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Tackling CLIL challenges: a digital perspective

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FOREWORD

This dissertation marks the culmination of a three-year journey through teacher training at Odisee University College in Sint-Niklaas. Becoming a teacher has always been a dream, which will soon come true – an achievement that would not have been possible without my parents, my friends, and my amazing girlfriend, Anneke. Thanks a million to them.

This essay is also the fruit of a schoolyear's labour – a project that was inspired by my lecturer of English. I have always been passionate about history and the English language, but without Ms Ada Peters pushing me in the right direction, I would never have discovered the best of both worlds, namely the exciting field of CLIL. Besides, it is difficult to imagine a better promoter. Hence I would like to take the opportunity to express my sincerest gratitude to Ms Peters for her support, kindness, and advice.

Last but not least, I wish to thank Mr Heirbaut and Mr Droeshout, teachers of CLIL history at the Broederschool Humaniora in Sint-Niklaas, as well as Mr De Lange and Mr Motyka, principals at the same school. The practical research could not have been successful without their constructive cooperation. It was a privilege to operate in the uniquely cordial atmosphere of their school.

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ABSTRACT

Key words: CLIL history – English as a foreign language – digital tools – ICT – flipping the classroom.

Research question: To what extent can digitally flipping the classroom be of added value to CLIL history learning environments?

Summary: Starting off with an overview of the theory on CLIL, this dissertation emphasises a healthy and constructive criticism of the CLIL approach, which has been underexposed due to CLIL's popularity and trendiness. Citing several academic studies (Bruton, 2011 and 2013; Dallinger, 2016), it appears that the claim of CLIL's "null effect on content acquisition" (Spratt, 2011) is false. Refusing to throw in the towel, the present research project puts forward the hypothesis that digitally flipping the CLIL classroom can compensate for the "negative CLIL-effect" (Dallinger, 2016: 30). After creating digital CLIL materials, implementing them in a CLIL school in Sint-Niklaas (*viz.* the Broederschool Humaniora), and organising surveys asking for teachers' and pupils' perceptions, the results were moderately positive with teachers being all in favour and 54,5% of pupils indicating that the digital materials helped them during lesson.

Important references:

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1. INTRODUCTION

Due to long-term processes such as globalization and the increasing importance of multilingualism, new forms of integrating foreign languages in education have become more and more popular over the years. One of these forms is ‘Content and Language Integrated Learning’, abbreviated as ‘CLIL’. CLIL entails teaching a non-linguistic subject in a foreign language (*e.g.* history in English), with at least some explicit attention for language goals. The European Commission (2003) recommended CLIL as an “effective opportunity for pupils to use their new language skills.” In only five years time, more than 120 CLIL schools have emerged in Flanders alone (Crevits, 2019).

Even though CLIL greatly contributes to pupils’ learning achievements, quite a few challenges have arisen. One such challenge is that the language aspect of CLIL requires extra attention, which could be at the expense of content learning. Although according to a report by the Flemish Inspectorate of Education (2017) the majority of Flemish CLIL teachers manages to reach the required content-related learning goals, it remains an issue, as the same report states the necessity of careful reflection about which curricular goals are really essential (*ibid.*: 35). Needless to say, this is no easy thing to do for CLIL teachers who are already pressed for time, since they have to make all of their course materials themselves.

In order to address this issue, the hypothesis will be put forward that creating and sharing preparatory digital materials (*e.g.* self-made YouTube videos) can give some breathing space to CLIL teachers and be of added value for CLIL learning environments. The seed for this hypothesis was sown in a lesson from the recent past. Distance learning during the COVID-19 pandemic made us painfully aware of the huge potential of educational technologies that had largely remained unlocked up to the first lockdown (Serpa, 2020).

Examining the hypothesis will happen in two phases: a theoretical one and a practical one. In the theoretical part, academic literature on the essence and dynamics of CLIL, its advantages and challenges will be reviewed. The theory section will be concluded with a discussion of the nature and advantages of flipping the classroom and digital tools for education.

The practical part, which really is the focal point of this dissertation, will be based on my experiences of preparing and teaching forty-four CLIL history lessons as a teacher trainee at the Broederschool Humaniora in Sint-Niklaas during both semesters of 2021-2022. In addition, conclusions will be drawn from the findings of my mentors, Mr Heirbaut and Mr Droeshout, for whose lessons I also created preparatory digital content. Of course, learners will likewise be consulted.

2. REVIEW OF ACADEMIC LITERATURE

2.1 Preliminary note

For those who are unfamiliar with the concept, CLIL might seem very original and innovative. Yet a nuance is appropriate. CLIL is already in its twenty-eighth year of existence, and it has been a very popular dissertation topic for teacher trainees during the past decade. At Odisee alone, fourteen dissertations were written about CLIL since 2015. When taking into account all CLIL dissertations at Flemish colleges of the KU Leuven Association, the total amounts to no less than thirty-nine since 2010. *Nihil novi sub sole*, as the saying goes. An extensive in-depth study about CLIL in general therefore seems redundant. Those who are looking for more exhaustive works should therefore consult the dissertations of the Odisee alumni.¹ This literature study will treat the essentials of CLIL – which remain indispensable to unfamiliar readers – only in a brief manner.

For the sake of succinctness, elements that aren't strictly specific to CLIL will be omitted. Along with Mehisto (2008: 25),² one might have the audacity to identify some 'dead weight' in the academic literature on CLIL, e.g. principles of general didactics such as Vygotsky's zone of proximal development (Coyle e.a., 2010: 29), or Bloom's taxonomy (*ibid.*: 31; Dale & Tanner, 2012: 31-33). Notwithstanding the fact that these concepts most certainly apply to CLIL (as they apply to any other subject), there is hardly a need to elaborate on them in a CLIL-specific essay that will mostly be read by people who have a professional background in education, and are thus already familiar with these general didactic principles.

Two angles will avoid repeating antecedents: first, a critical analysis of CLIL and its challenges. Not only does this serve as an excellent build-up to defining the research problem, but the initial enthusiasm for CLIL has ensured the underexposure of any criticism (Bruton, 2011) – which gives all the more reason to have a closer look at it. The second angle is the focus on digitally flipping the classroom, for it is precisely combining this with CLIL that gives a unique direction to the present research project.

¹ Cf. Adriaenssens (2017), Bohyn & Van Gasse (2015), Campbell (2018), Claeys (2016), De Block (2020), Duthoy (2016), Ogiers (2018), Osselaer (2019), Supply (2016), Thys (2018), Van Broeck (2021), Van de Caeter (2016), Vercruyssen (2016), and Willems (2017).

² "Many of the features are not just specific to CLIL, but are part of basic best practice in education." (Mehisto, 2008: 25)

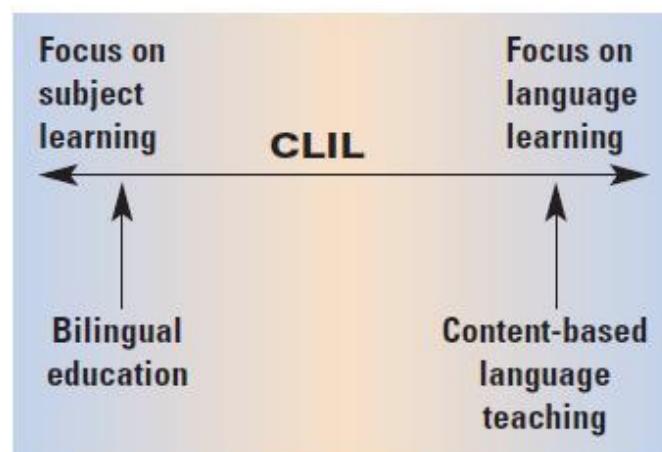
2.2 CLIL: what, why, and how?

2.2.1 What? – Definition and essential characteristics

As the acronym ‘CLIL’ was first coined by David Marsh in 1994, there seems to be no one better placed to define the term than Marsh himself and his close collaborators Coyle and Hood. In their 2010 book, which has become *the* work of reference in the field, they define CLIL as follows:

“Content and Language (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both.” (Coyle *e.a.*, 2010: 1)

Despite CLIL’s “flexibility and adaptability to different contexts,” it has “a rigorous theoretical basis” (*ibid.*). For instance, Dale and Tanner (2012) emphasize the contrast between CLIL on the one hand and immersion and CBLT on the other hand. CBLT is ‘Content-Based Language Teaching.’ It is “teaching content in language lessons” (Dale & Tanner, 2012: 4). Hence language is of CBLT’s essence and priority, whereas content is merely the means towards its end. CLIL, on the contrary, is content-driven (Coyle *e.a.*, 2010: 1), which means that, when push comes to shove, content is prioritized over language. But CLIL also differs from mere immersion in bilingual education, because language goals are rendered explicit: “The subject is not taught *in* a foreign language but *with* and *through* a foreign language” (Eurydice, 2006; Dale and Tanner, 2012: 5). All of this can be summarized by this figure (Spratt, 2011):



The idea of interwovenness of content and language is highlighted by Dale and Tanner (2012: 3). For a subject like history, such interwovenness is fairly easily accomplished, for language is necessarily the medium whereby the science of history is expressed. One is inconceivable without the other (Heine, 2015: 24).

CLIL could be conceived of as “a form of convergence” between different subjects, comparable to environmental studies, which is a convergence between chemistry, economics, geography and physics (Coyle *e.a.*, 2010: 4). Likewise, CLIL is a fusion of a content subject (*e.g.* history) and a language (*e.g.* English).

What sets CLIL apart from other methods is “the planned pedagogic integration of contextualized content, cognition, communication and culture” (Coyle *e.a.*, 2010: 6). This so-called ‘4Cs framework’ is described as “communication: improving overall target language competence; content: learning the knowledge and skills of the subject; culture: building intercultural knowledge and understanding; cognition: developing thinking skills” (Spratt, 2011: 4). For a more comprehensive discussion of the 4Cs, see Willems (2017: 26) and Nawrot-Lis (2019: 41).

2.2.2 Why? – Benefits

Four major advantages of CLIL can be discerned in academic literature: first, with regard to language competence; second, with regard to cognitive development; third, with regard to CLIL learners’ motivation; finally, there are benefits for CLIL teachers and schools.

First, the main benefit of CLIL in the field of language is its authenticity. Regular English language classes necessarily struggle with “a certain amount of artificiality”, which, according to grammarian Michael Swan (1985: 82), is “inseparable from the process of isolating and focusing on language items for study.” Swan continues to point out that

“authentic material, on the other hand, gives students a taste of ‘real’ language in use, and provides them with valid linguistic data for their unconscious acquisition processes to work on. If students are exposed only to scripted material, they will learn an impoverished version of the language, and will find it hard to come to terms with genuine discourse when they are exposed to it.” (ibid.: 85)

Coyle *e.a.* (2010) also recognize authenticity as “a challenge for language teaching”, but they believe that CLIL can make up for this, because pupils get “more time to put into practice the theory they learned in language lessons” (European Commission, 2003; Coyle *e.a.*, 2010: 11). Indeed, learning outcomes have proven to be superior when *intentional* language learning is combined with *incidental* language acquisition in a more spontaneous and natural manner (*ibid.*). Coyle even goes as far as to say that CLIL accomplished what the communicative approach of the 1980s couldn’t do “due to lack of authenticity” (*ibid.*: 5-6).³ It should also be emphasized that although CLIL entails more than mere

³ Note that this is a two-way street: not only does content enrich language by rendering the latter authentic, but language also enriches content by rendering content communicative (Dalton-Puffer, 2007: 3).

immersion (*cf. supra*), immersion is in fact included as an integral part in CLIL, whereas CLIL incorporates all benefits of immersion (Martens & Van de Craen, 2017: 19).

Another language-related advantage of CLIL is that pupils not only master a foreign language as such, but they also master the content-specific jargon in the target language. Of course, this is an excellent preparation for college or university (*ibid.*: 10-11), where students will have to read and actively process a ton of scientific articles in English. To give just one example, nearly all manuals and syllabuses at Flemish medical faculties are in English. The same goes for many other academic faculties. In my view, history through CLIL seems to be specifically suited as a stepping stone to higher education, since history through CLIL pupils implicitly learn the terminology of more than one discipline. For by studying the past, learners also study the politics, economics, and culture of the past. Hence, vocabulary is introduced that might come in handy in the bachelor programmes of political science, law, philosophy, economic sciences, etc. In addition, CLIL combined with regular language classes can lay the groundwork for superb language skills which, in a world of ever increasing economic interconnection and integration (Coyle *e.a.*, 2010: 8), are becoming more and more necessary – especially due to the growth of English as a *lingua franca* (Rolley, 2020). As supranational integration is stimulated by English language proficiency, which is in turn stimulated by CLIL education, it is quite understandable why the institutions of the European Union are so eager to promote CLIL (Coyle *e.a.*, 2010: 8).

Second, cognitive development is positively affected by CLIL: “The ability to think in different languages (...) can have a positive impact on content learning” (Marsh, 2009; Coyle *e.a.*, 2010: 10). This theory is confirmed by Dale and Tanner (2012: 11), and identified in practice (Claeys, 2016: 19).

A third advantage of CLIL concerns pupils’ motivation. Today’s learners prefer to “learn as you use, use as you learn” rather than “learn now for use later”, and CLIL ties in better with the former mentality (Coyle *e.a.*, 2010: 10). If pupils voluntarily embark on their CLIL adventure,⁴ they will naturally be more enthusiastic about it (*ibid.*: 11). The novelty and the challenge that comes with the double focus of content and language usually ensures that pupils experience a greater sense of achievement (Dale & Tanner, 2012: 11). And the fact that language is not the object of summative assessment results in less fear of making mistakes (Claeys, 2016: 18). Earlier research proves that pupils enjoy CLIL a lot, see for example the statistics based on questionnaires in Duthoy’s dissertation (2016: 31).

⁴ In Flanders, pupils always choose CLIL on a voluntary basis, as Flemish regulation obliges schools to offer a parallel trajectory in Dutch (Flemish Ministry of Education, 2014). Nonetheless, one could argue that pressure from parents, for example, can never be excluded altogether.

Fourth, teachers and schools also benefit from CLIL. Introducing CLIL in a school can create momentum for new ideas and reflection (Dale & Tanner, 2012: 14), *e.g.* about language policies, one's own language skills, methodology, professional development, closer collaboration among colleagues, or implementation of curricula. Regarding the latter, the Flemish Inspectorate of Education (2017: 36) even went as far as to attribute to CLIL teachers "a more mindful approach to curricula," because timing forces them to really consider which items are essential for learners.

2.2.3 How? – Dynamics of content and language

When discussing the specifics of content in CLIL, Coyle (2010: 28) elaborates on how CLIL could perfectly lend itself to a cross-curricular, issues-led or interdisciplinary approach. No matter how true this may be, CLIL teachers in Flanders are tied up by regulation on CLIL (Flemish Ministry of Education, 2014), which determines that CLIL courses are bound to the same curricular goals as their regular counterparts. Accordingly, content-wise, the same guidelines should be followed by everyone. In the case of history, see for example Wilschut's textbook (2013). Nevertheless, collaboration between the CLIL teacher and the EFL⁵ teacher can be of immense value (Dale & Tanner, 2012: 23-24).

With regard to content methodology, two features stand out. First, CLIL experts often emphasize the distinction between 'LOTS' and 'HOTS' (Coyle *e.a.*, 2010: 31): lower order thinking skills (remembering, understanding, applying) vs. higher order thinking skills (analysing, evaluating, creating). Second, on account of the foreign language medium, CLIL pupils are in greater need of scaffolding, *i.e.* offering helpful instruction in such a way that learners are "enabled to solve a problem beyond their unassisted efforts" (Wood *e.a.*, 1976: 90; Harmer, 2015: 81). Some examples of scaffolding are drawing on previous knowledge, offering supportive materials or task-solving strategies, etc. (Mahan, 2020: 76).

With regard to language, one should keep in mind that language is not only the *medium* of learning in CLIL, but also the *object* of learning (Coyle *e.a.*, 2010: 34). As mentioned before, language goals are therefore made explicit in CLIL. So a brief outline of some principles specific to EFL in relation to CLIL seems appropriate (Harmer, 2015: 408-425).

EFL consists of vocabulary, grammar and the four skills. The indispensability of vocabulary for CLIL can hardly be overestimated. Dealing with vocabulary happens nearly automatically in the average CLIL lesson – it can be seen as a given. Difficult key words are frequently used in a framework of professional terminology. As a consequence, vocabulary activities proper to language teaching are widely used by CLIL teachers, since they simultaneously promote content understanding. Such

⁵ EFL is an abbreviation for 'English as a foreign language'.

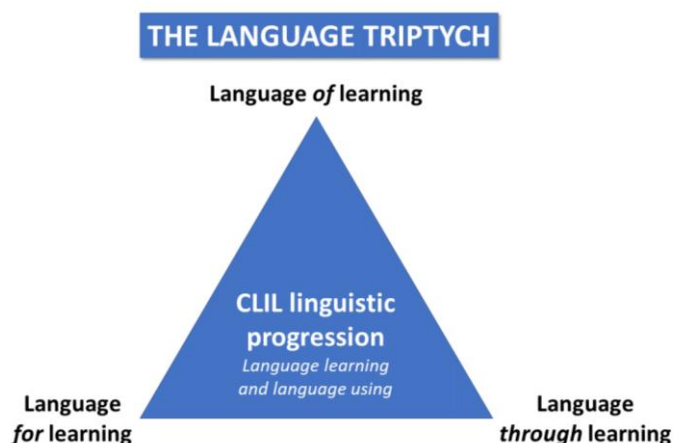
activities include pairing and matching items, gap filling, multiple choice, giving synonyms or antonyms, crossword puzzles, translating, rewriting, error correction, the odd one out, etc.

Many of these activities may also be used for grammar, along with, *e.g.*, sentence building, reordering or transforming. Grammar revision must occasionally take place in CLIL courses, for “too little attention paid to form will have negative consequences” (Coyle *e.a.*, 2010: 34), but it often happens on an *ad hoc* basis (*ibid.*: 35), *e.g.*, if many comparative forms occur in a historical source, that might be the right moment to review the comparative. Moreover, grammar is hardly ever considered as something isolated. Rather, grammar items are usually integrated with the skills, *e.g.*, ‘Write a 300-word eyewitness account of the storming of the Bastille, using the past simple at least five times.’

The skills offer many possibilities for integrating language with content. The productive skills (speaking and writing) often require the use of rubrics, which clearly indicate achievement criteria. Speaking activities could involve letting pupils do a presentation, debate, interview, vlog, dialogue or role-play, etc. Possible writing activities should include various types of texts, *viz.* informative, narrative and persuasive texts, such as an essay, a story, a letter, an instruction, a newspaper article, or a review. All of these texts could be embedded in a historical context.

Just like working with vocabulary, practicing the receptive skills (listening and reading) takes place almost automatically in CLIL lessons, *e.g.* when watching an informative YouTube video or reading a historical source. Popular listening exercises include ‘true or false’, rearranging events chronologically, bingo, gap filling, etc. With regard to reading, there is a certain overlap with vocabulary activities, but comprehension can also be checked through summarizing, matching randomized titles with paragraphs, etc.

Because the language needed in CLIL learning environments sometimes differs from the progression in the regular EFL lessons (Coyle *e.a.* 2010: 35), an alternative theoretical framework for the target language in CLIL was designed. This framework is visualized by the so-called ‘language triptych’ (*ibid.*: 36):



As the terminology in this framework is very abstract, a brief definition of each aspect will be given based on Coyle (2010: 37-38, 61-63), along with an example from a CLIL lesson I taught. The 'language of learning' consists of key vocabulary and phrases related to the content, *e.g.* the word 'drought' in a lesson on climate history. The 'language through learning' includes new language needed to express an idea that does not pertain to the essence of the course material, *e.g.* the verb 'to contribute' when explaining that "a period of extreme drought contributed to the collapse of the Old Kingdom in Egypt." It emerges spontaneously or *ad hoc* through the learning context. The 'language for learning' is "the language the students will need to carry out the planned activities effectively" (*ibid.*: 62), *e.g.* in the same lesson on climate history, pupils need to master the comparative forms, because otherwise, they will be unable to compare various climate periods.

2.3 Houston, we have a problem: some critical thoughts on CLIL

When diving into the CLIL debate among scholars, one may discover an incomplete Hegelian thesis-antithesis-synthesis pattern. The 'thesis' consists of an almost exaggerated positivity about CLIL, without any scepticism or sense of healthy criticism (Pérez Cañado, 2016: 17). Apparently, then, CLIL *only* has advantages, and *every* study seems to prove this, without any exception (*cf.* the references in Pérez Cañado, *ibid.*). This alone "should have given reason to suspect that something was afoot" (Bruton, 2011: 529), which, curiously, was not the case. The 'anti-thesis' consists of more recent publications with a much more pessimistic view on CLIL (Pérez Cañado, 2016: 17). The 'synthesis' is still lacking, since there hasn't been any *real* exchange of ideas between thesis and anti-thesis, mostly because many people still cling to a utopian outlook on CLIL. As a consequence, existing evidence-based critique is often ignored or treated all too hastily in publications and dissertations (*cf.* the references mentioned above). Because CLIL is still being perceived as novel and trendy, one might observe a "bandwagon effect": teachers and researchers "hasten to jump on the bandwagon, given the 'evangelical picture' that is offered of this approach" (*ibid.*). Speaking from experience, it is easy to be overwhelmed by enthusiasm when embarking on CLIL. Yet such enthusiasm can be blinding to constructive, legitimate criticism. The bandwagon effect can also inspire fear in potential critics to be dismissed as 'anti-CLIL'. In my opinion, however, an open attitude to critical remarks does not necessarily imply an 'anti-CLIL' stance, but it rather implies a willingness to recognize and deal with certain problems, or more accurately, challenges. In other words, merely recognizing challenges in CLIL does not mean that we should abandon ship, but rather that we should rise to the occasion and look for remedies.

What, then, are these challenges? Five issues should be enumerated, regarding: first, the practical implementation of the essence of CLIL; second, the supposed language benefits; third, the supposed null-effect on content acquisition; fourth, assessment; fifth, a variety of less fundamental (but still important) issues.

First, what about the practical implementation of the essence of CLIL? It appears that CLIL practice does not always conform to CLIL theory (Bruton, 2011: 524), and what predominates are variations of CLIL, rather than ‘pure’ CLIL itself (*idem*, 2013: 589). Gierlinger (2012: 12), for example, finds that CLIL teachers often “think that language will take care of itself,” and that they “operate on an underlying principle which assumes that giving enough subject input will somehow automatically lead to language comprehension and improved competence,” while considering language activities as “a waste of time.” The Flemish Inspectorate of Education (2017: 36) comes to similar conclusions: there seems to be a large margin for growth regarding “the integration of language goals,” which is “still limited in most schools.” Or, as Mehisto asserts (2008: 99): “The dual focus on content and language, which is the essence of the CLIL approach, is likely not being applied in a systematic manner by teachers.” Despite Coyle’s statement that CLIL has “a rigorous theoretical basis” (*cf. supra*), the ‘I’ in CLIL (‘integrated’) accounts for the difficult balancing act that CLIL classroom practice boils down to (Darvin, 2020: 104).

A second issue concerns the supposed language benefits. The expectation is that there would be considerable language benefits due to more input and interaction in the foreign language (Krashen, 1985; Gass & Mackey, 2007), and numerous studies have seemingly produced proof of this assertion (*cf. supra*). However, at least some of these studies are compromised by poor methodology (Bruton, 2011). A study by Villareal Olaizola *e.a.* (2009), for example, observes that CLIL students made fewer grammatical errors than non-CLIL students, but neglects to emphasize that the former had over 300 hours of extra English tutoring. Therefore, one could hardly conclude to a correlation between CLIL and fewer errors (as Villareal Olaizola does), since in fact it is merely a correlation between tutoring and fewer errors (Bruton, 2011: 526-527). Another research project (Zarobe, 2007) indicates that, despite the fact that CLIL students had 210 hours of extra exposure to English, the gap in language competence between CLIL and non-CLIL was insignificant (Bruton, 2011: 525). The pro-CLIL outcomes of other studies may partly be explained by the so-called ‘selection effect’: in many cases, participation in CLIL happens on a voluntary basis, and admission happens through self-selection and/or selection by the school. On account of the selection process, “the average ability and motivation [of CLIL pupils] is higher in English and the other subjects” (*ibid.*: 526), as is clear from Lasagabaster’s case study (2010). Hence the non-CLIL classes are actually “the less proficient to start with, and they remain that way” (Bruton, 2011: 526). Without taking such important variables (and others) into consideration, it

is of course “very convenient to select and then demonstrate that the selected perform better than the non-selected” (*ibid.*: 530). If there is no *ceteris paribus*, then apples are being compared with oranges. Indeed, “by failing to appropriately control for selection effects, most previous research has overestimated the effects of CLIL on the development of students’ foreign language skills” (Dallinger, 2016: 23). Refusing to throw in the towel, Dallinger proceeded with an outstandingly thorough study analysing the language skills of more than 1800 German CLIL and non-CLIL pupils, taking other variables into account. The conclusion was that “CLIL classrooms showed greater increases in English listening skills but not in general English skills” (*ibid.*). The latter is not that surprising, as the complexity of the academic content might deter pupils from oral interaction in the target language (Bruton, 2011: 524).

Third, is it really true that “CLIL does not negatively affect learning of a content subject” (Spratt, 2011: 6)? For a start, much more research needs to be done in order to speak with absolute certainty, as “content acquisition in CLIL settings is an almost unexplored area in Europe” (Nawrot-Lis, 2019: 33; Jappinen, 2012: 148; Dallinger, 2016: 23). In a 2005 CLIL debate organized by the British newspaper *The Guardian*, three experts – Langé, Smith and Tsui – were quite sceptical about whether content learning in a foreign language would be the same as in the mother tongue. Their concern is understandable: an additional language simply adds extra difficulty to the content, so logically, one would be disinclined to give CLIL the benefit of the doubt in this matter. As Gierlinger (2007) writes: “There is no reason why the development of content ability should not suffer if it is exclusively in the L2.” In a 2008 publication, Mehisto at first seems to agree with Gierlinger, but then goes on to argue the contrary. Caution should be exercised, however, with optimistic conclusions, since they could suffer from the same selection effects (*cf. supra*) – a concern that is shared by Dallinger (2016: 29): “In many cases, CLIL students possessed better prior achievement and motivation in history.” This seems only logical: pupils who are already underperforming in history will not make their struggle even harder by opting to follow their course in a foreign language, because “if the content is conceptually difficult, the foreign language medium will make it even more difficult to assimilate” (Bruton 2011: 524).

As a sidenote, there is another selection effect at play here, namely one regarding CLIL teachers (Dallinger, 2016: 24), who are usually more motivated and have higher pedagogical interest, for they are prepared to make all of their course materials from scratch (Dalton-Puffer *e.a.*, 2010: 282). CLIL teachers’ enthusiasm also has a positive impact on their instructional quality in history (Kunter, 2013). This is, of course, a variable to be taken into account when looking at CLIL vs. non-CLIL.

Returning to the crux of the matter, there are no less than seven countries where case studies have been conducted that contradict Spratt's claim (2011: 6) of a null effect on content acquisition: China, Canada, Turkey, Finland, Norway, Austria, and Germany. A review of most of these case studies can be found in Bruton (2013: 594), on which the following paragraph is based. The first example, from Hong Kong, is quite striking:

"Hong Kong high school students were very disadvantaged by instruction in English in geography, history, science, and to a lesser extent, mathematics. The size of this disadvantage was reasonably consistent across the first years of high school." (Marsh e.a., 2000: 337)

In Canada, pupils found that the content is more difficult in the target language and that they started underperforming as a result (Makropoulos, 2010). In Turkey, the government stopped a CLIL programme because of lower grades for the university entrance exams (Kirkgoz, 2007). In Finland, there were "less over-achievers in the CLIL group than in the control group" (Seikkula-Leino, 2007). In Norway, 42 percent of the students indicated struggling with the lectures being given in a foreign language (Hellekjaer, 2010). And in Austria, "the students with sound content knowledge and less eloquence are disadvantaged as they are penalised for poor language performance and not judged on their content knowledge alone" (Hönig, 2010: 39). Finally, in Germany, pupils lack the necessary skills to discuss the subject in L2 on a satisfactory level (Heine, 2015: 22).⁶ To crown it all, Dallinger's findings are truly decisive.⁷ It is worthwhile to quote her conclusion in full:

"The findings confirmed previous results of no differences between CLIL- and non-CLIL-students' achievement. Nevertheless, this non-existent CLIL-effect must be interpreted thoughtfully due to the highly increased teaching time by 50% more history lessons [in this context]: CLIL-classrooms need more input to achieve the same output regarding central content knowledge. This suggests that teaching pace might be slower in CLIL than in non-CLIL-classrooms, since the present CLIL-teachers did not have to work towards any other or additional curricular aims. Consequently, a negative CLIL-effect might be found if both student groups are given the same number of history lessons." (Dallinger, 2016: 30)

It goes without saying that this conclusion is of paramount importance for our research problem.

Fourth, what are the issues at hand in CLIL evaluation? There is in fact a dilemma: on the one hand, the priority of content results in minimal language assessment; on the other hand, introducing more language assessment would disadvantage pupils who are good at the content but underperform regarding language. However, *no* language assessment would be contrary to the nature of CLIL. For

⁶ "(...) dass es CLIL-SchülerInnen massiv an Kompetenzen in der Teilhabe an einem fachadäquaten Diskurs fehlt." (Heine, 2015: 22)

⁷ It should be noted that Dallinger's study is both exceptionally representative (as 1806 pupils were involved) and extremely reliable (as all relevant variables were statistically taken into account). Hitherto, it is unsurpassed.

further reading, see an excerpt from the paper *Assessing CLIL* (2021), which can be found in attachment.

Fifth, there is a variety of other issues. Not only is there a lack of materials (and therefore a work overload for teachers), but there is also a “lack of qualified teachers” (Makropoulos, 2010: 2; Dalton-Puffer, 2007). Furthermore, the suggestion that CLIL is egalitarian (Marsh, 2010) is contradicted by recent research concluding that “the socio-economic status of the pupils appears as the main predictor of whether a pupil is in a CLIL or a non-CLIL track, whereas other variables play a minor role” (Van Mensel *e.a.*, 2020: 1). What is more, CLIL appears to serve the political agenda of European integration: “it is justified by EU-linked academics” and “official institutions at various levels within the European Union seem to be implicated in much of the CLIL literature” (Bruton, 2013: 588).⁸ In addition, the 4Cs framework may be criticized “since content teaching does not necessarily suppose day-to-day communication on current affairs or the inclusion of FL cultural features” (*ibid.*: 592), and the assertion that CLIL always has a motivating effect on everyone is simply not true (*ibid.*: 590). Finally, the advantages to cognitive development can also be called into question, for “it is by no means clear what these ‘thinking skills’ consist of, whether/how they can be measured, and how exactly they are promoted by content-based instruction. Too much is being assumed” (Rimmer, 2009: 5).

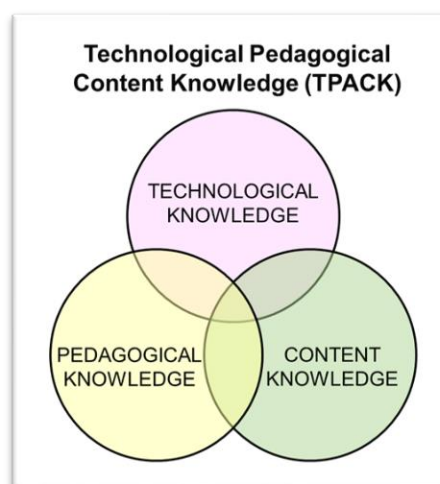
Why then, do we still pursue CLIL? The answer is simple. First, because indeed there are benefits (*e.g.* improved listening skills, *cf. supra*), and the fact remains that “language acquisition theories suggest that CLIL provides ideal conditions to effectively learn a foreign language” (Dallinger, 2016: 30). Second, because much more research is necessary to confirm the present indications, in order to have absolutely ironclad proof. Third, and most importantly, because *so far, not much has been done to counter these challenges*. Rising to the occasion is the aim of this dissertation, and it ought to be the ambition of CLIL teachers everywhere.

⁸ This is no problem in itself, but it might compromise the objectivity of the research.

2.4 Digital tools to the rescue

The evidence-based conclusion of “a negative CLIL-effect” on content acquisition (Dallinger, 2016: 30) thus compels us to look for potential remedies. One solution might be sought in the digital realm. Distance learning during the COVID-19 pandemic has taught us how much was unexplored in the field of ICT until then (Serpa, 2020). In this section, three aspects of digital didactics will be discussed: first, the digital classroom in general; second, flipping the classroom; third, if and how ICT can enrich CLIL.

Now, what is digital didactics and why should it be used? ‘Digital didactics’ is defined as “the knowledge and skills with regard to the use of ICT in order to facilitate learning” (Awouters & Schuer, 2005: 23). Besides improving differentiation, interaction, authenticity, structure, etc. (D’haese & Valcke, 2005: 19), learning via ICT “can help to develop the students’ autonomy and the key competence of learning to learn, by offering them not just a body of knowledge, but the tools to modify and expand that knowledge beyond their formal classroom education” (Albero-Posac, 2019: 16). Of course, the list of digital tools that could be used for educational purposes is endless, but here are just a few: H5P, Bookwidgets, Google Forms, YouTube, Socrative, Padlet, Plickers, Polleverywhere, Educaplay, Kahoot, Mentimeter, MindMup, Quizlet, Xerte, etc. Although Koehler (2009: 62) assures us that “there is no ‘one best way’ to integrate technology into the curriculum”, he did propose the ‘TPACK’ model as a theoretical framework for integrating ICT in education:



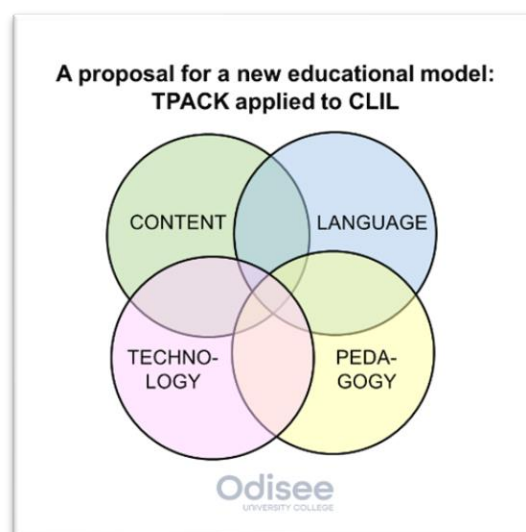
TPACK stands for ‘Technological Pedagogical Content Knowledge’, and it refers to the fusion of the three types of knowledge that are required for any teacher to implement ICT in the classroom: the knowledge of the subject content (*e.g.* history), the pedagogical knowledge (*i.e.* didactics), and the knowledge of the technology that is being used (*e.g.* how to effectively use H5P).

One particularly innovative example of educational technology is flipping the classroom (FTC). Traditionally, pupils acquire new information during lesson and process this information at home by doing homework. In a flipped classroom, this order is reversed: pupils acquire new information at

home (e.g. by watching an informative video made by the teacher), which normally enables the teacher to go much faster through the acquisition phase during lesson and spend more time on coaching pupils while they do exercises at school (Van Acker, 2019: 5; Fulton, 2014: 3). The advantages of FTC lie in the fact that it enhances the didactic principles of motivation (pupils like the video format), revision (pupils can pause or repeat the video whenever they want if they find it too difficult), activation (FTC allows for more time to practise during lesson) and differentiation (Van Lokeren, 2020; Matthys, 2018). A meta-analysis of 114 studies on FTC concluded that “students in flipped classrooms achieve significantly higher assessed learning outcomes than students in traditional classrooms” and hence FTC is “worth implementing” (Van Alten, 2019: 15). But how to proceed in practice? Concretely, the teacher should try to make attractive and qualitative video material about well-chosen topics. It is important to limit the duration of the videos by going straight to the essence of the subject content, and to check if pupils actually watched the video material (Van Lokeren, 2020).

The million dollar question, then, is if ICT can enrich CLIL, but the absence of a sufficient number of research projects prevents a straightforward answer. “There is a lack of empirical evidence and examples of good practice in relation to how CLIL and ICT combined together can enhance the effectiveness of learning” (Wojtowicz, 2011: 2). Yet some promising outlooks are presented: CLIL practitioners perceive the incorporation of ICT in CLIL classrooms as “highly positive” (Bozdogan, 2015: 165). “Hence, there is a call for further studies providing clear guidelines and web-based materials with language practice and support” (*ibid.*). It is suggested that “technologies can be helpful in providing students with extra linguistic support, as well as other ways of scaffolding” (Albero-Posac, 2019: 15), even though an evaluation of the effectiveness of Albero-Posac’s materials has not taken place yet (*ibid.*: 26).

Finally, this review of academic literature is concluded with a personal addition, for the integration of CLIL and ICT seems to require an update of the TPACK model:



3. RESEARCH QUESTION AND PURPOSE

This research project aims at creating an “addition of supplementary digital resources” for CLIL history lessons “with the purpose of enhancing existing materials to improve and increase the students’ learning opportunities” (Albero-Posac 2019: 15).

The central question, then, is to what extent digitally flipping the classroom can be of added value to CLIL history learning environments. This main question can be broken down into five sub-questions, *viz.*, whether digitally flipping the classroom can...

1. enable CLIL students to grasp the essence of the historical content more quickly?
2. free up lesson time, thus enabling the CLIL pupils to have a deeper understanding of the historical content, or enabling the CLIL teacher to go into more detail regarding the historical content?
3. reduce language barriers for CLIL pupils?
4. free up lesson time, thus enabling the CLIL teacher to invest more time in language goals?
5. make CLIL pupils feel more motivated?

Considering the benefits of digital tools (Albero-Posac, 2019) and flipping the classroom (Van Alten, 2019), the hypothesis is that the answer to these questions will be affirmative.

4. RESEARCH METHOD

The self-made digital CLIL materials consist of informative YouTube videos (Dutch: *kennisclips*) that pupils had to watch as a preparation for their next lesson (*i.e.* flipping the classroom), and Google Forms with control questions in order to check that pupils actually watched the video. In order to provide sufficient language scaffolding, glossaries or Quizlets were frequently made available to pupils, and English subtitles were made for the YouTube videos. For the sake of simplicity, all materials were collected on one website, namely <<http://sites.google.com/view/clilhitory/>>.

The research was carried out in three phases. The first phase took place in October-November 2021 during a placement at the Broederschool Humaniora in Sint-Niklaas, where I taught twenty-two CLIL history lessons in the second, third, and fourth year of secondary school. Digital materials were created for lessons on climate history, medieval man in relation to nature, and ancient Greek art. Conclusions will be drawn from personal experience and observation during this period.

The second phase was carried out between December 2021 and February 2022. I offered my CLIL mentors from the Broederschool, Mr Heirbaut and Mr Droeshout, to create preparatory digital materials for their lessons. In return, they agreed to give feedback via Google Forms,⁹ and to obtain feedback from pupils in the same manner.¹⁰ Materials were made for lessons on society in ancient Athens, the Mycenaean civilization, medieval demography, the Carolingians, humanism, the Renaissance, Henry VIII, and medieval migration. The feedback of my mentors was interesting from a methodological point of view: due to their experience, they were able to compare CLIL *with* preparatory digital materials vs. CLIL *without* preparatory digital materials (by comparing with previous years – providing a control group *through time*, as it were). Accordingly, the methods used focus on measuring *perception*. Unfortunately, investigating other, more exact criteria was nearly impossible due to the limited scope of this research project. However, some suggestions for future research can be found in the conclusion of this dissertation.

The third phase took place in March 2022 during another placement at the Broederschool in Sint-Niklaas. The same procedure was followed as in October-November 2021, and materials were made for the following topics: Alexander the Great, Egypt's social pyramid, the Egyptian afterlife, and early modern cities and urbanisation.

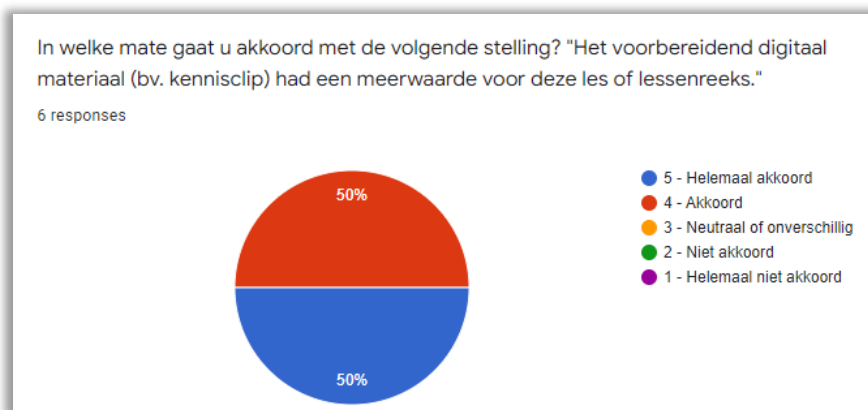
⁹ *Meerwaarde van voorbereidend digitaal CLIL-materiaal*. (2022, January 13). Google Forms. Retrieved January 30, 2022, from <https://forms.gle/iYJY1QD18bi8jyrE9>.

¹⁰ *Pupils' feedback on digital CLIL materials*. (2022, January 13). Google Forms. Retrieved January 30, 2022, from <https://forms.gle/1TDq3NgazRyA7g5b9>.

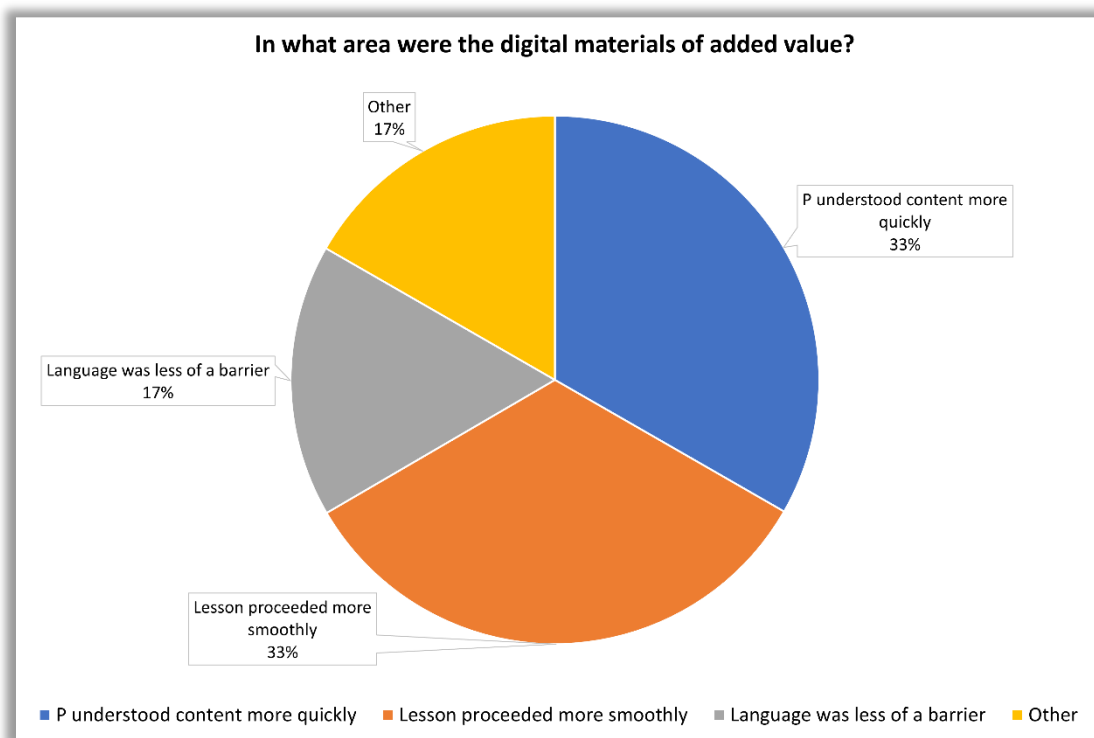
5. RESULTS

The feedback on the digital CLIL materials may be divided in three parts: first, the CLIL-mentors' feedback; second, the pupils' feedback; third, my own experience.

First, the results of the Google Forms for the mentors⁹ are listed below. When asked, "To what extent do you agree with this statement: 'the preparatory digital materials were of added value for this lesson or this series of lessons'?", 50% of the teachers' responses was 'strongly agree'. The other half just indicated 'agree':



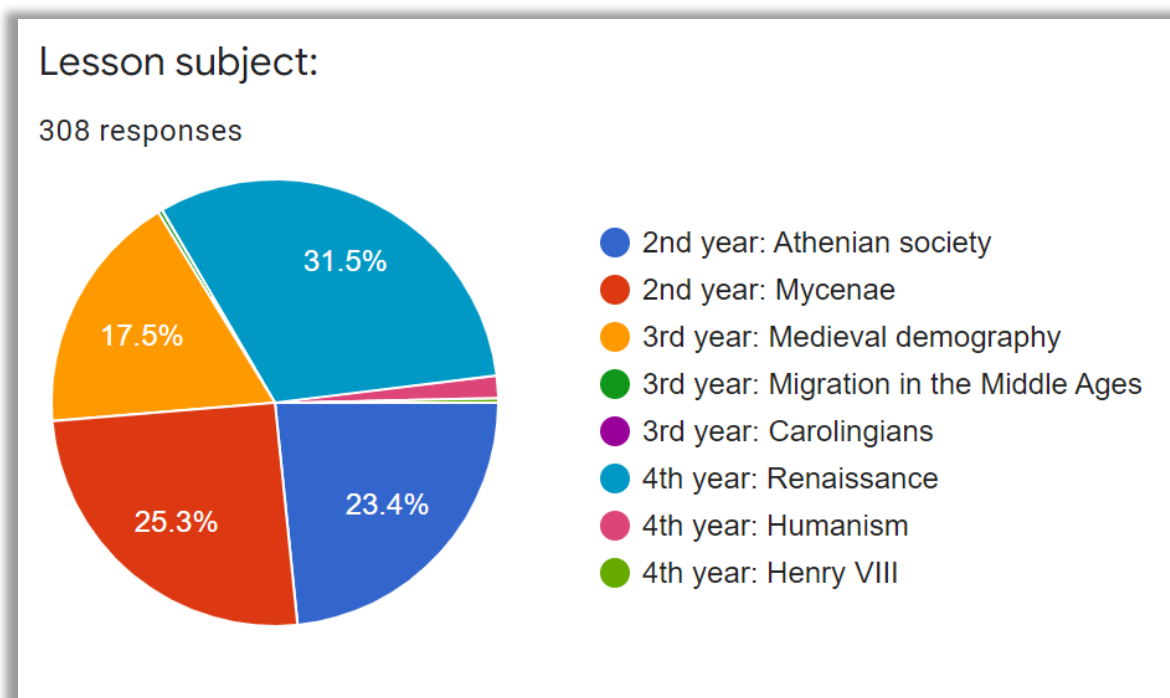
The next question for the teachers was "In what area were the preparatory digital materials of added value?":



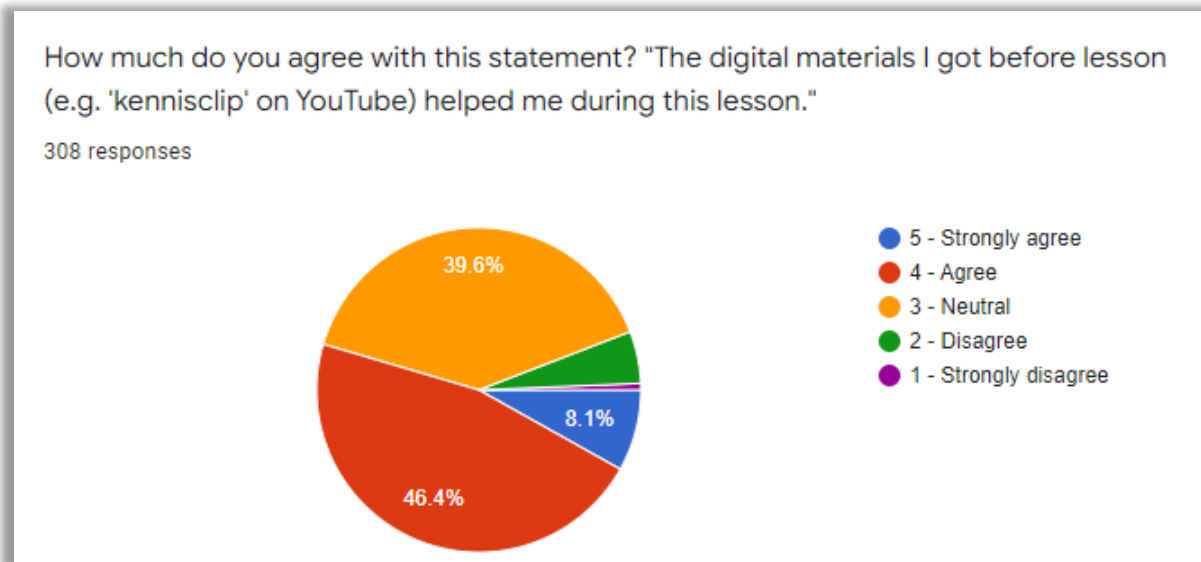
33,3% replied “Content-wise: pupils understood the essence of the historical content more quickly.” Another 33,3% replied, “The lesson proceeded more smoothly than previous years (*ceteris paribus*).” 16,7% found that “language was less of an obstacle (or there was more time to deal with obstacles)”. No one found that the digital materials enabled them to zoom in on certain aspects of the content, or that it enabled them to focus more on language goals. However, some teachers added comments of their own, such as “the pupils were able to study for their tests in a different way” (which had “a positive effect on test results”), “the pupils memorised the contents more quickly”, and “pupils did the exercises more smoothly and without much explanation – at such a moment, the teacher has the opportunity to ‘coach’ pupils individually.”

Mr Droeshout added the comment that “the best moment to watch these short clips is right at the start of the lesson, because if the pupils *only* watch it at home, they’ll forget about it after a while, as there is no way to let them memorise the contents. Hence the videos are most efficient when used at the beginning of the lesson.”

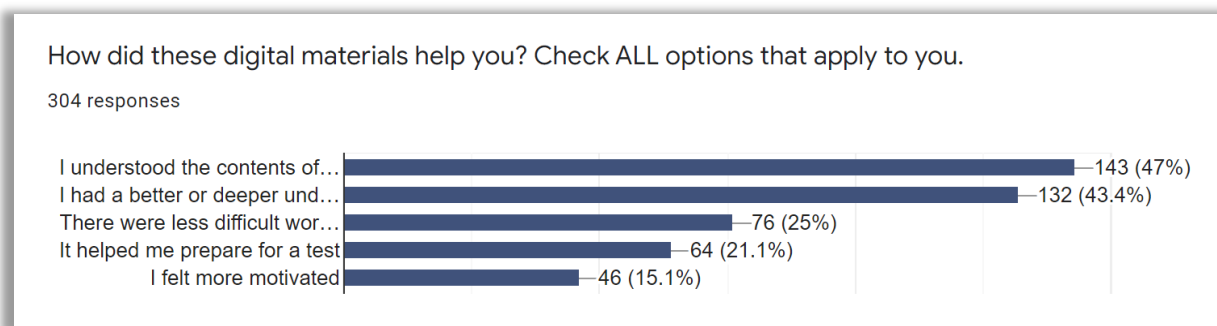
Second, let us discuss the results of the Google Forms¹⁰ intended for the pupils of the Broederschool Humaniora in Sint-Niklaas. 308 responses were collected in total. Most responses were about the digital materials on the Renaissance (4th year), on the Mycenaean civilization (2nd year), on Athenian society (2nd year), and medieval demography (3rd year):



The most important question for pupils was similar to the question for teachers: “How much do you agree with this statement: ‘the digital materials I got before lesson (e.g. ‘kennisclip’ on YouTube) helped me during this lesson?’”. More than half of the pupils (54,5%) answered affirmatively with ‘agree’ (46,4%) or ‘strongly agree’ (8,1%). 39,6% said that the effect was neutral, and only a very small minority said ‘disagree’ (5,2%) or ‘strongly disagree’ (0,6%):



When asking the pupils more specifically *how* these digital materials helped them,¹¹ 47% indicated that they “understood the contents of the lesson *more quickly*”; 43,4% said that they “had a *better or deeper* understanding of the contents of the lesson”; 25% indicated having less trouble with difficult words in English. Finally, 15,1% indicated that they “felt more motivated”:



Some comments from pupils include that “the clip made it easier to follow the lesson”; “it is a nice way to review the contents”; “it is useful to know beforehand what the lesson will be about”; “the video helped me to study for the test on this chapter”; “it’s good to have an introduction to the chapter”; “it’s fun to watch a video, it draws the attention and it makes you focus”; etc.

¹¹ Note that pupils could indicate more than one option for this question.

Third, what are my own experiences regarding the impact of digitally flipping the CLIL classroom? Two difficulties may be observed. First, the teacher has to invest an enormous amount of time in preparing the digital materials (making a video transcript, making a PowerPoint and looking for the right visuals and lay-out, making the recording, providing subtitles, providing a word list, making a Google Forms, etc.). And second, the pupils need to *actually* watch the video before lesson – which is not something that can be taken for granted in every class.

In my experience, however, the advantages surely outweigh the difficulties. For example, some pupils might feel a bit more motivated because they already know some things at the start of the lesson – there is no demotivating feeling of ignorance. The availability of a tailor-made YouTube video also enhances the learning process: the content is then processed in three steps (instead of in two): before lesson (using the video), during lesson, and after lesson (studying). Most importantly, the videos allow for a quicker acquisition of content, which may compensate for the “negative CLIL-effect” (Dallinger 2016: 30).

6. CONCLUSION

This dissertation started by giving an overview of the theory on CLIL, with a special emphasis on a healthy criticism. Due to its popularity and trendiness, critical thoughts on CLIL have been seriously underexposed since the very invention of the CLIL-concept. Because it is the duty of any researcher to look into the lacunas of past research, an attempt was made to offer a glance at the real challenges at hand in CLIL. Noteworthy in this regard are the works of Bruton (2011 and 2013) and Dallinger (2016), who debunked the claim that CLIL has a null effect on content acquisition. Dallinger, in particular, proved in an evidence-based and statistically sound way (taking into account all relevant variables) that “a negative CLIL-effect” was found (2016: 30) in a research project involving 1800 German CLIL and non-CLIL pupils.

Such a negative CLIL-effect on content acquisition is no reason, however, to stop practising CLIL, for not much has been done to counter this challenge. Hence, in the present research project, this was seen as an opportunity to rise to the occasion. So, what if the benefits of implementing digital tools and ‘flipping the classroom’ were applied to CLIL? Could this be a possible remedy? And if so, to what extent?

In order to gather answers to these questions, some experiments with YouTube videos and Quizlets were conducted during (and in between) two placements in a CLIL school in Sint-Niklaas. The teachers with whom I cooperated were very positive about the effects of the digital materials, especially as a way to have more time to practise during lesson and as a way for pupils to review the

content as a preparation for a test. The pupils' feedback (308 responses) was moderately positive: 54,5% agreed or strongly agreed with the statement that "the digital materials helped them during lesson." However, the remaining 45,5% consisted for the most part of pupils indicating a neutral effect (39,6%) rather than a negative effect. As an explanation for these statistics, one might argue that many pupils perceive the assignment to watch a video at home *as extra work* rather than as a helpful way to better understand the content – hence the pupils' moderate enthusiasm.

Taking this consideration and all results into account, the research question may be answered by stating that digitally flipping the classroom can have a moderately positive effect on CLIL learning environments. *Positive*, because indeed the digital approach proved to have great advantages; yet also *moderate*, for one should remain realistic and avoid thinking that the impact is enormous or that it is a miracle cure that removes all difficulties – as can easily be seen from the answers to the sub-questions (*cf.* p. 19 of this dissertation). These sub-questions may be addressed by the following table:

Can digitally flipping the classroom...		Teachers' feedback	Pupils' feedback
1.	... enable CLIL students to grasp the essence of the historical content more quickly?	33% indicated this as a noteworthy effect.	47% indicated this as a noteworthy effect.
2.	... enable a deeper understanding of the historical content?	<i>Not really indicated as a noteworthy effect.</i>	43,4% indicated this as a noteworthy effect.
3.	... reduce language barriers for CLIL pupils?	16,7% indicated this as a noteworthy effect.	25% indicated that there were less difficult words.
4.	... enable to invest more time in language goals?	<i>Not really indicated as a noteworthy effect.</i>	<i>Not really indicated as a noteworthy effect.</i>
5.	... make CLIL pupils feel more motivated?	<i>Not really indicated as a noteworthy effect.</i>	15,1% indicated feeling more motivated.

Note that other advantages were observed besides the ones included in the sub-questions, *e.g.* lessons that proceeded more smoothly, an enhanced learning process, etc.

Lastly, some suggestions for future research: one may look at the same challenge (*viz.* the negative CLIL-effect on content acquisition) in the same way, or one may look at the same challenge in different ways. If preference is given to the former (*i.e.* likewise looking at the effects of digitally flipping the CLIL classroom), then *quantitatively*, the research could be conducted on a larger scale and/or *qualitatively*, the research could be conducted using more exact methods (*e.g.* using certain classes as control groups who do not get the digital materials, then comparing test results, while taking other variables into account). The same problem may also be looked at in different ways, either on a micro level (*i.e.* the level of the classroom) by looking for other enhancing pedagogic approaches, or on a macro level (*i.e.* the level of the government) – policymakers might look for long-term solutions, *e.g.* one extra hour per week for a subject if it is taught through CLIL, as is the case in Germany.

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8. ATTACHMENTS

8.1 Excerpt from my paper *Assessing CLIL* (2021)

Discussion in academic literature

Most authors agree on the general didactic assessment principles. Some controversy emerges, however, when we delve into the *combination* of content and language *in concreto*. The following questions come up in academic literature: first, is there a certain priority of content over language, or should we seek a perfect balance? Second, do we assess content and language separately, or as a whole? Third, is language a barrier for content? How can a possibly negative impact of language on content be minimized? Fourth, should we even be allowed to evaluate language goals in a non-linguistic subject, even if it's CLIL?

First, is there a priority of content over language? At first sight, the answer seems to be affirmative. Coyle *e.a.* (2010: 115) assert that “the content should always be the dominant element in terms of objectives.” Other authors agree.¹² Yet a small nuance is in order, *viz.* priority of content does not imply that language should be excluded altogether, as Hönig states (2010: 37): “Viewing an examination from a solely language or subject point of view negates the trans-disciplinary characteristics of CLIL.”

Second, do we assess content and language in strictly separated categories, or rather as a whole (which amounts more to a holistic point of view)? Sometimes content and language are so interwoven that it proves quite hard to distinguish one from the other,¹³ *e.g.* defining the word ‘revolution’ involves both content knowledge and in-depth vocabulary. For this reason, oral exams are to be avoided for CLIL history according to Hönig, as they are

“‘fleeting’, which means that the teacher must simultaneously listen to the students and judge their performance. The teacher must decide very quickly without having the possibility to check the answers a second time. Given this circumstance, it is very difficult, or I would say impossible, to isolate the content in performance.”

¹² For example, Heine (2015: 23): “Die Standards des Sachfachs haben Vorrang gegenüber der Dimension der fremdsprachlichen Kompetenz.”

¹³ Heine (2015: 24): “In diesem Zusammenhang wird sehr deutlich, wie wenig eine klare Trennung von fachlicher und sprachlicher Kompetenz als Testkonstrukte möglich ist (...) Die enge Verwobenheit von Fach und Sprache wirft in diesem Zusammenhang die Frage auf, inwiefern fachliche Kompetenzen überhaupt ohne Rückgriff auf Sprache erhoben werden können. (...) Auch lässt sich ein nichtsprachliches Vorgehen sicher nicht für alle Fachzusammenhänge realisieren; so steht z.B. der Geschichtsunterricht aus seiner Selbstdefinition heraus in untrennbarer Verbindung mit der sprachlichen Vermitteltheit von historischen Ereignissen.”

Hönig even goes as far as to state that her “investigation shows that it is impossible to separate content and language in assessment.” Such a view leads to a holistic approach, adopted by Heine.¹⁴ Whatever approach one may choose, it is imperative to always maintain full transparency (*i.e.* sharing criteria and objectives) and consistency (Coyle *e.a.*, 2010: 121). The latter might seem self-evident, but in her qualitative research, Hönig (2010: 38) observed something quite different: Austrian CLIL teachers announced at the start of the school year that “language performance will not affect the grade,” and then went on to give higher grades merely for better language! Needless to say, this is inexcusable.

Third, does language form a barrier for content assessment? Pupils may understand the subject matter, but mere understanding does not suffice to answer correctly on a test or exam. Written or oral evaluation requires the productive skills of writing or speaking, which might be quite challenging for students who aren’t good at language. For the teacher, this is likewise a problem, for it might be difficult to discern if the loss of marks is attributable to language or content. Coyle *e.a.*, who first highlighted this problem, also proposed a solution, *viz.* “to allow learners to express their responses to tasks in the most direct way possible so that language is not a barrier to demonstrating understanding of content” (Coyle *e.a.*, 2010: 123). Other ways to minimize the effect of language on content are providing a step-by-step plan, asking more specific questions, or giving the beginning of a sentence structure – in other words, make sure there is enough scaffolding and feed forward.

Another aspect in this regard is the language used in assessment. When students use the target language on tests or exams, their writing or speaking process is slower, so less content “can be conveyed in time-limited situations” (Reierstam, 2019: 63). This puts them at a disadvantage compared to pupils who follow regular history courses. One solution is to assess content in the mother tongue (Coyle *e.a.*, 2010: 118), but this solution is itself fraught with problems. It goes against the very purpose of CLIL and ruins its entire point, namely to expand pupils’ communicative skills. Furthermore, it collides with the principle of alignment: during class, key words were learned in the target language, not in the mother tongue (*ibid.*). Putting it in another way, something would be tested (key words in L1) that was not seen in class, where key words were taught in L2.¹⁵ In Austria, for example, CLIL

¹⁴ Heine (2015: 24): “Prachliches und fachliches Lernen im Geschichtsunterricht lassen sich nicht unabhängig voneinander beurteilen. Sie entwirft daher holistische Skalen und Niveaustufen zur Bewertung von narrativer Kompetenz im bilingualen Geschichtsunterricht. Dabei nimmt sie an, dass die von den SchülerInnen verwendete Sprache nicht nur Aufschluss über Sprachkompetenz, sondern auch den Kompetenzgrad in Hinblick auf fachspezifisches Denken gibt.”

¹⁵ Heine (2015: 22): “Wird Lernenden beispielsweise in Prüfungssituationen angeboten, ihre Erstsprache zu verwenden – mit der Absicht, potentielle Schwierigkeiten bei der Abbildung von Fachkompetenz durch die Fremdsprache zu minimieren – so wird also implizit eine Kompetenz gemessen, deren Entwicklung nicht Gegenstand des Unterrichts gewesen ist.”

students got to choose between an exam in L1 or L2, but most pupils did not even consider using this first option (Hönig, 2010: 38)!

Fourth, should we even be allowed to evaluate language goals? Hönig gives a counterargument: “Students with sound content knowledge but less eloquence are disadvantaged as they are penalised for poor language performance and not judged on their content knowledge alone” (*ibid.*: 39). But this argument could be turned against itself: if CLIL learners’ efforts regarding language are not rewarded, then pupils won’t see the point in continuing with CLIL. As a consequence, CLIL dropout rates increased in Berlin in 2007, to give just one example.¹⁶ Another effect of language not being assessed could be that pupils will lack the necessary skills to discuss the subject in L2 on a reasonable level.¹⁷ Finally, the most important argument in favour of assessing language in CLIL courses is the aforementioned principle of alignment, which boils down to the conformity between learning goals, classroom activities, and assessment (Martens *e.a.*, 2017: 159). If lesson time is spent partially on language goals, it is only logical to assess them – whether it be formatively or summatively.

***Dura lex, sed lex* – or not quite? Regulation on CLIL evaluation**

Speculating and debating about assessing CLIL may be very interesting, but of course this will all remain purely theoretical if the government has pronounced judgement on the matter. For if this is the case, then teachers should adapt their classroom practice in accordance with the regulation that is currently in force.

In 2014, the government of Flanders issued a decree specifying the quality standard for CLIL (Flemish Ministry of Education, 2014). The government determined that CLIL subjects should reach exactly the same final attainment levels (Dutch: *eindtermen*) as parallel subjects in the mother tongue. Thus the Flemish government makes no exception for CLIL: lightening the load of content in order to make some room for language goals is not even taken into consideration. On the other hand, the law does not specify if and how the assessment of language should take place, as this pertains to the school’s autonomy and free choice (De Bleeckere, 2021). Nevertheless, there is a consensus among the educational inspectors that CLIL language goals must not be assessed summatively (*i.e.* with a test

¹⁶ Heine (2015), p. 22: “Als eine Konsequenz davon zeigt ZydatiB (2007) für den Berliner Kontext auf, dass die höheren fremdsprachlichen Leistungen von CLIL Schülerinnen im Vergleich zu den Leistungen von Regelschülerinnen durch die Benotungspraxis nicht honoriert werden, so dass eine erhebliche Schülerzahl den CLIL-Unterricht in der gymnasialen Oberstufe aus notenstrategischen Gründen nicht fortführt.”

¹⁷ *Ibid.*: “Wenn sie [Sprachbeherrschung] nicht als zentrale Leistung überprüft wird, wird die Erarbeitung einer fachgemessenen Sprachkompetenz (...) auch nicht entwickelt. Coetzee-Lachmann (2007) etwa weist in ihrer Studie nach, dass es CLIL-Schülerinnen massiv an Kompetenzen in der Teilhabe an einem fachadäquaten Diskurs fehlt.”

with a mark), precisely because of the obligation to reach the same content objectives. A consensus among inspectors, however, is not to be confused with a law.

The same goes for the language used in assessment. Flemish legislation neither states an obligation for pupils to answer in the target language, nor does it guarantee a right for pupils to answer in the mother tongue. The school is free to determine its own course of action. In practical terms, the general consensus has it that use of the target language must be encouraged and rewarded via formative assessment, *without* punishing pupils who used the mother tongue by letting them lose marks. Even so, teachers' expectations in this respect typically rise as pupils progress in their school career and their proficiency in the target language improves.

State of affairs regarding CLIL assessment in Flanders

In 2017, the Flemish Inspectorate of Education published a 149-page report on the occasion of two years of CLIL in Flanders. In their report, the Inspectorate also covered some interesting points concerning the state of affairs of CLIL evaluation.

Despite the language barrier slowing down the lessons' pace, the majority of CLIL teachers indicate succeeding in achieving all curricular objectives. Inspectors even go as far as to attribute to CLIL teachers "a more mindful approach to curricula," as they really have to consider which items are essential for learners. At the same time, there seems to be some margin for growth regarding "the integration of language goals," which is "still limited in most schools" (Flemish Inspectorate of Education, 2017: 36).

In assessing language goals, the majority of Flemish CLIL schools offer qualitative, rather than quantitative, feedback. In their CLIL language assessments, schools look for various alternative methods, *e.g.* an evaluation of attitude (especially the willingness and motivation to use the target language), a colour code or smileys indicating language proficiency, bonus points (max. 10% of the subject's total) as a rewards for pupils who consistently use the target language, a CLIL language portfolio, a separate CLIL report card, etc (*ibid.*: 37-38).

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8.2 Digital CLIL materials

8.2.1 On climate history

All materials are collected on this website: <https://sites.google.com/view/clilhistory/climate>

- **YouTube video:** <https://youtu.be/MezeDqcDRxo>

- Video transcript:

As you all know, 'climate' is a hot topic these days. During our next history lesson, we will ask ourselves two important questions. First: what was the climate like in the past, especially during the Middle Ages? And second: what were the effects of climate change for people in the past?

In order to answer these questions, let's go on a short journey through history. In Antiquity, we can find numerous cases of climate change having a huge impact on societies.

As you might remember from previous years of history classes, in 2,200 BC, a period of extreme drought contributed to the collapse of the Old Kingdom in Egypt

But climate can also have favourable effects, for instance the Romans benefited from a warm and stable climate, which was good for agriculture. The Roman empire at its greatest extent under Trajan coincided with what is now called the ROMAN WARM PERIOD, a period of unusually warm weather in Europe and the North Atlantic that ran from approximately 250 BC to 440 AD.

The end of this favourable climate undermined Roman power just when the empire was threatened by enemies from without.

This was the start of the DARK AGES COOLING PERIOD, from the year 440 to 900 AD. In the early Middle Ages, the European climate was cold and wet, which was bad for agriculture. Due to crop failure and a lower yield, people were often confronted with food shortage and monotonous nutrition. That's why people had little resistance to diseases. From the 6th century onwards, there were regular outbreaks of plague epidemics which caused thousands of victims.

In 742, Charlemagne was born, during the Dark Ages Cool Period, but this is just to help you situate the other events more easily.

However, the Dark Ages Cooling would not last forever, for already in 800, the Vikings reached Iceland, which can be seen as a run-up to the Medieval Warm Period.

Between 900 and 1300 AD, it became much warmer and drier. This period is called the MEDIEVAL WARM PERIOD, abbreviated as MWP. As a consequence of the warmer climate, living conditions became much better. The agricultural yield increased. The invention of new tools and techniques in agriculture contributed to population growth. Cities became bigger and the economy grew.

Other examples of effects of the Medieval Warm Period include the Viking settlements in Greenland in 985 AD, and in America in the year 1000 AD. The Vikings called this area along the Canadian coast 'Vinland'. So Columbus was not the first European to set foot on American land!

But in the 14th century, the climate took a turn for the worse and it became much colder in Europe. Historians call this period the LITTLE ICE AGE, abbreviated as LIA, and it lasted from 1300 to 1850.

Cold was not the only thing that came with the Little Ice Age. From 1300 onwards, it often stormed along European coasts, causing spring tide and floods. Summers were usually very wet and rivers burst their banks.

There was also too much rain and not enough sunshine during summer, causing crop failures and famine. Cattle plague made it even worse.

During the Little Ice Age, people were also confronted with the Black Death, a plague pandemic that occurred from 1346 to 1353. One third (33%) of the entire European population died because of the plague.

Other noticeable effects of the Little Ice Age were the Vikings abandoning Greenland in 1350, the freezing of the river Scheldt in our own country, and the freezing of the river Thames in England. Starting in 1608, Londoners even organized frost fairs on the ice of the river! And in 1658, the sea between Sweden and Denmark froze, and so a Swedish army marched across the ice to invade Denmark!

In 1750, the industrial revolution started and population numbers increased rapidly. This was the prelude for the end of the Little Ice Age and the start of the modern warming. Although climate change is nothing new, the global warming we are experiencing today is different because it is caused by mankind and because the temperature increase is so much bigger.

Don't forget to fill in the Google Forms questions below, and we'll see each other in class!

- **Google Forms:** <https://forms.gle/1NfcCj5Emp5MnJu59>
 - Which historical period are we learning about this school year?
 - Ancient Near East
 - Classical Antiquity
 - Middle Ages
 - Early Modern Period
 - Late Modern Period
 - Watch the video with subtitles.
 - Write down any words that you find difficult to understand.
 - ...
 - Which period do you link with storms, floods, famine and the Black Death?
 - Dark Ages Cooling
 - Medieval Warm Period
 - Little Ice Age
 - During which period did Charlemagne live?
 - Dark Ages Cooling
 - Medieval Warm Period
 - Little Ice Age
 - Which period was good for agriculture? Hint: you can also link this period with this image.
 - Dark Ages Cooling
 - Medieval Warm Period
 - Little Ice Age

- ‘Drag and drop’ exercise with key words: https://ecourses.odisee.be/elearning/wp-admin/admin-ajax.php?action=h5p_embed&id=2033

Sleep de woorden naar de juiste vakjes.

- A is a small picture or decorative letter in a manuscript.
- The Middle Ages were also called the because a lot of things in this period were made out of wood. Iron was too expensive to use on a greater scale.
- is a change in the average weather of a place and also a change in Earth's overall climate.
- The was a warmer period from about 900 to 1300 AD.
- The was a cold period in history from about 1300 to 1850.
- The current warming of the planet is called .
- The was a medieval plague that spread over Europe during the 14th century and killed a third of its population.
- The were a group of Scandinavian people who attacked the coasts of Europe from the 8th to the 10th century.
- In about 1000 AD, the Vikings discovered a coastal region of North America and called it .
- Historical records in which events were arranged year by year were also called (literally 'yearbooks').

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- In about 1000 AD, the Vikings discovered a coastal region of North America and called it .
- Historical records in which events were arranged year by year were also called (literally 'yearbooks').

- Timeline: https://ecourses.odisee.be/elearning/wp-admin/admin-ajax.php?action=h5p_embed&id=2015

- Word list:

EN	NL
famine	hongersnood
explore	ontdekken, verkennen
shore	kust
average	gemiddeld
victim	slachtoffer
monotonous	eentonig, monotoon
thriving	welarend, bloeiend, bruisend
vibrant	bruisend, levendig
disease	ziekte
cattle	vee
shortage	tekort
fertile	vruchtbaar
death rates	sterftecijfers
monk	monnik
yield	opbrengst
failure	mislukking
outbreak	uitbraak
nutrition	voeding
navigable	bevaarbaar
resistance	weerstand, verzet
phenomenon	verschijnsel, fenomeen
cultivate	cultiveren, kweken, ontwikkelen
community	gemeenschap
increase	stijgen

discover	ontdekken
abandon	verlaten, achterlaten
reliable	betrouwbaar
crops	gewassen
flooding	overstroming
coincide with	samenvallen met
extent	omvang
drought	droogte
contribute	bijdragen
collapse	ineen storten
numerous cases	talrijke gevallen
onwards	vanaf
cooling	afkoeling
settlements	nederzettingen
approximately	ongeveer, bij benadering

8.2.2 Digital materials on medieval man in relation to nature

All materials are collected on this website: <https://sites.google.com/view/clilhistory/meaning-of-nature>

- Quizlet: https://quizlet.com/_ahwtgl?x=1jqt&i=2k4o2y

EN	NL
a deacon	een diaken (=een geestelijke die functioneert in de eredienst; hij staat één trapje lager in de hiërarchie dan een priester)
a deluge	een zondvloed (in specifieke zin: de zondvloed van Noah uit de Bijbel; in algemene/figuurlijke zin: een grote overstroming)
an estate	een landgoed
to obliterate	vernietigen, uitwissen
to demolish	afbreken, slopen, vernietigen
a martyr	een martelaar (=iemand die zijn/haar leven opoffert voor zijn/haar religieus geloof)
It is hardly wont to occur.	Het komt bijna niet voor.
astonishing	verbazingwekkend
to descend	afdalen, neerdalen
grievous	zwaar, verschrikkelijk
pestilence	de pest (=een soort epidemische ziekte)
an inundation	een overstroming
a multitude	een menigte, een massa volk
a scapegoat	een zondebok (=iemand die beladen wordt met de schuld van een gebeurtenis, zodat over de eigenlijke schuldvraag niet meer hoeft te worden nagedacht)
a bestiary	een beestenboek; Latijn: <i>bestiarium</i> (=een middeleeuws boek waarin allerlei fabeldieren en andere dingen staan geïllustreerd)
moral	moreel, zedelijk, ethisch (over goed en kwaad; over fatsoenlijk gedrag)
a profession	een beroep
a mathematician	een wiskundige
gradually	geleidelijk
caliphate	kalifaat (=een islamitische staat, bestuurd door een kalief, d.w.z. een opvolger van de profeet Mohammed)
reconquest	herovering
abundance	overvloed

to pity	medelijden
poverty	armoede
a consequence	een gevolg
reassuring	geruststellend
three-field system	drieslagstelsel
fallow land	braakliggende grond (=grond die op dat moment niet de beoogde functie, bv. landbouw, vervult)
a dike	een dijk
a water wheel	een waterrad
a windmill	een windmolen
a land of plenty	een land van overvloed
the Land of Cockaigne	luilekkerland
flail	dorsvlegel (=een houten landbouwwerktuig)
gauntlet	handschoen

- **Google Forms:** <https://forms.gle/RqP5N64AFqdrGmUF8>
 - Tick all synonyms for 'to destroy'.
 - Obliterate
 - Reconstruct
 - Demolish
 - Preserve
 - Complete this sentence: “The Jews were always blamed if something bad happened. They were real ...”
 - ... [correct answer: scapegoats]
 - Fill in the correct profession: “Pythagoras was a ...”
 - ... [correct answer: mathematician]
 - What is this? [picture of a water wheel]
 - A dam
 - A windmill
 - A water wheel
 - A dike

8.2.3 Digital materials on ancient Greek art

All materials are collected on this website: <https://sites.google.com/view/clilhistory/ancient-greek-art>

- **YouTube video:** https://youtu.be/KCbLM_8W2XA
 - Video transcript:¹⁸

Hello and welcome to this video about ancient Greek art! In this video, we will cover three art forms: first, architecture; second, sculpture; and third, pottery. In Ancient Greece, temples and other big buildings were built by order of the polis. In other words, the entire community spent huge amounts of money on financing these buildings, which, first and foremost, had a religious function, where the Greek gods were honoured by prayer and sacrifice. But not all buildings had a religious function. Here, for example you can see a stadium for sports, a so-called ‘stoa’, a walkway with pillars on either side, a theatre and a library. All these new buildings, of course, meant that some kind of plan was needed to organize cities. At first, this did not happen, but

¹⁸ Source: De Volder, P. (2005). *Storia 2*. Van In.

in the 5th century BC, some Greek cities started using a grid plan. Here you can see the grid plan of Miletus, a Greek city on the West coast of Asia Minor. Now, if you look at the floor plan of an ancient Greek temple, you recognize squares, rectangles and circles: all geometrical shapes. So you can see Greek mathematics were really put into practice, which made for well-balanced buildings. The materials used for building temples were usually limestone and marble. Also, the Greeks didn't just want to build in honour of the gods, they also wanted to build big to show off their own power. We call this monumental architecture. The Acropolis of Athens is the perfect example of this. In this picture, you can see the Parthenon, the main temple on the Acropolis, as it is today. The difference with the Parthenon as it was in ancient times is just amazing. The marble was still beautifully white, but most importantly: large parts of it were painted in the most wonderful colours!

Of course, architects thought of some fancy names for all the fancy things they had made. Here you get an overview. You can always press pause if you need to have a closer look at it, but for now, the most important ones to remember are the pillars, grooves, capital and frieze.

Although the Parthenon looks absolutely marvellous, the pillars are sort of basic. That's why, over time, people came up with other pillar styles. The pillars of the first style are the same as the Parthenon's. They are of the Doric order. The second style is a bit fancier as the capital has a bit more decoration. It is called the Ionic order. The third style has the most decorations and is called the Corinthian order. In this table, you get an overview of these three different styles. As you can see, the Doric order is the oldest, followed by the Ionic order. The Corinthian order is the newest. The Ionic and the Corinthian order are similar in almost every way: as opposed to the Doric order, they both have slender pillars, have a base and deep grooves. They only differ in the type of decorations: the Ionic order only has spiral-like ornaments, called 'a volute', whereas the Corinthian capital is richly decorated with a specific type of leaves.

Now, on to something else: ancient Greek sculpture! Here we distinguish between three periods: first, the archaic, from the 7th to the 6th century BC; second, the classical period, during the 5th century BC; and third, the hellenistic period, from the 4th to the 3rd century BC.

First things first: the Archaic period, in which big statues were usually made out of marble or bronze, or clay (terracotta) for smaller statues. Very typical of archaic sculpture were the so-called 'kouroi' statues. These were huge sculptures of naked male figures. Greek sculptors were inspired by ancient Egyptian statues, that had similar proportion and form. The figures look straight ahead with one foot slightly before the other. This makes for a very static statue (with hardly any movement) but also a lot of symmetry (with everything in perfect balance). Kouroi statues also had a mysterious smile. Perhaps artists did this to suggest that their statue was alive and feeling well? It's anyone's guess! Kouroi statues were used as offerings to the gods or as a tomb monument. There were also female figures called korè. They were a bit more elegant and somewhat less stiff. As you can see from this reconstruction, they also used to be painted.

On to the classical period! In the year 500 BC, sculptors started to focus more and more on the human form. This statue of the Charioteer of Delphi is from the beginning of the classical period, and illustrates the transition from archaic to classical quite well: The pose is still very static compared with later classical works, but the statue is more naturalistic than in archaic times. Some other characteristics of the classical period. First, sculptors during the classical period wanted to depict man as perfect. We call this idealization. There was almost an obsession with the human form. Second,

movement was shown. The static archaic statues had made way for dynamic classical statues. Third, because of contrapposto, the pose became much more natural. More about this during class. Fourth, there wasn't that much emotion - yet - as this would soon change with the Hellenistic period.

The conquests of Alexander the Great brought Greece in contact with the East. Classical simplicity made way for splendour and grandeur. But emotions were also shown - which was a first. The movement we had seen in the classical period was no longer balanced and relaxed, but dramatic and even exaggerated. Hellenistic art was also more realistic than idealistic. Even imperfections were shown, as you can see in this statue of a drunken old woman of the 2nd century BC.

Last but not least: ancient Greek pottery. The Greeks made amphoras, cups, jars and bowls for wine, olive oil and so on. Scenes from Greek mythology or even daily life were depicted. As such, pottery became an important historical source for our understanding of life in ancient Greece. During the 7th century BC, a new technique was invented. We call this black-figure, as figures were painted in black on a red background. During the next century, the reverse technique, of painting red on a black background, enabled even more detail. During the 4th century BC, Greek colonies in Southern Italy took over most of the pottery production from Attica.

On this last slide, you can see an overview of ancient Greek art: In the field of architecture: the Doric, Ionic and Corinthian orders. In the field of sculpture: the Archaic, Classical and Hellenistic periods. In the field of pottery: the black-figure and the red-figure techniques.

- **Kahoot:** <https://create.kahoot.it/share/ancient-greek-art/fb92f5f5-77af-4161-a506-bc62c46cae59>
 - 1 - True or false. Greek temples were built by private initiative. In other words, the state did not pay for them. => False
 - 2 – Slide. Remember: Greek temples were built by order of the polis! (See picture.)
 - 3 – Quiz. A "stoa" is a ... => walkway with pillars.
 - 4 – Slide. Remember: A "stoa" is a walkway with pillars on either side. (NL: een zuilengang). A stadium, a theatre and a library are examples of other ancient Greek buildings. (See picture.)
 - 5 - True or false. In Ancient Greece, both temples and cities were organized and built randomly, without a pattern or fixed shapes. => False
 - 6 – Slide. Remember: Grid plans for cities (5th cent. BC) + geometrical shapes in temples. (See picture.)
 - 7 – Quiz. Greek temples were usually made out of ... => limestone and marble.
 - 8 – Slide. Remember: Greek temples were usually made out of limestone and marble (NL: kalksteen en marmer). (See picture.)
 - 9 - True or false. Large parts of Greek temples were painted. Therefore, temples were very colourful during Antiquity. => True
 - 10 – Slide. Remember: Greek temples were painted in beautiful colours during Antiquity. (See picture.)
 - 11 – Quiz. This is a ... => frieze.
 - 12 – Quiz. This (as a whole) is a ... => pillar.
 - 13 – Slide. Remember the pillars, grooves, capital, frieze and pediment.
 - 14 – Quiz. These pillars are of the ... => Doric order.
 - 15 – Quiz. The style of this pillar's capital is ... => Ionic.
 - 16 – Quiz. This pillar is of the ... => Corinthian order.
 - 17 – Slide. Remember the three pillar styles: Doric, Ionic, Corinthian. (See picture.)
 - 18 – Quiz. Put the three periods of ancient Greek sculpture in the correct chronological order. => Archaic, Classical, Hellenistic

- 19 – Slide. Remember: the correct order of the three sculpture periods is: Archaic, Classical, Hellenistic. (See picture.)
- 20 - Where did ancient Greek sculptors get their inspiration for the archaic kouros sculptures? => Egypt
- 21 – Quiz. Were the archaic kouros sculptures static or dynamic? => Static
- 22 – Slide. Remember: Inspiration for the kouros statues came from Egypt. These sculptures were static (=not much movement). (See picture.)
- 23 – Quiz. What were kouros statues NOT used for? => Wedding gifts
- 24 – Quiz. The female version of the male kouros was called... => Korè
- 25 – Slide. Remember: Kouros were used as tomb monuments and as offerings to the gods. A female figure was called korè. (See picture.)
- 26 – Quiz. In 500 BC, the archaic period came to an end and the classical period began. What changed? => Simplicity remained but the human form became more important
- 27 – Slide. Remember: In the year 500 BC, sculptors started to focus more and more on the human form. Sculptors during the classical period wanted to depict man as perfect (idealization). There was almost an obsession with the human form. (See picture.)
- 28 – Quiz. Were classical statues static or dynamic? => Dynamic
- 29 – Slide. Remember: Classical sculptures showed some movement. The static archaic statues had made way for dynamic classical statues. The pose became less stiff and more natural. (See picture.)
- 30 – Quiz. What is NOT a characteristic of the hellenistic period? => Never showing imperfections
- 31 – Slide. Remember these characteristics of the hellenistic period! (See picture.)
- 32 – Quiz. Which statement about ancient Greek pottery is correct? => Black-figure pots came first, but red-figure pots have more detail
- 33 – Slide. Remember: Black-figure pottery came first. (See picture.)
- 34 – Slide. Remember: Red-figure pottery had more details. (See picture.)

- **Word list:**

ENGLISH	DUTCH
architecture	architectuur, bouwkunde
sculpture	beeldhouwkunst / een beeldhouwwerk
pottery	aardewerk, keramiek
to finance	financieren, bekostigen
prayer	gebed
sacrifice	offer
stoa	zuilengang
pillars	zuilen
grid plan	dambordpatroon
Asia Minor	Klein-Azië
floor plan	grondplan
balanced	evenwichtig
limestone	kalksteen
marble	marmer
grooves	groeven
capital	kapiteel (bovenste deel van een zuil)
frieze	fries (versierde rand of strook op een gebouw)
marvelous	prachtig, geweldig, fantastisch
decoration	versiering
ornament	versiering
slender	slank
volute	voluut (een krulvormige versiering, kenmerkend voor het kapiteel van een Ionische zuil)
clay	klei

sculptor	beeldhouwer
proportion	proportie (in verhouding)
slightly	lichtjes, enigszins
static	statisch (weinig tot geen beweging)
dynamic	dynamisch (met beweging)
charioteer	wagenmenner
transition	overgang
naturalistic	naturalistisch
characteristics	kenmerken
to depict	tonen, weergeven, voorstellen
conquest	verovering
simplicity	eenvoud
splendour	pracht
grandeur	grootheid
dramatic	dramatisch
realistic	realistisch
idealistic	idealistisch
imperfection	onvolmaaktheid
amphora	een amfoor (een kruik met twee oren die onderaan in een punt uitloopt)
a cup	een beker
a jar	een pot
a bowl	een kom, een schaal
reverse	omgekeerd
to enable	in staat stellen tot / mogelijk maken

8.2.4 Digital materials on society in ancient Athens

All materials are collected on this website: <https://sites.google.com/view/clilhistory/athenian-society>

- YouTube video: <https://youtu.be/4Gi0VqUf01M>

- Video transcript:¹⁹

Hello and welcome to this video about society in ancient Athens.

Today, issues like equality, inequality, 'us versus them', and discrimination are still hot topics. But what was it like in the city (or rather the polis) of Athens during Classical Antiquity?

In the 5th and 4th century BC, a distinction was made between citizens, foreigners, and slaves.

If you were an inhabitant of Athens and your grandparents and great-grandparents had always lived in the polis, and if you were over 18 years old, then you could call yourself a 'citizen', which meant that you were free and you had the right to vote.

But since the middle of the 5th century BC, you could only call yourself 'a citizen' if both of your parents were Athenians. So if one of your parents was not from Athens, you could not be a citizen. That was an important issue, because - remember - you could only participate in Athenian politics if you were a male citizen.

And yes you heard that right, if you were a citizen but you happened to be a woman, you had no political rights. What's more, you had to live indoors most of the time – sort of like a permanent lockdown for women. Married women were not allowed to walk the street without being accompanied. Women were often bossed around: before marriage, by their fathers, and after marriage, by their husbands.

¹⁹ Source: De Volder, P. (2005). *Storia 2*. Van In.

If you were a foreigner but not a slave, then you were called a 'metoikos'. So the 'metoikoi' were foreigners. They were people from outside the polis who got permission to live among the citizens for a longer period of time. In order to get this permission, however, every metoikos had to pay a yearly residence tax. They were usually craftsmen or merchants. Metoikoi were not allowed to own land, so they couldn't become farmers. Moreover, every metoikos was supervised by a citizen.

Both citizens and metoikoi paid taxes and had to serve in the army. Their military service was different depending on their wealth, because rich metoikoi and citizens could afford the armour of a hoplite, a heavily armed foot soldier. Those who were less rich ended up in the light infantry or in the navy. And if you were a citizen, you could still struggle with poverty. Just like the poor metoikoi, the poor citizens had to work really hard to make a living.

Another important group of Athenian society consisted of slaves. Slavery was quite normal in Classical Antiquity. Since the 7th century BC, there were so-called 'debt-slaves' in Athens. Debt-slaves were farmers who could no longer pay their debts and lost their freedom as a result. Hence they could be sold as slaves. In the year 594 BC, the Athenian statesman and lawmaker Solon put an end to debt-slavery. But slavery itself remained. Prisoners of war, for example, often became slaves. The Athenians also bought slaves on the slave market. During the 5th century BC, the number of slaves in Athens even increased. Most slaves were 'barbarians', people who were not Greek.

Slaves were not treated as human beings. They were seen as their masters' possession. Slaves either worked for their masters or they were rented out. The largest group were state-owned slaves, and they worked in the mines or on trade ships, where they had a brutally inhumane life. Domestic or private slaves usually had better living conditions. Some slaves worked as a nurse, a banker, or even... as a teacher!

A slave was not allowed to have a family or children. Neither could he own things. But sometimes a slave was set free. Some freedmen even became rich!

And of course, many ordinary Athenian citizens dreamt of owning slaves, as they do all the work for you – which allows you to spend time on more enjoyable things, like governing the polis.

To sum up, we could say that people in ancient Athens were not equal at all. Their rights and duties depended on wealth, descent, age, and gender.

On this mindmap, you get an overview of what we just discussed. You can press pause to have a closer look at it. Don't forget to fill in the Google Forms, and thanks for watching!

- **Quizlet:** https://quizlet.com/_awi839?x=1jqt&i=2k4o2y

EN	NL
a scene	een tafereel
to depict	voorstellen, weergeven, afbeelden
a nurse	een verpleegster
a domestic slave	een huisslaaf
a basket	een mand
barefoot	blootsvoets
a dress	een jurk, een kleedje
a jar	een kruik, een potje, een beker
a hatchet	een bijl
to swaddle	inwikkelen (bv. in een doek)
an amphora	een amfoor (een speciaal soort kruik)
to cut	snijden, knippen
to dig up	opgraven

to wear clothes	kleren dragen
a bench	een bankje
a gravestone	een grafsteen
to lower something	iets laten zakken
a pickaxe	een pikhouweel
a society	een samenleving, een maatschappij
divided	verdeeld
city-states	stadstaten
social layers	sociale lagen
to fight in the army / to serve in the army	vechten in het leger / in het leger dienen
an orator	een redenaar (iemand die toespraken geeft)
property	bezit, eigendom
to provide with	voorzien van
an arrangement	regeling, inrichting, indeling, ordening
a possession	een bezitting
to belong to someone	aan iemand toebehoren
wholly	geheel, volledig
the nature of something	de aard van een ding, het wezen van een ding
the office of someone	de functie van iemand, het ambt van iemand
gentlemen	heren
turn over in your mind	denk er nog eens over na
responsible	verantwoordelijk
corporal punishment	een lijfstraf
to inflict a penalty	een straf opleggen
at the bottom	onderaan
to depend on	afhangen van
domestic tasks	huishoudelijke taken
expensive	duur, kostbaar
trade ships	handelsschepen
a debt	een schuld
to take prisoner	gevangennemen
to be sold	verkocht worden
a husband	een echtgenoot, man
a playwright	een toneelschrijver
citizens	burgers
foreigners	vreemdelingen
It is allowed	Het is toegestaan
approximately	ongeveer, bij benadering
inhabitants	inwoners
to be of age	meerderjarig zijn
landowners	grondbezitters
They can afford it	Ze kunnen het zich veroorloven (=ze hebben er geld voor)
armour	wapenrusting
a business	een onderneming, een bedrijf
craftsmen	ambachtslieden
merchants	kooplieden
to participate in	deelnemen aan
to pay taxes	belastingen betalen
the majority ⇔ the minority	de meerderheid ⇔ de minderheid
the opportunity	de kans, de gelegenheid
education	opleiding, onderwijs, opvoeding
great-grandparents	overgrootouders

- **Google Forms:** <https://forms.gle/58PW2g128uqXhzJ36>
 - Watch the YouTube video.
 - Does an inhabitant of Athens with an Athenian father and a Corinthian mother have the right to vote after 450 BC?
 - Yes, he does.
 - No, he doesn't.
 - True or false? "Married women usually had to go to the market alone."
 - True
 - False
 - What is a 'metoikos'?
 - A female citizen
 - A foreigner
 - A hoplite
 - A debt-slave
 - True or false? "Metoikoi could live in Athens if they paid a residence tax and if they served in the army."
 - True
 - False
 - Who had the most miserable living conditions?
 - State-owned slaves
 - Domestic slaves
 - "Athens was well on its way to become a society of equals." Do you agree or disagree?
 - I agree
 - I disagree
 - Use the Quizlet.
 - What's the best translation of "a domestic slave"?
 - Een huisslaaf
 - Een schuldslaaf
 - Een slaaf in dienst van de staat
 - Can you find the 'odd one out'? (Welk woord hoort er niet thuis in het rijtje?)
 - A basket
 - A jar
 - A hatchet
 - An amphora
 - What's an orator?
 - Someone who gives speeches
 - Someone who makes all the decisions
 - Someone who gives advice
 - What's the best translation of "a merchant"?
 - Een ambachtsman
 - Een bediende
 - Een koopman

8.2.5 Digital materials on the Mycenaean civilization

All materials are collected on this website: <https://sites.google.com/view/clilhistory/mycenaee>

- **YouTube video:** <https://youtu.be/YVxdKxm16oQ>

- Video transcript:²⁰

Hello and welcome to this video about the Mycenaean civilization!

Around 2000 BC, Indo-European tribes started invading the Greek peninsula. These invaders were at the basis of Greek civilization. But who were these Greeks? In this video, three important questions about them will be addressed: first, where did they settle? Second, what did their civilization look like? And third, how did their civilization come to an end?

First things first: where did they settle? The Indo-European tribes who invaded the Greek peninsula around 2000 BC spread across the entire peninsula, as well as on the islands in the Aegean Sea and along the coast of Asia Minor. These tribes then forced the original inhabitants to submit to their rule. Important city centres were founded, such as Mycenae, Athens, Thebes, etc. The invaders were called Achaeans. They developed a civilization named after its most important city centre (Mycenae): the Mycenaean civilization. For this reason, you could both use 'Achaeans' or 'Mycenaeans'.

On to the second question: what did the Mycenaean civilization look like? Every city centre formed an independent kingdom. At the head of society was a king or 'basileus' who had all power. The king was in charge of the nobles, who gave him military support. Both the king and the nobles owned large pieces of land, and ordinary people had to obey them.

The Mycenaean people were a very combative people and they frequently waged war. That's why their cities were fortified with a colossal citadel. The city walls could even be three to eight metres thick!

When a Mycenaean king or nobleman died, special tombs were built. Their shape looked like a beehive. These 'beehive tombs' were called 'tholoi' in Greek and they show us how powerful and rich the elite was. In the 'tholoi', gold funeral masks, gold objects and many weapons were found. This indicates that Mycenaean people were great goldsmiths, that warfare was really important for them, and that they believed in life after death.

The Mycenaean people lived off of agriculture, but because of population growth, they had to import extra food via trade. They traded with Syria, Egypt, and southern Italy. At the beginning of the 15th century BC, the Mycenaean people occupied Crete, and they took over maritime trade from the Cretans. Next, they wanted to control the fertile farming lands around the Black Sea, where wheat was grown. Now, the city of Troy controlled the passage to the Black Sea. So the Mycenaean people came into conflict with the Trojans by wanting to control the Black Sea trade. According to the Greek poet Homer, an alliance of Greek cities eventually managed to destroy the city during the Trojan war. Finally, the third question: how did Mycenaean civilization come to its end? Around 1200 BC, new Indo-European people invaded Greece. One of these groups, the Dorians, settled in the Peloponnese, where they founded the city state Sparta. The combative Dorians used iron weapons to defeat the Achaeans, who were barely able to defend themselves with their weapons made of bronze, which is less strong than

²⁰ Source: De Volder, P. (2005). *Storia 2*. Van In.

iron. Moreover, the Achaeans had probably been weakened by earlier attacks. The Dorians ended up replacing the Mycenaean civilization.

This word cloud gives you a good overview of the most important key words of this video. Don't forget to fill in the Google Forms, and see you in class!

- **Google Forms:** <https://forms.gle/qHCGQHMuHJvyYRT76>
 - Watch the YouTube clip. Turn on English subtitles (CC). It's strongly recommended to watch twice (2x).
 - Where did the Achaeans settle in 2000 BC? Check all correct options.
 - Along the coast of the Caspian Sea
 - On the entire Greek peninsula
 - On the islands of the Aegean Sea
 - In Egypt
 - Along the coast of Asia Minor
 - What was Mycenae's form of government?
 - Democracy
 - Monarchy
 - Technocracy
 - What's the Greek word for 'beehive tombs'?
 - Tholoi
 - Teloi
 - Topoi
 - What's the main historical reason for the start of the Trojan war?
 - Mycenaean wanted to control the fertile farming lands around the Black Sea
 - Mycenaean wanted to bring back Helen, the Mycenaean king's wife
 - When did Mycenaean civilization come to an end?
 - 2000 BC
 - 1600 BC
 - 1200 BC
 - 1000 BC
- **Word list:**

ENGLISH	NEDERLANDS
tribes	stammen
peninsula	schiereiland
civilization	beschaving
to address	bespreken, behandelen
to settle	zich vestigen
entire	geheel, volledig
to force	dwingen
Aegean Sea	Egeïsche Zee
Asia Minor	Klein-Azië (het huidige Turkije)
inhabitants	inwoners, bewoners
to submit to	zich onderwerpen aan
to develop	ontwikkelen
Mycenaea (<i>noun</i>)	Mycene
Mycenaean (<i>adjective</i>)	Myceens
the Mycenaens (<i>plural noun</i>)	de Myceners
independent	onafhankelijk
to be in charge	de leiding hebben
combative	strijdlustig
frequently	vaak, regelmatig

to wage war	oorlog voeren
fortified	versterkt
citadel	fort, vesting, bolwerk
a nobleman	een edelman
a tomb	een graf
a beehive	een bijenkorf
a funeral mask	een begrafenismasker, een dodenmasker
to indicate	aangeven
to live off of agriculture	leven van de landbouw
population growth	bevolkingsgroei
trade	handel
to import	invoeren, importeren
to occupy	bezetten
maritime trade	handel over zee
fertile	vruchtbaar
farming lands	landbouwgronden
wheat	graan
a poet	een dichter
an alliance	een bondgenootschap
eventually	uiteindelijk
to manage to	erin slagen om
to found	stichten
iron	ijzer
to defeat	verslagen
barely able	amper in staat
to defend	verdedigen

8.2.6 Digital materials on medieval demography

All materials are collected on this website: <https://sites.google.com/view/clilhistory/medieval-demography>

- **YouTube video:** <https://youtu.be/MnDUVGcCPBg>

- Video transcript:²¹

Hello and welcome to this video about medieval demography. As you may know, demography is the statistical study of human populations.

During the Middle Ages, European population numbers often fluctuated. Between the fourth and the seventh century, there were less people in Europe than before. The eighth century represented a turning point. Historians think that, from that time onwards, there was an average yearly population growth of 0,25 percent. By the year 1000, between 50 and 60 million people lived in Europe. In comparison, the total world population at this point is estimated at 300 million.

By the start of the 14th century, the European population had increased significantly, when there were probably around 70 or 80 million people. Famines and especially a plague epidemic in the first half of the 14th century caused a sharp decline. In some places, one third of the population died as a result of this disease. It was not until the 15th century that European population numbers had reached the same level as in 1300. But where do historians get these numbers? And what were the other causes for the fluctuations, besides the plague epidemic?

²¹ Source: Draye, G., Brock, M., Cools, H. & Wils, K. (2011). *Passages. 500-1500: De middeleeuwen*. Averbode.

The numbers mentioned above are, of course, mere estimations. Even today, population numbers are not perfectly exact, as population numbers change all the time. But for the last few centuries, researchers have resources at their disposal which allow for pretty specific statistics. Since the end of the 18th century, local authorities all over Europe keep population registers, which keep track of every birth and death. However, such registers or other systematic sources did not exist in the Middle Ages. Hence historians who research medieval population numbers have to use other sources.

Sometimes, landowners ordered lists of all their belongings in manorial records, documents listing the lands owned by a noble, as well as the names of the farmers who lived there. The English king William the Conqueror, for example, ordered an inventory of all lands in his kingdom, their owners and their belongings, in order to make sure the Crown wouldn't miss any taxes. The result of this was the Domesday Book, published in the year 1086. It contains information about more than 13,000 towns and villages in England and Wales. Another source for population estimates are so-called hearth countings. A hearth or cooking fire was the central place of a household. For every household, taxes had to be paid, and that's why rulers counted hearths. When analysing these lists and taking into account that about five people needed one hearth, historians can make an estimate of the number of people in a certain region.

Archaeological findings are yet another important source. Old burial sites and cemeteries enable us to check the average number of children per family, and the average age at death. These insights can then be linked to the information from written sources.

What were the causes of population increase and decline? The population decline that started in the 4th century was caused by the Dark Ages Cold Period and the crop failures and diseases that went with it. The wars, migrations, and political chaos that came with the fall of the Western Roman Empire were another reason. But then the Medieval Warm Period made life a tiny bit easier. This and political stability contributed to population growth from the 8th century onwards.

Around the year 1000, a variety of aspects led to a snowball effect. Population growth boosted agriculture, as more workers were available and the demand for agricultural products increased. As a consequence, farmers needed to increase their agricultural yield, and technological progress gave them the means to do so. The higher productivity led to agricultural surpluses, which were used to trade. In the 12th century, trade started to be centred in cities. Trade and urbanization also had a positive effect on population growth. Yet population numbers increased quite slowly, especially if we compare the medieval growth to the rapid growth since the Late Modern Period. This slowness was an advantage for medieval farmers, as it gave them the necessary time to adapt to the new needs.

What caused the slowness of population growth? Part of the answer is found in the high mortality rates. Childbirth, for example, was quite dangerous. One out of seven women died when giving birth. And even when things went well, when there wasn't any famine or plague, more than one in five children died before their fifth birthday. Moreover, mortality rates were higher in cities than in the countryside, as life in the former was much unhealthier.

The slowness of population growth was also due to human agency. During the late Middle Ages, women usually married when they were between 20 and 25 years old, which was at a later average age than during previous centuries. Many women remained unmarried, and they got less children than married women. Laws on inheritance also played an important role. The inheritance would be divided between

all children. Hence, the less children a couple had, the bigger the inheritance part for each child.

Also, contraception worthy of the name wasn't available. Among other things, women used cotton tampons soaked in vinegar, which had a spermicidal effect. Needless to say, such methods were hardly reliable. Besides, medieval people had no idea how the menstrual cycle worked. It was not until the 1930s that it was fully understood.

At the start of the 14th century, European population growth reached a dangerous turning point. Agricultural production could no longer keep up with population growth. It was also the start of the Little Ice Age, and there were some crop failures. An oversupply of labourers made wages drop. And because there was less food, food prices went up – which caused famine. Add to that the Black Death plague epidemic in the first half of the 14th century, and you know why population numbers dropped. But the decline wouldn't last that long. By 1400, the population was growing again. Food scarcity became less of a problem and wages went up again. Pressure on agriculture lessened as well.

Here you get an overview of medieval demography. Don't forget to fill in the Google Forms, and thanks for watching!

- **Google Forms:** <https://forms.gle/b56RKJGSJm6v4FfJA>
 - Watch the YouTube video. Turn on English subtitles (CC). It's strongly recommended to watch twice (2x).
 - Which periods were characterized by population GROWTH? Check ALL correct options.
 - 4th-7th century
 - 8th-13th century
 - First half of the 14th century
 - Second half of the 14th century
 - 15th century
 - Which example of a manorial record was mentioned in the video?
 - Population register
 - Domesday Book
 - Hearth counting
 - Burial site
 - How were farmers in the 11th century able to increase productivity?
 - Technological progress
 - Trade
 - Urbanization
 - Which elements do you link with population DECLINE? Check ALL correct answers.
 - Political stability
 - Black Death
 - Crop failure
 - The MWP
 - Later marriage age
 - High child mortality
 - Agricultural surpluses

- **Word list:**

ENGLISH	NEDERLANDS
demography	demografie: statistische studie van de bevolking
the population	de bevolking
to fluctuate	schommelen, variëren, fluctueren
a fluctuation	een schommeling
to represent	voorstellen
average	gemiddeld
in comparison	ter vergelijking
to estimate	schatten
an estimation	een schatting
to increase	stijgen
an increase	een stijging
significantly	aanzienlijk
a famine	een hongersnood
a plague epidemic	een pestepidemie
a decline	een daling, een achteruitgang
a disease	een ziekte
a cause	een oorzaak
a researcher	een onderzoeker
at your disposal	tot je beschikking
local authorities	plaatselijke besturen
a population register	een bevolkingsregister
systematic	systematisch
belongings	bezittingen, eigendommen
landowners	grondbezitters
manorial records	domeinbeschrijvingen
a farmer	een landbouwer
William the Conqueror	Willem de Veroveraar
an inventory	een inventaris
taxes	belastingen
to publish a book	een boek uitgeven
to contain	bevatten
villages and towns	dorpen en steden
population estimates	bevolkingsschattingen
hearth countings	haardtellingen
a hearth	een haard
a household	een huishouden
archaeological findings	archeologische vondsten
a burial site	een begraafplaats
to enable somebody to	iemand in staat stellen om
a crop failure	een misoogst
to contribute to something	bijdragen aan iets
a variety	een verscheidenheid
agricultural yield	landbouwopbrengst
demand	vraag
supply	aanbod
progress	voortgang
agricultural surpluses	landbouwoverschotten
trade	handel
urbanization	verstedelijking
an advantage	een voordeel
mortality rates	sterftcijfers
childbirth	bevalling
child mortality	kindersterfte
the countryside	het platteland
urban	stedelijk
rural	landelijk
inheritance	erfenis

to divide	verdelen
contraception	anticonceptie, voorbehoedsmiddelen
cotton	katoen
vinegar	azijn
spermicidal	zaaddodend
hardly reliable	amper betrouwbaar
besides	trouwens, bovendien
the menstrual cycle	de menstruatiecyclus
a turning point	een keerpunt
an oversupply	een overaanbod
the wages dropped	de lonen daalden
scarcity	schaarste
pressure	druk

8.2.7 Digital materials on the Carolingians

All materials are collected on this website: <https://sites.google.com/view/clilhistory/carolingians>

- **YouTube video:** <https://youtu.be/twglBhY2Puo>

- Video transcript:²²

Hello and welcome to this video about the rise and fall of the Carolingian empire. In the 5th century AD, the western world changed quite a bit. German tribes had spread everywhere and had founded new kingdoms. But what happened to western Europe in the centuries thereafter? One central figure was Charlemagne, who ruled the Carolingian Empire. In this video, we will ask ourselves three questions: first, what led up to the formation of the Carolingian Empire? Second, what important events occurred during Charlemagne's rule? In other words, why was he such an important ruler? Third, what caused the decline of the Carolingian Empire?

First, what led up to the formation of the Carolingian Empire? After the fall of the Western Roman Empire in the 5th century, the Frankish Kingdom was formed. At first, it was ruled by the Merovingian dynasty. Now, every time a Merovingian king died, the Kingdom was divided among the king's sons, resulting in the division and fragmentation of the realm. Things would change in the 8th century when a man named Charles Martel came to power. He was not a Merovingian king, but a 'Mayor of the Palace'. You could compare this function to that of a Prime Minister. The real power rested with him. Charles Martel restored Frankish unity and drove the Arabs back into Spain at the Battle of Poitiers in 732. Charles Martel's successor as Mayor of the Palace was Pepin the Short. Pepin found it quite unfair that actually he had all the power, yet he had no royal title. The Pope agreed, and in 751, Pepin was crowned king with papal approval. He was the first king of the Carolingian dynasty. In 748, Pepin's son and heir to the Frankish throne was born: Charlemagne.

Second, what important events occurred during Charlemagne's rule? Charlemagne did not allow the nobles to have ownership of their lands. He merely allowed them the right to enjoy the use and profits of these lands (a fancy word for this is 'usufruct'). In return, the nobles had to swear an oath of allegiance to the king. In this way the nobles were forced to commit themselves to the king. Charlemagne also strengthened the central government by developing and improving the administration. The royal administration resided in Aachen, a city in present-day Germany. As a result, the Low Countries were no longer in the periphery of the Empire, but they formed part of its

²² Source: De Wever, F. (2001). *Historia 3*. Uitgeverij Pelckmans.

heartland. Charlemagne also appointed 'palace inspectors', who had to check if the nobles executed the king's orders. Every year, the king would call the most important nobles together at a so-called Diet in order to promulgate new laws, also known as 'capitularia'. Charlemagne is also well known for having conquered parts of Italy, Germany, and Spain. This restoration of Western European unity was much appreciated by the Pope, who made him Emperor of the Romans on Christmas Day of the year 800. Giving Charlemagne the title of Emperor underlined both the strong ties between Church and state, and the idea of Christian continuity between the Roman Empire and the Carolingian Empire.

Third, what caused the decline of the Carolingian Empire? Well, the Empire was really too big to be ruled effectively, and there were attacks of Vikings and Hungarians. But there was something else. Charlemagne's successor, Louis the Pious was really a weak and ineffective ruler. During his reign, civil war broke out among Louis's sons about who would inherit the Empire. In 843, they finally settled peace with a treaty that was very bad for the unity of the realm. The Treaty of Verdun divided the Empire among Louis's sons: Charles the Bald got West Francia (present-day France), Louis the German inherited East Francia (present-day Germany), and Lotharius received Middle Francia, which would last for less than 40 years, for in 880, Middle Francia was divided between West and East Francia. West Francia would develop into the Kingdom of France, and East Francia would develop into the Holy Roman Empire. The border between them remained largely the same until the Late Middle Ages. In the Low Countries, the river Scheldt marked this border for centuries.

This word cloud shows the most important elements of the rise and fall of the Carolingians. You can always press pause to have a closer look at it, and it's strongly recommended to watch twice. Don't forget to fill in the Google Forms, and see you in class!

- **Google Forms:** <https://forms.gle/EeigP1su17kipSoFA>
 - Watch the YouTube video. Turn on English subtitles (CC). It's strongly recommended to watch twice (2x).
 - What was the name of the dynasty that came before the Carolingians?
 - The Burgundians
 - The Capetians
 - The Flavians
 - The Merovingians
 - "The Mayor of the Palace had more power than the Merovingian king." True or false?
 - True
 - False
 - "Charlemagne allowed the nobles to have ownership of their lands." True or false?
 - True
 - False
 - What happened on Christmas Day of the year 800 AD?
 - Coronation of Charlemagne as Emperor of the Romans
 - Coronation of Pepin the Short as King of the Franks
 - The Battle of Poitiers
 - The Battle of Tours
 - Complete this sentence: West Francia would later develop into the Kingdom of ...
 - England.
 - France.
 - Germany.

- **Word list:**

ENGLISH	NEDERLANDS
tribes	stammen
Charlemagne	Karel de Grote
the formation	de vorming
to occur	gebeuren, zich voordoen
the decline	de neergang, de ondergang
the rise of an empire	de opkomst van een rijk
Merovingian dynasty	de Merovingische dynastie
Carolingian dynasty	de Karolingische dynastie
division	verdeling
fragmentation	versnippering, verbrokkeling
the realm	het koninkrijk
a Mayor of the Palace	een hofmeier
to compare	vergelijken
a Prime Minister	een eerste minister, een premier
to restore	herstellen
a successor	een opvolger
Pepin the Short	Pepijn de Korte
a royal title	een koninklijke titel
with papal approval	met pauselijke goedkeuring
ownership	eigenaarschap, bezit
profits	winst, voordelen, opbrengst
usufruct	vruchtgebruik
an oath of allegiance	een eed van trouw
to commit	zich verbinden, engageren, toewijden
commitment	verbintenis, engagement, toewijding
government	regering, bestuur
to develop	ontwikkelen
to improve	verbeteren
the Low Countries	de Lage Landen, de Nederlanden
the periphery	de periferie, de randgebieden
heartland	het kerngebied
to appoint	benoemen, aanduiden
palace inspectors	'zendgraven'
to execute orders	bevelen uitvoeren
nobles	edelen
Diet	Rijksdag
assembly	vergadering, bijeenkomst
to promulgate	uitvaardigen, afkondigen
to conquer	veroveren
to appreciate	waarderen
emperor	keizer
strong ties	sterke banden
continuity	continuïteit
effectively	efficiënt
Hungarians	Hongaren
ineffective	ondoeltreffend
During his reign	Tijdens zijn regering
civil war	burgeroorlog
to inherit	erven
a treaty	een verdrag
present-day	hedendaags
the border	de grens
largely the same	grotendeels hetzelfde

8.2.8 Digital materials on humanism

All materials are collected on this website: <https://sites.google.com/view/clilhistory/humanism>

- **YouTube video:** <https://youtu.be/TMZjLnaJ3j0>

- Video transcript:²³

Hello and welcome to this video about humanism!

In 1550, the Italian historian Giorgio Vasari wrote that humanity in the Middle Ages was so far removed from the truth as light is removed from darkness. According to Vasari, that 'truth' was slowly being recovered from the 14th century onwards, because of the rediscovery of Classical Antiquity. But what changed exactly? And what aspects of society were affected by this change? And why were early modern people inspired by Classical Antiquity?

One of the first men to take Classical Antiquity as an explicit example was Francesco Petrarca, an Italian writer and poet from the 14th century. He was inspired by Cicero, a Roman orator who lived in the first century BC. Petrarca admired Cicero's ability to reach into men's hearts with his words and prompt them to action. Petrarca tried to do the same thing with his own texts.

The ancient Greek and Roman texts were also studied from a new perspective. Via the Arabs who lived in Spain, these classical texts about science, philosophy or literature became widespread in Europe once more. European scholars studied and commented on them a lot.

But according to Petrarca, most scholars only had theoretical knowledge, which he found useless. It is quite pointless, for example, to know what virtue means if you do not try to live virtuously. So what Petrarca was really after, was practical knowledge to live well in the 'here and now', which was, according to Petrarca, particularly to be found in the time of the Roman Republic.

Of course Petrarca idealised Classical Antiquity. But he was not alone - many Italian scholars did exactly the same. They all had a new image of man, namely that man is able to control his own behaviour. This persuasion started to grow in Italy in the 14th century. Man had a will of his own and the ability to know the truth. Man was master of his own fate. It was no surprise that Italy was the birthplace of the idealisation of Antiquity and the new image of man. The ruins and remains of the Roman Empire were still there. Moreover, after 1453, the year of the fall of Constantinople, many Byzantine scholars fled to Italy, which brought Greek Antiquity a bit closer.

Petrarca and other Italian scholars called themselves 'humanists'. This term was derived from the Latin 'humanitas', 'humanity', a term that Cicero had also discussed. Language, Cicero wrote, is what distinguishes man from animal, and for this reason alone, the study of language was important. Humanist studies, also called the 'studia humanitatis', were centred around five disciplines or 'artes': grammar, rhetoric or the art of giving speeches, poetry, history, and philosophy. Education, and particularly the study of the classics, was very special to the humanists, because it made man's self-development possible. The studia humanitatis could be followed in academies, colleges and so-called 'Latin schools'. Latin schools were to be found in Florence, where they were paid for by the wealthy and powerful Medici family, but they could also be found in other cities.

During the 15th century, humanist ideas spread from Italy to the rest of Europe. In 1517, the Collegium Trilingue was founded in Leuven, where you could study all three

²³ Source: Draye, G. e.a. (2011). *Passages. 1500-1815: De nieuwe tijd*. Averbode.

biblical languages: Latin, Greek, and Hebrew. Similar colleges were established in Spain, France and Germany. Humanists from all over Europe had a solid network: they visited each other, sent letters to each other, and studied or taught at each other's colleges. Their network was still very elitist. Only those who could afford to study were privileged enough to participate.

Even though humanism was elitist, the humanist ideas would have a great impact, and not only on education, but also on religion, politics and art. The same recipe was used in all these aspects: renewal inspired by Antiquity. The humanist motto was 'ad fontes': 'back to the sources'.

Humanism put man centre stage, with the emphasis on man as an individual. But this did not keep humanists from being interested in religion. For example, Thomas More, an English humanist, and Desiderius Erasmus of Rotterdam were unhappy with the way things went in the Catholic Church. Just as they wanted to reform the individual by means of practical knowledge and virtue, they wanted to reform the Church. According to Thomas More and Erasmus, the Church had given in to money and power, and had thus betrayed her roots. The purely theoretical knowledge and outward appearances had to make way for a simple, practical and personal faith.

Erasmus, for example, wrote a new Latin translation of the Bible, which - according to him - was much closer to the original text than the existing translations. In 1501, Erasmus published an *Enchiridion*, a manual with practical suggestions for one's personal religious life. However, Erasmus and Thomas More would not have much sympathy for the Protestant Reformers, who broke away from the Catholic Church, whereas Erasmus and More wanted to reform the Church from the inside.

Humanists were also interested in politics. Thomas More, for example, published a book entitled 'Utopia', which describes a fictional perfect society, with religious tolerance and neither poverty nor hunger. Another humanist who wrote about politics was the Italian statesman Niccolò Machiavelli, who dreamt of a strong government, which would ensure safety and order. In his book 'Il Principe' or 'The Prince' he declared that the end justifies the means. Hence, according to Machiavelli, a state leader should be allowed to use violence or manipulation. It is much safer to be feared than loved, he thought.

This word cloud gives you an overview of the most important things that were just discussed. You can press pause to have a closer look at it. Don't forget to fill in the Google Forms, and thanks for watching!

- **Google Forms:** <https://forms.gle/xdQyNjTr2gg1M2z57>
 - Watch the YouTube video. Turn on English subtitles (CC). It's strongly recommended to watch twice (2x).
 - Who was the first humanist to take Classical Antiquity as an explicit example?
 - ... [correct answer: Petrarca]
 - True or false? "According to humanists, theory without practice is useless."
 - True
 - False
 - True or false? "The study of language was crucial for humanists."
 - True
 - False
 - Can you find the 'odd one out' about the Collegium Trilingue? (Wat hoort er niet thuis in het rijtje?)
 - Latin
 - Arabic
 - Greek

- Hebrew
- True or false? "Everyone - even the poor - could participate in the humanist network."
 - True
 - False
- Which statements are true? Check ALL correct options.
 - Humanists didn't care about religion because they put man centre stage.
 - Humanists put man centre stage but they still cared about religion.
 - Erasmus and More wanted to reform the Church, and in doing so, they broke away from the Church.
 - Erasmus and More wanted to reform the Church, but they wanted to do it from the inside.
- Which book do you link with a description of a perfect society?
 - Enchiridion
 - Utopia
 - Il Principe
- Which humanist do you link with the idea that "the end justifies the means" ("het doel heiligt de middelen")?
 - Francesco Petrarca
 - Desiderius Erasmus
 - Thomas More
 - Niccolò Machiavelli

8.2.9 Digital materials on the Renaissance

All materials are collected on this website: <https://sites.google.com/view/clilhistory/renaissance>

- **YouTube video:** <https://youtu.be/w3Gmh8nFeEg>
 - Video transcript:²⁴

Hello and welcome to this video about the Renaissance. As you can see in this picture, beauty standards and ideals have changed very frequently throughout the centuries. Beauty ideals also started to change in 13th century Italy. Artists studied the ruins and remains of Classical Antiquity and tried to imitate them. They admired how great and realistic Ancient sculptures were. Writings of the Ancients were used as a guideline in their pursuit of perfect proportions. Local rulers and city governments reached back to Antiquity as well: in their struggle for power, they modelled themselves after Ancient Rome. Rulers commissioned artists to produce works of art promoting the rulers' fame and glory. People from this period spoke of a 'rebirth', in French 'Renaissance', of Classical Antiquity. The term 'Renaissance' is still used to this day to indicate the early modern artistic style inspired by Classical Antiquity. The Renaissance peaked in the 15th century and the beginning of the 16th century with famous artists like Raphael, Leonardo da Vinci and Michelangelo. Da Vinci was the perfect example of a 'homo universalis', a person whose knowledge and skills span many subjects. Besides being a painter, Da Vinci was also an engineer, scientist, sculptor and architect. Just like in medieval times, Renaissance artists were inspired by Christian art, and Bible stories remained immensely popular themes for art. Architects build churches and palaces in the Classical style. Their works of art were often a compromise between Classical Antiquity and Christianity. Ancient Greek mythology also became a theme. Moreover, landscape art and portrait paintings

²⁴ Source: Bekers, K. e.a. (2007). *Storia. 4. ASO*. Van In.

developed into a separate genre. In order to equal the impressive buildings of Classical Antiquity, Renaissance architects delved into mathematics. Of course they didn't build new temples, but they did apply their mathematical knowledge to the construction of churches and palaces. These Renaissance buildings were characterized by symmetry, beautiful proportions, and classical elements such as pillars and pediments. Painters and sculptors tried to be as realistic as possible. That's why they studied nature in all its aspects and made drawings in sketchbooks. Leonardo da Vinci, for example, examined dead bodies to get a better grasp of human anatomy. So again a focus on realism and the right proportions. And whereas facial expressions in medieval art were often stereotypical, now there was some more room for emotions. Renaissance painters succeeded in depicting lively but balanced scenes. They also mastered the use of light and shadow, and developed perspective techniques thanks to mathematics and geometry. Although the new style of painting wasn't exclusively Italian, artists from all over Europe were inspired by what was happening in Italy at the time. Italian artists sold their products to customers from abroad, and painters from the North travelled to Italy to study paintings. This way, Italian Renaissance art spread across Europe. To sum up, the Renaissance was a rebirth, a revival of art and architecture under the influence of classical models. The Renaissance had its peak in Italy in the 15th century and would continue during the 16th century. Here you get an overview of the characteristics of Renaissance art. Don't forget to fill in the Google Forms, and see you in class!

- **Google Forms:**
 - Watch the YouTube video.
 - Renaissance artists reached back to ...
 - Prehistoric times
 - The Ancient Near East
 - Classical Antiquity
 - The Middle Ages
 - True or false: Bible stories continued to be popular themes for works of art.
 - True
 - False
 - True or false: Renaissance artists depicted lively but chaotic scenes.
 - True
 - False

8.2.10 Digital materials on Henry VIII

All materials are collected on this website: <https://sites.google.com/view/clilhistory/henry-viii>

- **YouTube video:** <https://youtu.be/SVMittB1Mqg>
 - Video transcript:²⁵

Hello and welcome to this video about King Henry VIII of England! Near the end of the Middle Ages, England was torn apart for 30 years by the Wars of the Roses, a series of civil wars between English nobles over control of the English throne. In the aftermath of this conflict, the Tudor dynasty took the throne in 1485. The first Tudor King was Henry VII, who restored peace, law and order. His successor, King Henry VIII, was quite a character. Not only did he increase and centralise royal power, but he also

²⁵ Source: Vermeir, R. (2012). *Een inleiding tot de geschiedenis van Vroegmoderne Tijd*. Van In.

had six wives, started a new Church, and finished as kind of a tyrant. But how did all of that happen? That's what you'll find out in this video! First things first. How did Henry VIII manage to increase and centralise his royal power? There were three reasons, as there were three possible enemies or competitors for the King: first, the nobility; second, the Church; and third, Parliament. All three of them were sidelined. First, the nobility was sort of crushed by the Wars of the Roses. Second, Henry put an end to the political power of the Catholic Church, as we will see in a minute. And third, Parliament was not really a big deal anymore, because its greatest power (approving or refusing taxes to support the King) was pretty much useless, as the Tudors were rich enough by themselves. Now, that's that. But how did Henry VIII end up with that many wives and a new Church? When Henry became King in the year 1509, he married Catherine of Aragon, a Spanish princess. But the couple was unable to bring forth a son. Henry wasn't too happy with that, because no son meant no crown prince and no succession. Hence, in 1527, Henry resolved to divorce his wife and to remarry. Catherine, however, strongly opposed a divorce, and she sought support from her nephew (Emperor Charles V) and from the Pope of the Catholic Church. In 1531, Pope Clement VII forbade Henry to remarry under pain of excommunication (that is, being thrown out of the Catholic Church). In spite of the papal warning, Henry took matters into his own hands, encouraged by an increasingly anti-papal public mood in England. In 1533, he ordered the English Archbishop to declare that his marriage with Catherine was invalid. Henry then married one of the ladies at his court, Anne Boleyn. The Pope reacted immediately by excommunicating Henry VIII. Next, Henry started anti-papal reforms. In 1534, the English Parliament passed a law that turned the English Church into a state Church, headed by the English King. This was the start of Anglicanism. Two years later, Henry disbanded all English monasteries and took their possessions, which made the King even richer than he already was. Yet he kept the structures of bishoprics and parishes to organize the Church, and there wasn't much change in Church teaching – it was only later that Protestant ideas would gain importance in the English state Church. The only place in the country where Henry's religious reforms were not accepted was Ireland. The Irish people remained Catholic and loyal to the Pope in Rome. While church reform took place, Henry's rule became more and more despotic and even tyrannical. Laws were passed that declared every rejection of the King's policy to be treason, punishable by death. One of the victims of this legislation was Chancellor Thomas More, who was beheaded in 1535 because of his refusal to recognize Henry as supreme head of the English Church instead of the Pope. More acts of high treason were declared by Henry VIII than by any of his predecessors. He also accused his second wife, Anne Boleyn, of adultery, incest and plotting against the King. She was executed in 1536. After her, Henry would remarry four more times. Henry VIII was succeeded by Edward VI, Mary Tudor and Elizabeth I. But that's a different story! Here you get an overview of the most important things that were just discussed. You can press pause to have a closer look at it. Don't forget to fill in the Google Forms, and thanks for watching!

- **Google Forms:** <https://forms.gle/Su8xDmZgua3GW8jm6>
 - Watch the YouTube video. Turn on English subtitles (CC). It's strongly recommended to watch twice (2x).
 - Which dynasty took the English throne after the War of the Roses?
 - Normans
 - Hannover
 - Stuart
 - Tudor

- True or false? "Henry VIII was very dependent on Parliament."
 - True
 - False
- True or false? "Catherine of Aragon wanted to divorce Henry VIII."
 - True
 - False
- True or false? "The Pope excommunicated Henry VIII after his marriage with Anne Boleyn."
 - True
 - False
- True or false? "The Pope is at the head of the Anglican Church."
 - True
 - False
- True or false? "Henry was very tolerant for Catholics."
 - True
 - False

- **Word list:**

ENGLISH	NEDERLANDS
torn apart	verscheurd
civil war	burgeroorlog
to restore	herstellen
aftermath	nasleep
successor	opvolger
quite a character	nogal een figuur
a tyrant	een tiran
competitor	concurrent
to sideline someone	iemand aan de kant schuiven
crushed	verpletterd
taxes	belastingen
succession	opvolging
to resolve	voornemen, besluiten
to oppose	zich verzetten
to seek support	steun zoeken
to remarry	hertrouwen
encourage	aangemoedigd
public mood	de stemming onder de bevolking
Archbishop	Aartsbisschop
to declare	verklaren
invalid	ongeldig
court	hof
reforms	hervormingen
to disband	ontmantelen, ontbinden, opheffen
monasteries	kloosters/abdijen
bishoprics/dioceses	bisdommen
parishes	parochies
Church teaching	de kerkelijke leer
to gain importance	aan belang winnen
loyal	trouw
despotic	despotisch
rejection	verwerping
treason	verraad
punishable	strafbaar
legislation	wetgeving
Chancellor	kanselier
beheaded	onthoofd
refusal	weigering

high treason	hoogverraad
predecessors	voorgangers
to accuse	beschuldigen
adultery	overspel
plotting/conspiring	samenzweren
to execute someone	iemand terechtstellen
to remarry	hertrouwen
to succeed someone	iemand opvolgen

8.2.11 Digital materials on migration in the Middle Ages

All materials are collected on this website: <https://sites.google.com/view/clilhistory/medieval-migration>

- **YouTube video:** https://youtu.be/AkRJCctvB_E

- Video transcript:²⁶

Hello and welcome to this video about migration in the Middle Ages!

Migration is something of all times. People flee for political, economic, climatic, demographic, or other reasons. One of the more recent examples of migration that comes to mind is the flight of people from Syria due to the civil war that has been taking place since 2011.

But migration also had an important impact on societies in the past. Two waves of migration will be discussed in this video: the first wave from the 3rd to the 6th century, and the second wave from the 8th to the 11th century.

First, the migration of the Germanic tribes that started in the 3rd century was one of the major causes of the end of the Western Roman Empire. Of course, Rome and its culture did not disappear overnight. In fact it took centuries for various Germanic tribes to get permanently settled in Europe during Late Antiquity and to change the face of the continent. There was no sudden 'fall' of Rome and a sudden beginning of the Middle Ages in 476. Instead, there really was a slow, gradual transition.

Growing population numbers and food shortages forced Germanic tribes to search for new lands. But there was another reason for Germanic migration. The Huns, a nomadic people that originally lived on the Eurasian Steppe, were expanding their empire, and by doing so, they pushed Germanic tribes west, towards Europe. In 375 the Huns reached Europe. The famous leader of the Huns, Attila, was defeated in 451 at the Battle of the Catalaunian Fields by joined Roman and Germanic forces.

Besides the Huns, the most important migrating tribes during this period were Goths, Vandals, Burgundians, Angles, Suebi, Frisians, Saxons, Lombards and Franks, among other Germanic and also Slavic tribes. Some names of present-day countries and regions are clearly derived from tribes, for example, the Angles gave their name to England, the Franks gave their name to France, Germany is derived from the 'Germanic' tribes, 'Friesland' in the Netherlands is derived from the Frisians, and the region of Burgundy in France is derived from the Burgundians.

So finally, the Roman Empire slowly fell apart in a number of Germanic kingdoms. The West underwent a period of gradual transformation - a slow blending of Roman civilization, Germanic culture, and Christianity.

A second wave of migration started in the 8th century, with Muslims migrating from the south, Vikings migrating from the north, and Magyars migrating from the East. In the south of Europe, Muslims, also known as the Moors, had invaded Spain. The

²⁶ Source: Draye, G. e.a. (2011). *Passages 500-1500: De middeleeuwen*. Averbode.

Moors would stay in Spain until 1492 and would play an important role in European history.

In the north of Europe, the Vikings or Norsemen came down from Scandinavia and invaded England in 793. They were searching for new fertile grounds for their growing population. They attacked coastal regions and prosperous settlements along the rivers. Places on the continent like Leuven, Antwerp, and Ghent were looted. After the Franks defeated the Vikings at Chartres in 911, the Vikings were banished to a region that came to be known as 'Normandy' due to the presence of the 'Norsemen'. At the height of their power, the Vikings were feared but were also admired for their speed and sense of adventure. For example, when out sailing, the Vikings used wildlife as landmarks. Birds were particularly helpful, since some birds only flew a certain distance away from land. If for instance they had long since passed the Faroe Islands and saw a particular terrestrial bird, this could be a sign that they were near Iceland. Whales were useful as well. Whales usually stay close to currents where fish can be found. The Vikings knew where whales typically resided, and this knowledge helped them figure out where they were in relation to, for example, Iceland. The Vikings also used the sun, the moon, and the stars, as well as landmarks and records of past voyages in order to navigate. Their longships facilitated landings and troop deployments in shallow water. The Vikings explored northern regions like Greenland and even America long before Columbus did. Besides the Muslims and the Vikings, another group of migrants was the Magyars, who originated in present-day Russia, and settled in present-day Hungary.

This mindmap gives you an overview of the most important things that were just discussed. You can press pause to have a closer look at it. Don't forget to fill in the Google Forms, and thanks for watching!

- **Google Forms:** <https://forms.gle/TegqLeTSL3T9oSN68>
 - True or false? "In 476, the Western Roman Empire suddenly fell."
 - True
 - False
 - What was NOT a reason for Germanic tribes to settle in Europe?
 - Expansion of the Roman Empire
 - Expansion of the Huns
 - Population growth and food shortage
 - Which countries or regions did the Vikings explore? Check ALL correct options.
 - England
 - France
 - Morocco
 - Iceland
 - Greenland
 - America
 - Where did the Magyars settle?
 - Bulgaria
 - Hungary
 - Poland
 - Romania
 - MIGRATION TODAY. Watch this YouTube video: <https://youtu.be/mPu12hOoAu8>
 - Describe in two or three sentences what the UNHCR is. What is its role? What is its responsibility?
 - ...

- **Word list:**

ENGLISH	NEDERLANDS
to flee	vluchten
civil war	burgeroorlog
a wave	een golf
tribes	stammen
a major cause	een voorname oorzaak
to disappear overnight	verdwijnen van de ene dag op de andere
to settle somewhere	zich ergens vestigen
a gradual transition	een geleidelijke overgang
food shortage	voedseltekort
to force someone	iemand dwingen
to expand	uitbreiden
to reach something	iets bereiken
defeated	verslagen
to derive	afleiden
to fall apart	uit elkaar vallen
a blending	een vermenging, een samensmelting
fertile	vruchtbaar
coastal regions	kustgebieden
prosperous settlements	welvarende nederzettingen
to loot	plunderen
to banished	verbannen
to admire	bewonderen
wildlife	dieren in het wild
landmarks	oriëntatiepunten, herkenningspunten
particular	bijzonder
a terrestrial bird	een landvogel
currents	stromingen
whale	walvis
to reside	verblijven
a record	een verslag
a voyage	een reis
to facilitate	vergemakkelijken
troop deployment	het inzetten van troepen
shallow	ondiep
to explore	verkennen, ontdekken

8.2.12 Digital materials on Alexander the Great

All materials are collected on this website: <https://sites.google.com/view/clilhistory/alexander-the-great>

- **YouTube video:** <https://youtu.be/byHusPhQ-xw>

- Video transcript:²⁷

Hello and welcome to this video about Alexander the Great!

Let's time-travel back to the 5th century before Christ, to ancient Greece. That's where our story starts. As you can see in the reference frame, you will be taken to other centuries and places as the story continues. The 'domain' of society that we will be looking at is political, because we will be talking about wars and power.

After the Persians had lost the Persian Wars (from 499 to 449 BC), Athens became the dominant power in Greece. The Spartans didn't really like the dominant influence of

²⁷ Berings, G. e.a. (2005). *Historia 2*. Pelckmans.

Athens, and so the Spartans started fighting with the Athenians. This was the Peloponnesian War, which took place from 431 to 404 BC. Eventually the Spartans won, but the Greek city-states remained divided in the 4th century, and they got really tired because of the continuing conflicts. But while two dogs are fighting for a bone, a third dog runs away with it. The divisions between the Greek city-states made it easier for King Philip II of Macedonia to conquer all of Greece in the battle of Chaeronea in 338 BC. This meant the end of the independent Greek city-states, but it also meant that, for the first time ever, all of Greece was united in one state, with one King and one army. With this army, Philip wanted to attack the Persians, because he wanted to take revenge for the Persian Wars. But Philip was murdered in 336 BC. Philip's son, Alexander, wanted to pick up where his father left off. With a large army of soldiers from all over Greece and Macedonia, Alexander started a huge conquest. His army was unbeatable due to the phalanx. The phalanx was a battle formation of heavily armed foot soldiers, also known as hoplites. They had remarkably long spears that could be up to 6 metres. Alexander the Great conquered an enormous Empire of more than 5000 kilometres wide, in just a bit more than 10 years time. He conquered Asia Minor, Syria, Palestine, Egypt, Persia and its surrounding regions, and Pakistan beyond the river Indus. Being completely exhausted, Alexander's army turned around and started the journey home in 323 BC. In the same year, Alexander the Great died. After the Classical period of the 5th and 4th century BC, the time of Hellenism had come, from 330 to 30 BC, and Hellenistic culture spread across the Middle East. When Alexander unexpectedly died in 323 BC, he had not yet clearly appointed one successor. So after his death, his generals started fighting each other for control over Alexander's empire. These generals were also called the 'Diadochoi', which is the Greek word for 'successors'. In the 3rd century BC, the empire was divided in three Kingdoms, which were named after the generals or Diadochoi in charge. First, the general Antigonos started the Antigonid dynasty, which controlled Asia Minor, Syria, Palestine, Greece, and Macedonia. Second, the Ptolemaic Kingdom, named after the general Ptolemy, covered all of Egypt. Third, the Seleucid dynasty, founded by general Seleucus, ruled over Persia and the surrounding regions. There also were a few smaller, independent states, such as Pergamon in north-western Turkey, and the island Rhodes. Even after the division in three Kingdoms, the Diadochoi continued to fight each other. These divisions made it easy for the rising Roman Empire to conquer most of these territories in the 2nd and 1st century BC. They all became Roman provinces. The last Hellenistic Kingdom, Egypt, was conquered by the Romans in 30 BC.

Well, that was all for now. I hope you enjoyed this video about 'Before, during, and after Alexander the Great'. Thanks for watching!

- **Kahoot:** <https://create.kahoot.it/share/alexander-the-great/dac9f233-3fc1-47f5-91dc-f822d1b835bc>
 - 1 – Quiz. What's the most important domain of society of this lesson? => political
 - 2 – Slide. Reference frame
 - 3 – Quiz. Which city became dominant after the Persian Wars (449 BC)? => Athens
 - 4 – Slide. Athens became dominant after the Greek victory in the Persian Wars
 - 5 – Quiz. Who won the Peloponnesian War (431-404 BC)? => Sparta
 - 6 – Slide. Sparta won the Peloponnesian War
 - 7 – Quiz. How was King Philip II of Macedonia able to conquer all of Greece in 338 BC? => The Greek poleis were divided and tired of war
 - 8 – Slide. The Greek poleis divided and were tired
 - 9 – Quiz. Why did Philip want to attack the Persians? => He wanted to take revenge for the Persian Wars

- 10 – Slide. Macedonians wanted to attack the Persians to take revenge for the Persian Wars
- 11 – Quiz. Why did Philip not start leading the attack against the Persians? => He was murdered
- 12 – Slide. Philip was murdered in 336 BC
- 13 – Quiz. Who picked up where Philip left off? => Philip's son, Alexander
- 14 - Slide
- 15 – Quiz. Why was Alexander unbeatable? => His army always attacked in a phalanx
- 16 – Slide. Alexander's army was unbeatable due to the phalanx. Phalanx = a battle formation of heavily armed foot soldiers (hoplites).
- 17 – Quiz. Which present-day country was NOT a part of Alexander's Empire? => Italy
- 18 – Slide. Alexander conquered Asia Minor, Syria, Palestine, Egypt, Persia, Bactria, Pakistan
- 19 – Quiz. How big was Alexander's Empire? => It was more than 5000 km wide
- 20 – Slide. Alexander's Empire was more than 5000 km wide
- 21 – Quiz. Soon after crossing this river, Alexander started the journey back home. => The Indus
- 22 – Slide. Being completely exhausted, Alexander's army started the journey back home in 323 BC.
- Exhausted = uitgeput
- 23 – Quiz. After the Classical period (500-330 BC) followed the ... => Hellenistic period
- 24 – Slide. The time of Hellenism (330-30 BC) had come, and Hellenistic culture spread across the Middle East and parts of Asia.
- 25 – Quiz. What was the problem after Alexander's death? => Alexander had not appointed a successor
- 26 – Slide. Succession problem after Alexander's death! His generals started fighting each other. (Succession = opvolging)
- 27 – Quiz. The generals who succeeded Alexander were also called ... => Diadochoi
- 28 – Slide. Alexander's successors = Diadochoi.
- 29 – Quiz. What's the odd one out? (Wat hoort niet thuis in het rijtje?) => The Achaemenid Empire
- 30 – Slide. Three important Diadochoi to remember: the Antigonid, Seleucid, and Ptolemaic Kingdoms
- 31 – Quiz. Who conquered the territories of the Diadochoi? =>The Romans
- 32 – Slide. The Roman Empire conquered most of the Diadochoi territories (2nd-1st century BC). They all became Roman provinces. The last Hellenistic Kingdom, Egypt, was conquered by the Romans in 30 BC.

- **Word list:**

ENGLISH	DUTCH
an influence	een invloed
eventually	uiteindelijk
to divide	verdelen
a division	een verdeeldheid
to conquer	veroveren
a battle	een veldslag
an army	een leger
revenge	wraak
independent	onafhankelijk
a conquest	een verovering(stocht)
unbeatable	onoverwinnelijk
a battle formation	een slagorde
heavily armed	zwaarbewapend

the surrounding regions	de omliggende gebieden
exhausted	uitgeput
a journey	een reis
unexpectedly	onverwachts
to appoint	benoemen
a successor	een opvolger
a succession	een opvolging
someone who is in charge	iemand die de leiding heeft
a dynasty	een dynastie
to found	stichten
a territory	een gebied

8.2.13 Digital materials on Egypt's social pyramid

All materials are collected on this website: <https://sites.google.com/view/clilhistory/egypts-social-pyramid>

- **YouTube video:** <https://youtu.be/xm6QXsR8Kuw>

- Video transcript:²⁸

What social groups could be found in Egyptian society? What were the tasks of each group? Who was the most powerful? How did this power emerge?

In order to make full use of the advantages of the river Nile, Egyptians had to cooperate in big groups to build and maintain dikes and canals. To organize all of this, they needed a leader. For a period of 3,000 years, Egypt was ruled most of the time by Kings or Pharaohs. They ruled their Kingdom with unlimited power.

The Pharaoh was also the most important priest. As such, he prayed to the gods for help. After a while, his subjects started honouring the Pharaoh as a god. On earth, he was placed on the same footing as the falcon-headed god Horus. After his death, the Pharaoh was treated in the same way as Osiris, the god of the dead.

As God-King, the Pharaoh owned all of Egypt. So every Egyptian lived and worked on the Pharaoh's lands, and had to pay taxes to the Pharaoh. Outside the flooding season, the Pharaoh also ordered the farmers to help in building temples, tombs, or to help in the mines.

But the Pharaoh also had duties. As a god, he had to take care of his people. So people expected protection from him, as well as controlling the irrigation system and building up food stocks.

Of course, the Pharaoh could not rule the country all by himself. A large number of assistants carried out his orders. At the top were the vizier, the high priests, and the commander of the army. The vizier was responsible for the government, taxation, and justice. The high priests performed the daily worship of the gods in the temples. Because they controlled the property of the gods (such as lands and stocks), the high priests had a lot of power. The commander of the army not only defended the borders, but also oversaw the big building projects.

The nobles formed another important group. They lived at court or ruled over one of the provinces as a governor.

Egypt also had many civil servants. They carried out the tasks that had to do with managing the flooding of the Nile. The civil servants gave the orders to dig ditches, to build dikes, to repair floodgates, and to control the irrigation system. If the civil servants did their jobs well, there was enough food for everyone. They were paid with

²⁸ Source: De Volder, P. e.a. (2004). *Storia 1*. Van In.

taxes. But because the Egyptians were not yet familiar with money, they were paid in goods (wheat, honey, papyrus, cattle, etc.). All these goods had to be picked up, registered, and stored. This required an extensive administration, and therefore also many civil servants. Only a minority of the population was able to read and write. Hence the function of scribe was held in high regard.

Despite their simple tools, Egyptian craftsmen were able to make beautiful products. They were masters in working with wood (e.g. sarcophagi, furniture, etc.), stone (e.g. pyramids, sculptures, etc.), and metal (e.g. gold for jewellery). Yet we do not know any name of these countless artists, because they did not sign their work.

For Egyptian farmers, life wasn't easy. They worked the lands, planted wheat or flax, and took part in the irrigation works. They produced enough food, not only for themselves, but also for everyone else (nobles, civil servants, craftsmen, etc.). The farmers thus formed the basis of Egyptian wealth. Even so, farmers were at the bottom of the social pyramid.

Only the slaves had it worse. Slaves were usually prisoners of war, or descendants of prisoners of war. They worked the lands together with the farmers, helped in the big building projects, or worked in the mines.

- **Quizlet:** <https://quizlet.com/b6lhbk?x=1jqt&i=2k4o2y>

EN	NL
an advantage	een voordeel
a dike	een dijk
a canal	een kanaal
power	macht
a subject	een onderdaan
a falcon	een valk
taxes/taxation	belastingen
flooding season	overstromingsseizoen
a farmer	een boer, een landbouwer
a tomb	een graf
a mine	een mijn
a duty	een plicht
protection	bescherming
food stocks	voedselvoorraden
an assistant	een medewerker, een helper
an order	een bevel
a vizier	een vizier (=een soort eerste minister)
a high priest	een hogepriester
a commander	een bevelhebber
an army	een leger
a government	een regering, een bestuur
justice	justitie, het gerecht, rechtspraak
worship	eredienst, aanbidding, verering
property	bezit, eigendom
a building project	een bouwproject
a noble	een edelman
nobility	adel
at court	aan het hof
a governor	een gouverneur (=een bestuurder van een gebied of provincie)
a civil servant	een ambtenaar (=een werknemer in dienst van de overheid)
a ditch	een gracht
a floodgate	een sluis
goods	goederen
wheat	tarwe

cattle	vee
administration	administratie (= m.b.t. het papierwerk van het beheer van een organisatie i.v.m. budget, personeel, productie)
a minority	een minderheid
population	bevolking
a scribe	een schrijver, een secretaris
a tool	een werktuig
a craftsman	een ambachtsman (=kleine zelfstandige die zijn producten zelf, met eigen handen, maakt)
furniture	meubels
a sculpture	een beeldhouwwerk
jewellery	juwelen
a farmer	een landbouwer
flax	vlas
wealth	welvaart
a prisoner of war	een krijgsgevangene
a descendant	een nakomeling, een afstammeling
to cooperate	samenwerken
to build	bouwen
to maintain	onderhouden
to rule	heersen
to pray	bidden
to honour	vereren
to treat	behandelen, beschouwen
to own	bezitten
to pay	betalen
to order	bevelen
to take care of	zorgen voor
to expect	verwachten
to carry out	uitvoeren
to perform	verrichten
to defend	verdedigen
to manage	beheren, regelen
to dig	graven
to repair	herstellen
to store	opslaan
to require	vereisen
to sign	ondertekenen
unlimited	onbeperkt
responsible	verantwoordelijk
familiar	bekend, vertrouwd
extensive	uitgebreid, omvangrijk
countless	ontelbaar
worse	erger, slechter
after a while	na een tijdje
in high regard	in hoog aanzien
despite	ondanks
at the bottom	onderaan, aan de onderkant

- **Google Forms:** <https://forms.gle/a9i8RHRUzEk5ky2fA>
 - Which option do you link to this picture? *[picture of a dike]*
 - a dike
 - a mine
 - a flooding
 - Which option do you link to this picture? *[picture of a judge]*
 - a prisoner of war
 - justice
 - a government

- Which option do you link to this picture? [picture of two cows]
 - cattle
 - furniture
 - wheat
- Complete this sentence with the correct option (vervolledig deze zin met de juiste optie): "The King his country."
 - prays
 - carries out
 - rules
- Complete this sentence with the correct option: "The soldier has the to carry out the general's orders."
 - worship
 - duty
 - subject

8.2.14 Digital materials on the Egyptian afterlife

All materials are collected on this website: <https://sites.google.com/view/clilhistory/egyptian-afterlife>

- Quizlet: https://quizlet.com/_b6jnm?x=1jqt&i=2k4o2y

EN	NL
autumn	herfst
spring	lente
summer	zomer
a sunset	een zonsondergang
a sunrise	een zonsopgang
the afterlife	het hiernamaals
to revive	herleven
to believe	geloven
a soul	een ziel
human	menselijk
a bird	een vogel
life force	levenskracht
an eye	een oog
salt	zout
a description	een beschrijving
to dry out	uitdrogen
a wife	een echtgenote, een vrouw
a guardian	een bewaker, een beschermer
a throne	een troon
a blossom	een bloesem
eternal life	eeuwig leven
a jackal	een jakhals
internal organs	ingewanden
a scale	een weegschaal
an event	een gebeurtenis
a falcon	een valk
to remove	verwijderen
a coffin	een kist
a jar	een potje, een kruik
to wrap	wikkelen, inpakken
a tomb	een graf
a grave gift	een grafgeschenk

- **Google Forms:** <https://forms.gle/SuRGubrCrWx67bWRA>
 - Which option do you link to this picture? [picture of a leaf in autumn]
 - spring
 - summer
 - autumn
 - winter
 - What English word from the Quizlet do you link to this picture? [picture of salt]
 - ...
 - Which option do you link to this picture? [picture of a falcon]
 - a falcon
 - a jackal
 - a guardian
 - Which option do you link to this picture? [picture of a coffin]
 - a tomb
 - a coffin
 - a jar

8.2.15 Digital materials on early modern cities and urbanisation

All materials are collected on this website: <https://sites.google.com/view/clilhistory/early-modern-cities>

- **YouTube video:** <https://youtu.be/aJGzo-iyjP8>
 - Video transcript:²⁹

Hello and welcome to this video about cities and urbanisation in early modern Europe. Although the word 'urbanisation' is in the title of this video, we should start with a nuance: the number of new early modern cities that emerged since the late Middle Ages is not that large. During the early modern period, it's more about the better organisation and especially the growth of already existing cities. One example is London, which became the largest city with a population of around a million people. Of course London is also the capital of the present-day UK, and this is also an early modern trend: 'capital cities'. The rise of capital cities had to do with the centralisation of governments. Kings wanted to locate their administrations in one centre. But capital cities were also showcases of the nations' pride, and so governments heavily invested in building projects in their capitals. Now, we've just seen that early modern cities grew a lot. But why did that happen? At first sight, it seems a bit weird, because life was much more unhealthy in cities than in the countryside: in case of epidemics such as the plague, the disease spread much faster in cities as people lived closer together. Therefore, more people died in cities than in the countryside, and there was more need for migration from the countryside. And this is the big reason for the growth of early modern cities: migration from the countryside. Odd as it may seem, despite the occasional epidemics, people wanted to move from the countryside to the cities. And they had good cause for this. Not only were cities commercial centres and thus full of chances to make profits, but cities also offered many opportunities for education, for jobs, and they had at least a minimum of healthcare. The latter three were provided by three groups: the city government, the local Church, and the guilds. Guilds were associations of artisans and merchants who oversaw the practice of their craft or trade. Now, let's step back and zoom in on the opportunities for education. City governments played a role in organising education, but mostly in Protestant

²⁹ Source: Draye, G. e.a. (2012). *Passages 1500-1815: De nieuwe tijd*. Averbode.

areas, although governments also had a monitoring role in Catholic areas where the dominant education provider was the local Church, offering a wide range of options, from Sunday schools to universities. Guilds offered professional training. An apprentice of a guild could go and study with a master craftsman and, after producing a so-called 'masterpiece', could eventually become a master craftsman himself. The three groups that we talked about also contributed to jobs opportunities. City governments and local Churches employed civil servants and teachers. Guilds united and protected artisans and merchants, and thus contributed to the local economy. The three groups also provided some basic care services in the cities. Care for the poor and the sick was a responsibility of the city governments and the local Churches. The guilds gave financial compensations in case of sickness of a member, or in case of the death of a member's relative. The guilds also had almshouses, that is, charitable housing provided to help the guilds' members in need. Many people dreamt of living in the city as a citizen, but only a few could make that dream come true. The reason was a city's citizenship became more and more exclusive in early modern times. Cities didn't want to give their citizenship to just anyone who would ask for it. So how could you then become a citizen of a city? If you were a rich merchant, then you were lucky, because of course cities felt like they could use some rich people. You could also become a citizen after just living in the city for a set amount of time, or - rather smart - by marrying a citizen. Another option was buying citizenship, but the price of citizenship was definitely too high for poor farmers. But why were people so desperate to become citizens of a city? Well, for a start, citizens had all sorts of legal benefits, and they didn't have to pay tolls. Moreover, citizens had access to care services, as well as to the guilds and functions in civil service. Something entirely different that should be noted: the city walls that had been so characteristic of the European Middle Ages remained, and new types of fortifications were added, following the changes in military strategy that started in the 16th century. Despite all these walls and defences, cities were not isolated - in fact, there was lots of contact with the countryside. The countryside provided the resources needed by craftsmen, and thus contributed to the growth of cities. Some urban companies even outsourced work to the countryside. This was an advantage for the urban companies, as workers in the countryside had to be paid less than workers in the city, but it was also an advantage for the countryside, where employment rates increased. A win-win situation, as it were. This mindmap gives you an overview of what was just discussed. You can press pause to have a closer look at it. Thanks for watching!

- **Kahoot:** <https://create.kahoot.it/share/early-modern-cities-urbanisation/11a0bcb8-d278-478e-965f-2ecf86a891ec>
 - 1 – Quiz. The most important development regarding cities in early modern times was ... => the growth of already existing cities.
 - 2 – Quiz. The rise of capital cities had to do with ... (more than one correct answer!) => the formation of the modern nation state + the centralisation of administration
 - 3 – Quiz. Life in cities was ... than in the countryside => unhealthier
 - 4 – Quiz. Why did early modern cities grow? => Migration from the countryside to cities
 - 5 – Quiz. What was NOT a cause for migrating from the countryside to the cities? => Military opportunities in the cities
 - 6 – Quiz. What was NOT a powerful group in early modern cities? => The College of Cardinals
 - 7 – Quiz. What were guilds? (more than 1 correct answer!) => Associations of artisans + Associations of merchants

- 8 – Quiz. Early modern Sunday schools in Flanders were run by ... => the Catholic Church.
- 9 – Quiz. In order to become a master craftsman of a guild, you had to ... => produce a 'masterpiece'.
- 10 – Quiz. Civil servants were employed by ... => the city government.
- 11 – Quiz. What were almshouses? => Charitable housing for those who were in need
- 12 – Quiz. In early modern times, citizenship of cities became more and more ... => exclusive
- 13 – Quiz. What was NOT a way to become a citizen of a city? => Entering the city
- 14 – Quiz. What was NOT a reason for becoming a citizen of a city? => You could be recruited for the army
- 15 – Quiz. The main reason for the new fortifications was ... => the changes in military strategy.
- 16 – Quiz. For whom was outsourcing work to the countryside NOT a "win-win situation"? => Workers in the city