreign troops may be enrolled nor introduced into the territory of the Republic without decree by the Assembly.

Art. 59. – Generals are nominated by the Assembly on the basis of proposals by the Consulate.

[...]

Art. 61. – Every rank in the National Guard is awarded by election.

Art. 62. – The National Guard is principally entrusted with the maintenance of internal order and the Constitution.

Full immersion

There is not much to say about "full immersion" approach that necessarily depends on the motivation, language level and the students' response. We simply point out that the term "immersion" can be understood in its usual meaning as referring to the language, but it could also refer to the contents in any way. In fact, one thing is to address a topic in a linguistic full immersion, known at least in part, or whose references are familiar to the student because they are part of their culture, while it is very different the approach to contents that are completely new.

The countries recently joined the EU, both for the linguistic distance from the areas of Anglo-Saxon and Romance languages, both for the isolation in which they were forced from their dependence on the Soviet bloc, are relatively less known in the schools, for example, in Spain or in Italy. In Germany and partly in France, countries whose destinies have historically crossed with those of Eastern European countries, the case is different, but, however, the difficulty of language teaching and their limited distribution at school greatly reduce the chances that the students have to know these cultures. The Poles Digital Modules, for this reason are unlikely to be used in their original language. For them, unfortunately, an almost exclusive use in the English version is expected, unless they can be enhanced in border areas or in areas with high presence of immigrants. For the purposes of a "full immersion" approach they are still very interesting, especially when they develop

topics of history and geography or present national sources that the textbooks in other countries ignore.

For example, Ignacy Baliński is not a known author in schools elsewhere. It's not exactly like talking about Gustave Flaubert or Primo Levi.

Ignacy Baliński, born in 1862, was a Polish writer, journalist and social activist. Before World War I he worked in the Prosecutor's Office of the Kingdom of Poland in Warsaw. At the same time he wrote articles for magazines and newspapers in Warsaw. In 1918 he became a Supreme Court judge and president of the Warsaw City Council. From 1922 to 1927 he was a senator from the National Democracy, but in 1939 he moved to UK. His "Extract from the memoirs" titled *Wspomnienia o Warszawie*, published in Warsaw only in 1987, is one of the sources of the DM *"The development of Polish towns in the second half of the nineteenth century"*.

"Shopping and walking took place on most main streets, which were then Krakowskie Przedmieście and Nowy Świat, Marszałkowska from Jerozolimskie Avenue to Saski Garden, Wierzbowa and Czysta (Ossolińskich), Senatorska, crossed by the Theatre Square and to a lesser extent Miodowa and Bielańska. Commercial traffic, wholesale, especially concentrated in the vicinity of Nalewki Street, and secondary and tertiary in the vicinity of Żelazna Brama Street and Kercelego Square (...). The walking audience usually walked on the right side of Krakowskie Przedmieście Street and Nowy Świat from the Castle, but when entering Ujazdowskie Avenue near my old junior high school number four they moved to the left, leaving the right side. This happened always with firmness and precision of the Gulf Stream. Signs for shops had to be either in Russian or in two languages, Russian and Polish, or, finally, in one of the foreign ones - mostly French - in quotation marks. In general, any poster or placard outside the house - even such as "doctor", in Russian, "wraz" could not do without the Russian text, with the exception of the hourglass, as a notice of someone's death and burial was called, placed at the entrances of churches. In Vilnius and outside the Kingdom, in the former territories of the Republic and in the Suwalki region, the Polish language in all notices, even next to the text in Russian, was banned. (...) "

The proposed text is not particularly difficult in terms of language, offers an interesting cross-section of Warsaw in the Nineteenth century, cosmopolitan city, which undermines the stereotype of the isolated and impoverished post-war Poland. The text could be used for a reading-comprehension exercise, using the comprehension questions already available in the Digital Module.

- *Where did the wealthy citizens do their shopping and where did the wholesale take place?*
- *How the political situation of Poland did after the Third Partition affected everyday lives of the population in Warsaw?*
- *What were the shops in Warsaw like in the second half of the nineteenth century?*

Answers are given in the "teacher" section and can also be used directly by students to verify both their level of understanding with their level of reworking.

- Wealthy citizens did their shopping in stores located in the streets: Krakowskie Przedmieście, Nowy Świat, Marszałkowska from Jerozolimskie Avenue to Saski

Garden, Wierzbowa and Czysa (Ossolińskich), Senatorska, Miodowa and Bielańska. Wholesale trade concentrated in the vicinity of Nalewki Street.

- According to the treaty concluded by the partitioning powers (Russia, Austria and Prussia) during the congress in Vienna in May 1815, the lands of the former Duchy of Warsaw (with the exception of the departments of Poznan and Bydgoszcz) were attached to the Russian Empire. In December 1815, the Constitution of the Polish Kingdom signed by Alexander I (as a Polish king) was announced, which guaranteed the status of a separate state, its territory, the Polish central and local government, national parliament and the army, its own budget and monetary system, a separate educational system. The repression suffered by the Poles after the November Uprising and January Uprising, aimed at eradication of autonomy and assimilation of the Polish Kingdom to other provinces of the Russian Empire. After the fall of the January Uprising Russian authorities also acceded to the intensive Russification of Polish society. It was a process in which the Russian state aimed at denationalization of Poles by the gradual imposition of language, culture, art, religion and customs of the Russians. In 1867 the rest of the autonomy of the Polish Kingdom, known as *Przywiślański Country*, was abolished. In the years 1869-1885, the total displacement of the Polish language of the school system followed, completed in 1885 by bringing it to the role of additional and optional language. The Polish language has been displaced even from shop signs - Ignacy Balinski wrote about it in his memoirs.
- Shop-windows in Warsaw in the second half of the nineteenth century were not very large, only in the newly established stores they were higher. The shop displays were created to inform customers about the range of products of the store.

The French Digital Module “Rome, the city” (<http://grial4.usal.es/MIH/rome/en/>) (Figure 24) seems particularly suited to stimulate the reactions of the students, because, based on observing the source, ask them to combine it with the historical, geographical and cultural information they already have.

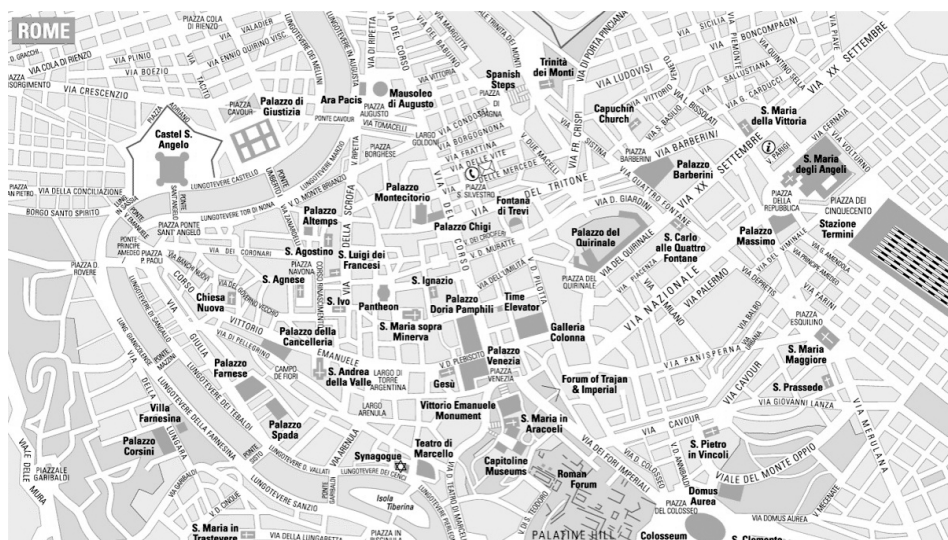


Figure 24. Rome city map

- «Sur cette carte du centre de Rome, que représentent les figurés marrons ? Parmi eux, repérez les édifices d'origine antique: où sont-ils concentrés? Que savez-vous du site originel de Rome qui soit observable sur cette carte ? Comment s'explique l'abondance des édifices religieux à Rome ?».
- «Observez le tracé, la forme et la disposition des rues. Sont-elles orientées vers un centre, vers plusieurs centres ou vers aucun? Forment-elles un tissu urbain homogène ou hétérogène? Leur agencement, plus ou moins serré, plus ou moins régulier, permet-il de repérer des quartiers ayant été construits à différentes époques: dans l'Antiquité, au Moyen-âge, à l'époque moderne ou contemporaine?».
- «Sur cette carte, combien de langues ont été utilisées pour rédiger les différentes inscriptions? Dans quelle langue sont exprimés les noms des rues et des places? Observez ces noms en vous demandant à quoi ils font référence? Y voyez-vous des allusions à différentes époques du passé, à des personnages historiques, à des lieux, à des faits, des idées, etc.?».

Translation:

- The Figure 24 is a map of central Rome that shows brown figures. What do they represent? Among them, try to find the old buildings. Where are they concentrated? What do you know about the observable elements of original site of Roma? What does it explain the numerous religious buildings in Roma?
- You may observe the form, width and layout of the streets. Are they directed toward a center, to multiple centers or to none? Do they form a homogeneous or heterogeneous urban network? Is the layout, more or less tight, more or less regular, a way to identify areas that have been built in different periods: antiquity, Middle Ages, modern or contemporary?
- On this map, how many languages were used to produce the different entries? In what language are expressed the names of streets and squares? What are the significations of those names? Do you see references to different eras of the past, historical figures, places, facts, ideas, etc.?

In this case the answers are given in the 'teacher' section too, and it allows the independent use of the Digital Module by the pupil.

- Les figurés marrons représentent les principaux édifices publics à caractère monumental qui sont accessibles aux touristes dans le centre de Rome. Leur création remonte à différentes époques et occupent différentes fonctions. Le «Palazzo del Quirinale» est le siège de la présidence de la République, la «tazione Termini» est la gare centrale. Les sites antiques parfois reconnaissables à la présence de ruines (en figuré grisé) ou à leurs noms grecs ou latins (Pantheon, Ara pacis, Colosseum, Domus aurea) sont principalement situés dans la boucle du Tibre. C'est à proximité du lieu de franchissement constitué par l'île tibérine que l'on remarque les fameuses collines du Palatin et du Capitole, recouvertes de ruines antiques car elles ont constitué le berceau romain. L'emplacement du colisée («colosseum») correspond approximativement au centre de la capitale romaine du 2e siècle après Jésus Christ. L'abondance des édifices religieux essentiellement catholiques (il y a 18 églises sur le plan), même si l'on

remarque l'existence d'une synagogue, s'explique bien évidemment par la quasi permanence, depuis l'antiquité romaine, de la résidence du Pape chrétien au Vatican, c'est-à-dire de l'autre côté du Tibre.

- La trame des rues ne semble pas focalisée par l'attraction d'un centre unique. Tout au plus remarque-t-on quelques focalisations vers les ponts du Vatican et du Castel Sant Angelo, vers la piazza del Poppolo (située hors cadre au nord), la piazza Esquilino, la piazza Venezia, la piazza del Colosseo et une certaine hétérogénéité de l'organisation des rues qui atteste de leur construction à différentes époques. Le quartier de la gare Termini et celui du Vatican montrent ainsi des rues parallèles assez larges qui signalent leur construction «hors les murs» au XIX^{ème} siècle. En revanche, à l'intérieur de la boucle du Tibre, se sont visiblement superposés plusieurs schémas de circulation entre le Moyen âge et l'époque contemporaine.
- La nomenclature de ce plan juxtapose des termes en italien, pour désigner surtout les rues, mais aussi en latin et en anglais pour certains monuments. L'analyse des noms des rues montrera qu'ils mêlent des références géographiques (piazza Venezia, via Milano, via Palermo, via Piemonte, via Sicilia), des références à la Patrie et au personnel politique qui a construit l'unité italienne (via Nazionale, piazza Repubblica, Cavour, Crispi, Vittorio Emanuele, Garibaldi) et des références historiques (piazza Risorgimento, Corso Rinascimento, via 20 Settembre), etc. Bref, c'est toute la mémoire nationale dont les lieux de la capitale assurent une commémoration permanente car les rues des villes d'Europe sont le livre ouvert de leur histoire.

Translation:

- The major public monuments that are accessible to tourists in central Rome are depicted in brown. They have been created at different times and dedicated to different functions. The Quirinale Palace is the seat of the Presidency of the Italian Republic, the station Termini is the central station. Ancient sites sometimes recognizable by the presence of ruins (in gray) or by Greek or Latin names (Pantheon, Ara Pacis, Colosseo, Domus Aurea) are mainly located in the loop of the Tiber. It is near the place of crossing by the Tiberina Island that we see the famous hills of the Palatine and the Capitol, covered with ancient ruins as they were the cradle of Roma. The location of the Coliseum is approximately the center of the Roman capital of the 2nd century AD. The abundance of religious buildings mostly Catholics (there are 18 churches on the plan although we note the existence of a synagogue) is obviously a consequence of the permanency, since Roman times, of the residence of the Christian Popes at the Vatican, that is to say the other side of the Tiber.
- The street grid does not seem to be focused by the attraction of a single center. At most we remark focused areas towards the bridges of Vatican and the Castel Sant Angelo, towards the Poppolo square (located off the north part), Esquilino Square, Venezia Square, Colosseo Square and some heterogeneity in the organization of streets indicating their construction at different times. The area around the station Termini and in Vatican shows parallel streets and wide enough to indicate they were built "out of the

walls" in the nineteenth century. However, inside the loop of the Tiber, there are visibly superimposed several patterns of movement between the Middle Ages and modern times.

- The nomenclature of this plan juxtaposes words in Italian, to describe particularly the streets but also in Latin and English for some monuments. Analysis of street names shows they mix geographical references (Venezia Square, Milano Street, Palermo Street, Piemonte Street, Sicilia Street), references to the Fatherland and politicians who constructed the unification of Italy (Nazionale, Repubblica, Cavour, Crispi, Vittorio Emanuele, Garibaldi) and historical references (Risorgimento Square, Rinascimento Walk, 20 September Street), etc. In short, the entire national memories whose places of the capital provide a permanent memorial are the open book of history as for all the streets of all European cities.

This quick overview does not pretend to be exhaustive. The teacher, taking these suggestions as a starting point, can choose from 40 Digital Modules available in the project website materials that he considers most appropriate to his didactical proposal.