Cooperative Learning in CLIL History Lessons

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By

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Declaration of Originality

I hereby declare that the material in the thesis entitled "**Cooperative learning in CLIL history lessons**" either in terms of this current version or another version has not been previously submitted to any other faculty.

I hereby certify that I am the sole author of this thesis and in the content of my work, I have used no other sources than those explicitly indicated and where due acknowledgement has been made.

Selbständigkeitserklärung

Dissertation mit dem Titel:

"**Cooperative learning in CLIL history lessons**"

Hiermit erkläre ich, die vorliegende Arbeit selbständig und ohne fremde Hilfe verfasst und nur die angegebene Literatur und Hilfsmittel verwendet zu haben.

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Eleonora Bulghadaryan

Jena, den 10.01.2020

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INTRODUCTION

This dissertation contains a theoretical exploration and an empirical investigation concerning the potential of cooperatively implemented content and language-based education in history as a school subject. This study specifically focuses on the following aspects of research: 1) it examines the extent to which cooperative learning (=CL) is implemented in content and language integrated learning (=CLIL) classes of history with a particular focus on the teachers' role and their intervention rate in the learning process; 2) it regards the potential motivational impact of CL in CLIL lessons of history, taking into consideration group heterogeneity, peer interaction and learner autonomy; 3) it discusses the effects of cooperative CLIL history lessons on pupils' knowledge of the foreign language and the subject matter with an additional focus on the honing of non-academic skills.

For this study, six CLIL history teachers from five secondary schools in Berlin were interviewed in the period from December 2016 to May 2017: xxx Grammar School Berlin, xxx International School, xxx Grammar School, xxx Primary and Secondary School, and xxx Integrated Secondary School. The goal of the interviews was to identify, discuss, and evaluate the teachers' role, their intervention rate in CL, and their perception of the overall influence of cooperative methods on CLIL learners' motivation.

The interviews indicate that CL is effectively integrated with CLIL history lessons in six schools in Berlin. Most interviewed teachers consider CL to have a positive influence on the learners' motivation and knowledge.

The first chapter gives a broad introduction to the topic and the second chapter illustrates the conceptual framework. The third chapter provides an insight into CL in the context of content and language-based lessons of history. The fourth chapter provides information relating to the research design and its methodology, while the fifth chapter is dedicated to the discussion and analysis of the interviews. Finally, in the last section, major findings, conclusions and implications of the study are presented.

CHAPTER 1

INTRODUCTION OF THE STUDY

Introduction

While some teachers prefer to intensively apply CL in CLIL history lessons in secondary grades, others object to this form of teaching, foregrounding the advantages of conventional learning. Equally, some researchers highlight the vital role of teachers in CLIL classrooms, emphasising the need for teachers to be active knowledge contributors with a high intervention rate in classroom practices (Ding et al., 2007: 163; Goldenberg, 1991: 1; Martucci, 2015: 65; Y. Sharan, 2015: 3). Researchers also note that pupils have little motivation for learning through cooperative methods (Klippert, 2009: 29; Quinn, 2006: 4). Some sources also claim that CL entails unfavourable results concerning the acquisition of academic and non-academic skills (Chi and Menekse, 2015: 253; Ding et al., 2007: 170; Henderson and Nash, 2007: 63; Paulus, 2005: 120).

The present research aims to investigate the peculiarities of application of cooperative methods in contemporary CLIL history settings, identifying the teachers' role and their intervention rate in cooperative classroom practices. It also aims to examine and understand how CL affects CLIL learners' motivation, as well as the development of their academic and non-academic skills. I argue that teachers play a central role in cooperative CLIL classrooms. The project sets out to show that in current practice, teachers act as active knowledge contributors (Ramos and Pavón, 2015: 149; Sancho Guinda, 2013: 86; Schreurs and Dumbraveanu, 2014: 36; Webb, 2008: 217). As for CL in CLIL contexts, I hope to prove that it increases pupils' motivation, as has been argued by Dörnyei (1997: 483), Felder and Brent (2007: 34-35), Nichols and Miller (1993: 3) and Öztürk and Akkaş (2013: 359). Regarding the influence of CL on pupils' academic and non-academic skills, some of the results and opinions are contradictory. In contrast to the sceptics of cooperative methods, some scholars state that pupils achieve better results in a CL setting than in a conventional classroom (Gillies and Boyle, 2009: 933; Hoecherl-Alden, 2000: 617; Thitivesa and Boonphadung, 2012: 399). This project aims to further support these existing studies.

1. Statement of the problem

As mentioned above, the question is how CL is integrated into CLIL history classrooms and what particular role and participation teachers have in pupils' learning processes. Furthermore, the research should deal with the issue as to whether cooperative methods positively or negatively affect CLIL learners' motivation and knowledge.

Previous studies imply that CL is not always fully integrated with CLIL lessons (Walz, 1960: 18). As far as the teachers' role in CL activities is concerned, CLIL instructors likewise do not always seem to fully understand and perform their functions properly (Schreurs and Dumbraveanu, 2014: 36; Webb, 2008: 217) by retaining a central position in the CLIL classroom. Furthermore, their intervention supposedly outweighs and consequently diminishes pupils' participation in CL processes (Ramos and Pavón, 2015: 149; Sancho Guinda, 2013: 86). However, other researchers have established contrary findings, noting some degree of application of cooperative methods in contemporary CLIL classrooms. Not all teachers are active knowledge contributors but rather facilitators (Holm, 2018: 17-18) with a low intervention rate (Coyle, 2010: 28-29).

There is also some discrepancy in theoretical accounts concerning CL influence on CLIL learners' motivation. On the one hand, authors state that not equally advanced learners in some cases prove to have no interest in classroom activities if pedagogues do not directly instruct them (Klippert, 2009: 29; Walz, 1960: 34). They may take advantage of the "laissez-faire" situation by engaging in lesson-irrelevant activities. Furthermore, some theories question as to whether CLIL history teachers' decentral role creates favourable conditions for language and subject knowledge accumulation. A number of scholars have stated that the expected outcome from the cooperative approach leaves much to be desired (Henderson and Nash, 2007: 63) and can never hold a candle to teacher-led classes. On the other hand, some accounts and practically proven cases refute the risk of CL, indicating its beneficial output for students (Gillies and Boyle, 2009: 933; Hoecherl-Alden, 2000: 617; Thitivesa and Boonphadung, 2012: 399).

As Felder and Brent (2007) and Thitivesa and Boonphadung (2012) have shown in their research on learners' motivation, language and subject knowledge in CL/CLIL courses, CLIL classes tend to bolster up pupils' motivation and interest in the studied field due to the employment of cooperative methods. They criticise the conjecture relating to pupils' lack of motivation and their inability to effectively engage with independent learning as opposed to

instructor-based tuition (Felder and Brent, 2007: 34-35; Thitivesa and Boonphadung, 2012: 399).

While Klippert (2009: 29) and Walz (1960: 34) that learners are unable to cope with educational tasks if their teacher does not directly impart knowledge, Ditze and Halbach (2009: 59) state that pupils' lack of experience at least in the foreign tongue does not hinder the comprehension of the subject matter. Moreover, in contrast to the assumption that learning in this educational environment is a waste of time that can distract pupils and retard the acquisition of nonacademic skills, Fischer (2011), for example states that interactive pupil-focused CLIL lessons benefit learners by developing their personal and social skills (146), while others stress the benefit of increasing their cultural understanding (Raya and Sercu, 2007: 32; Stryker and Leaver, 1997: 5).

With regard to existing research, it is still little known as to what extent teachers implement CL in CLIL history lessons. It also remains inconclusive how CL impacts on secondary grade pupils' motivation and learning outcomes in CLIL lessons. The interviews with six secondary school teachers presented in this research tend to remove some uncertainty about CL in CLIL practice.

2. Justification

This section contains some background information relating to the core research aspects of cooperatively conducted CLIL classes of history.

CL has been implemented in the context of CLIL to some extent for a few decades. To begin with, CLIL refers to the educational school milieu, where a foreign tongue is used to instruct a school subject (Marsh and Wolff, 2007: 2). CLIL was elaborated and put into practice in the 1960s; however, it acquired its current name (CLIL) only in 1994 (Marsh and Wolff, 2007: 5). CLIL is an innovative teaching method (Dalton-Puffer et al., 2014: 215) and an inherent part in the educational system in schools worldwide (Martucci, 2015: 68). Still, it often fails to fully meet educational goals and standards because of not sufficiently developing speaking and writing skills and, therefore, not fostering the entire learning process (Ramos and Pavón, 2015: 140). Consequently, there was an urgent need to spice CLIL lessons with cooperative activities and to use teaching methods that would be an asset and a considerable contribution to a highquality education.

CL that emerged in the 1970s in the form of pair and group work (O'Rourke and Carson, 2010: 29) encompasses the use of various non-traditional methods and activities that keep the learner as the focus of a lesson, who is responsible for carrying out learning tasks independently (Tinzmann et al., 1990). The communication boosted through this type of CL increases pupils' learning potential. It is oriented towards furthering both their knowledge of the foreign language and the subject-related content, for example in the context of CLIL courses of history (Coyle et al., 2010: 54).

However, despite extensive research, there are still gaps in both the theory and current practices of CL in CLIL classrooms. For example, when organising cooperative activities in CLIL classes, teachers do not always comply with CL rules and norms defined by researchers. Notably, not all CLIL teachers adequately perceive and perform their role in the CL process (Schreurs and Dumbraveanu, 2014: 36; Webb, 2008: 217), acting as facilitators rather than as active knowledge contributors (Campillo, 2016: 23; Chostelidou and Eleni, 2014: 2173; Green and Green, 2005: 32; Holm, 2018: 18). Moreover, CLIL instructors' intervention rates seemingly restrict the participation of learners in pair or group activities (Ramos and Pavón, 2015: 149; Sancho Guinda, 2013: 86). Even though some researchers refute the idea that teachers play a central role in cooperative CLIL classrooms (Holm, 2018: 17-18) and actively contribute to CL processes (Coyle, 2010: 28-29) at all, I do believe that the criticisms voiced above should not simply be ignored.

Apart from this, the present research is informed by contrasting accounts concerning the influence of CL on CLIL learners' motivation. There is no unanimous consensus among scholars concerning the motivational effects of certain aspects of CL, i.e., group heterogeneity, peer interaction and learner autonomy. The interviews conducted for this research should help to either refute that CL decreases learners' motivation (Klippert, 2009: 29; Ramos and Pavón, 2015: 151; Walz, 1960: 34) or affirm that it has a positive motivational influence on learners (Dörnyei, 1997: 483; Felder and Brent, 2007: 34-35; Hernández Herrero, 2005: 5; Nichols and Miller, 1993: 3; Öztürk and Akkaş, 2013: 359).

Last but not least, another fundamental impetus concerning the implementation of the research relates to the contradictions between theories relating to the influence of CL on CLIL learners' academic and non-academic skills. Some sources claim CL to have deficits in promoting academic knowledge and non-academic skills (Chi and Menekse, 2015: 253; Ding et al., 2007: 170; Henderson and Nash, 2007: 63; Paulus, 2005: 120). Others consider this learner-oriented

approach to support language improvement and content apprehension (Gillies and Boyle, 2009: 933; Hoecherl-Alden, 2000: 617; Thitivesa and Boonphadung, 2012: 399), provided that teachers dedicate time and effort to the regular employment of CL in the context of CLIL.

3. Purpose of the study

This section presents the research questions, hypotheses and the questions relating to the hypotheses.

Question No. 1:

To what extent is CL integrated with CLIL history lessons, and what is the teachers' role and their intervention rate in the learning process?

Hypothesis No. 1:

According to Walz (1960: 18), CL is an essential instructional method in CLIL classrooms. I contradict this statement and consider that CL is not fully integrated with contemporary CLIL lessons.

Hypothesis No. 2:

Holm (2018) states that CLIL mentors should play a decentral role in the CL process and abstain from transferring direct knowledge to pupils (18). Instead, CLIL instructors ought to promote learners' central role in the classroom (Benson, 2001: 26; Green and Green, 2005: 32; Tinzmann et al., 1990). In my view, teachers do not adhere to this norm by overly using their position in the classroom (Schreurs and Dumbraveanu, 2014: 36; Webb, 2008: 217) as active knowledge contributors.

Hypothesis No. 3:

As far as the teachers' intervention rate in cooperative CLIL lessons is concerned, instructors are supposed to interfere in classroom practices only infrequently (Coyle, 2010: 28-29). Their function is limited to monitoring the learning process of pupils (Gall and Gall, 1993: 4), explaining assignments and goals (Shindler, 2010: 228-229) and helping learners overcome language difficulties when fulfilling CL/CLIL assignments (Da Luz, 2015: 9). Yet, I put forward a hypothesis that CLIL teachers exceedingly intervene in CL processes and deprive

learners of the opportunity to learn independently (Ramos and Pavón, 2015: 149; Sancho Guinda, 2013: 86).

Issues to be considered regarding this question and these hypotheses:

1. To what extent are cooperative methods integrated with CLIL history lessons in the secondary school programme?
2. What kind of role do teachers assume in cooperatively conducted CLIL history classrooms?
3. How often does teacher intervention take place in the cooperative CLIL learning process?

Question Nr. 2:

How does CL affect pupils' motivation in CLIL classes of history?

Hypothesis No. 4:

Group heterogeneity is a complex phenomenon that brings forth issues such as different learning goals, strategies, expectations and skills, which cause a wide range of learning difficulties (Järvelä et al., 2010: 16), demotivating cooperative learners in CLIL classes. I oppose this standpoint and consider group heterogeneity to enhance CLIL learners' motivation during cooperative activities. While engaging with cooperative work in heterogeneous groups, low-achievers and high-achievers may feel more motivated to collaborate and help each other. Moreover, the variance of pupils' views, approaches, etc. not necessarily decreases but enhances their motivation for learning in heterogeneous groups (Alrayah, 2018: 25; Becker and Herbert, 2004: 59; Felder and Brent, 2007: 34-35; Shahzad et al., 2012: 3058; Weidner, 2003: 79- 81).

Hypothesis No. 5:

Following a number of existing theoretical accounts, peer interaction may negatively impact on CLIL learners' motivation during cooperative work. Different mindsets (E. Meyer, 1981: 51) and complex group interactions (Prior, 1985: 153) can lead to conflicts in pair and group work, decreasing learners' motivation. However, peer interaction may foster pupils' engagement with cooperative tasks and stimulate peer support (Nichols and Miller, 1993: 3). As a result, pupils' desire to successfully carry out cooperative tasks increases, enhancing their

confidence and self-esteem (Öztürk and Akkaş, 2013: 359). In a nutshell, I assume that peer interaction positively affects learners' motivation in CLIL history lessons.

Hypothesis No. 6:

According to Ramos and Pavón (2015), learner autonomy is another component of CL that can lower CLIL learners' motivation. Secondary school pupils are deemed not to be mature enough to pursue independent and autonomous learning. Presumably, they impose their cooperative tasks on peers and often engage with irrelevant activities (Ramos and Pavón, 2015: 151). This shows their indifference and lack of motivation towards autonomous work in CLIL lessons. On the other hand, learner autonomy also allows pupils to individually and independently design and realise the learning process (Hernández Herrero, 2005: 5; Vielau, 1997:115). Therefore, pupils' motivation for learning can be boosted (Pavón et al., 2015: 79).

Issues to be considered regarding this question/these hypotheses:

1. How does group heterogeneity affect learner motivation in cooperative CLIL history lessons?
2. To what extent does peer interaction influence learners' motivation in cooperative CLIL history lessons?
3. How is pupils' motivation affected by learner autonomy in cooperative CLIL history lessons?

Question No. 3:

How does CL influence CLIL history learners' knowledge of the foreign language, of the subject matter and their non-academic skills?

Hypothesis No. 7:

A number of researchers claim that cooperative methods negatively affect CLIL learners' foreign language skills. Among them are assumed shortcomings linked to cooperative teaching methods, such as poor task and time management (Klippert, 2009: 28) or a potential waste of time and resources (Al-Rahmi and Zeki, 2017: 526-527; Whitton and Hollins, 2008: 226) caused by the failure to engage all learners in cooperative work. As a consequence, the learning outcome may decrease, and pupils may fail to enhance their target language competence.

However, I follow the majority of researchers in the position that CL in the CLIL teaching programme of various subjects, including history, also grants pupils an opportunity to improve their foreign language skills (Brody, 1998: 31; Cottell, 2010: 28; Dourda et al., 2014: 244; Littlewood, 1981: 47; Nohling, 1991: 96; Widlok, 2011: 18). This is largely facilitated due to an increased interaction with peers, enhanced responsibility for their learning and other prominent advantages of cooperative methods.

Hypothesis No. 8:

The data from theoretical and empirical accounts indicate that noise is the inevitable part of cooperative classrooms that decreases learning productivity and hinders subject assimilation (Ramos and Pavón, 2015: 151). Besides, the learners' role and task are not explicitly allocated to pupils (Ortiz, 2016: 9), which causes a hindrance to subject learning, questioning the learning outcome of cooperative methods (Adams-El Guabli, 2011: 61; Chi and Menekse, 2015: 253; Henderson and Nash, 2007: 63). However, following Al-Rahmi and Zeki (2017) and O'Rourke and Carson (2010), I maintain that CL contributes to subject learning in CLIL lessons, for example via games, role-plays, dialogues, modern technological tools, devices and other methods of carrying out this teaching approach (Al-Rahmi and Zeki, 2017: 526-527; O'Rourke and Carson, 2010: 31).

Hypothesis No. 9:

Becker and Herbert (2004) argue that pupils do not develop their individual traits as a consequence of learning through cooperative methods (58-59). Pupils are exposed to the problem of "group egoism" (Walz, 1960: 18) that does not cater for their individual needs but makes them conform to group needs and requirements. In these conditions, they do not develop their traits and non-academic skills. I adhere to the view that CLIL learners gain various benefits from cooperative methods. They attain a wide range of non-academic skills, such as cognitive (Otten, 1993: 73), individual (Hallet, 2011: 90) like critical thinking and reasoning (E. Meyer, 1983: 37), problem-solving (Pastor, 2011: 111) and social interaction skills (Kanso, 2003: 4-5).

Issues to be considered regarding this question/ these hypotheses:

1. What is the influence of cooperative activities on CLIL history learners' foreign language competence?

2. What is the impact of cooperative activities on CLIL history learners' subject knowledge?
3. How does CL affect CLIL history learners' attainment of non-academic skills?

4. Conceptual underpinnings of the research

This section gives a brief overview of the theoretical basis and context of this project by introducing relevant topics and positions regarding the three principal aspects of the research, i.e., approaches to the implementation of CL in CLIL courses with a focus on the role of teachers and their intervention rate, the influence of CL on pupils' motivation as well as their academic and non-academic skills.

Teachers have implemented CL in content- and language-based classes for some time. Key aspects demanding a scholarly review particularly concern the frequency of CLIL history teachers' intervention and their role in CL activities, and the influence of CL on the learning atmosphere. Further issues of interest are the motivational effects of CL on pupils as they have been discussed and studied in previous research. I have reviewed the existing literature on learners' academic and non-academic results produced through CL methods. Existing research shows that the implementation of cooperative methodologies in CLIL history courses and its possible influences on pupils' motivation and learning is a rather controversially discussed topic.

The first part of the literature review relates to CLIL teachers' role and their intervention rate in the organisational process of cooperative classroom tasks. Bonnet (2012) argues that CLIL teachers play an essential role in terms of boosting learners' coordinated and harmonised actions towards fluent collaboration and interaction during the communication of meaning and content (182). In contrast to the view that teachers should have an active presence and engagement in classroom tasks, other researchers are more critical of the central role of teachers and favour a mere organisational role for CLIL instructors. They consider teachers to be mainly responsible for monitoring and facilitating the learning process (Campillo, 2016: 23; Chostelidou and Eleni, 2014: 2173; Holm, 2018: 17). For one, CLIL pedagogues' active role in the lesson is justified due to their widening learners' scope of understanding, stimulating content assimilation (Goldenberg, 1991:1; Y. Sharan, 2015: 3), giving assignments that pupils accomplish with enthusiasm and positive results (Martucci, 2015: 65). Teachers are to resolve communication issues and conflicts arisen within pairs or groups, and to support pupils who

are unable to fulfil their task objectives (Ding et al., 2007: 163). Moreover, Holm (2018) claims that CLIL instructors should hold an auxiliary position and should abstain from imparting direct knowledge to learners (18). Green and Green (2005) state that teachers, instead, should not spare any effort to support learners' activities in the classroom (32) and assist pupils' selfdirected efforts to have a decisive role and control over their lesson activities (Benson, 2001: 26; Tinzmann et al., 1990). Furthermore, pedagogues ought to limit their role to some core functions, such as carrying out observance (Gall and Gall, 1993: 4), explaining assignments and goals (Shindler, 2010: 228-229), as well as assisting pupils in coping with language issues in CLIL tasks (Da Luz, 2015: 9). "Process-help intervention" rather than "product-help intervention" is prioritised and backed up by researchers who deem it necessary for teachers to promote learners' thinking capabilities during group interaction (Dekker and Elshout-Mohr, 2004: 43-44).

It is equally important to note that existing research has shown that certain drawbacks spontaneously impede CL implementation and pupil-centred teaching arrangements. As such, pedagogues' reluctance towards CL implementation in the secondary school CLIL programme (Ramos and Pavón, 2015: 149) is mentioned as a consequence of their perfectionist attitudes to lesson structure and organisation and their inclination to impart pertinent knowledge in detail (Klippert, 2009: 30). According to Ramos and Pavón (2015), CLIL teachers also have insufficient experience in a similar educational milieu and lack methodological capacities and expertise (151) that cause their unwillingness to employ CL methods. In order to tackle these shortcomings, Schreurs and Dumbraveanu (2014) argue that it is necessary to completely modify teachers' attitudes to their role and function and make it feasible for teachers to utilise relevant professional training courses (36).

The second major focus of this dissertation is motivation, its creation and potential effects during diverse cooperative learning activities. In the following, the existing research on motivational effects of CL in CLIL history lessons will be discussed.

"Motivation" is a term that denotes the activation of cognition and the guarantee of the learning success (Järvelä et al., 2010: 16). This term has been deficiently focused on and explored by scholars, especially with reference to methods that trigger motivation in learning (The George Washington University, 2012: 1). Due to this lack of systematic engagement, motivational effects of CL in the content and language-based educational system have often been subject of controversy in academic discussion.

Quinn (2006) claims that CL is the main contributor to the increase in learners' highly motivated participation in lessons and the achievement of their learning goals (5) and Lai (2011) argues that this is mainly due to intrinsic motivational stimuli (4). Factors promoting pupils' and students' successful engagement in CL/CLIL classes are linked to peer support (Nichols and Miller, 1993: 3) that reinforces cooperative group members' desire to deal with educational tasks and increases their confidence and self-esteem (Öztürk and Akkaş, 2013: 359). In the environment of cooperation with peers, pupils receive an opportunity to demonstrate their points of view freely (E. Meyer, 1983: 37) and have emotional interaction with learning partners (Weidner, 2003: 23). Thus, they improve their interpersonal relations (Walz, 1960: 11) in the CL setting of collaboration, mutual help (Pastor, 2011: 113) and naturally occurring quasi-real situations (Marsh and Wolff, 2007: 15; Pavón et al., 2015: 82). Aside from peer interaction and support, some other aspects of CL can also intensify pupils' desire to accomplish lesson-relevant CL tasks (Dörnyei, 1997: 483; Tombak and Altun, 2016: 173). For instance, group heterogeneity as one of the main aspects of CL promotes collaboration among low-achievers and high-achievers in the learning group, thereby motivating pupils with diverse knowledge backgrounds and mental capabilities to work cooperatively with each other (Alrayah, 2018: 25; Becker and Herbert, 2004: 59; Felder and Brent, 2007: 34-35; Shahzad et al., 2012: 3058; Weidner, 2003: 79- 81). Finally, pupils' motivation and their involvement in cooperative CLIL activities increase due to autonomy in learning (Pavón et al., 2015: 79). In summary, existing research has shown that the three pivotal aspects of CL, that is, group heterogeneity, peer interaction and learner autonomy, substantially affect and determine CLIL learners' motivation.

However, there are also several controversies regarding the motivational aspects of CL in CLIL courses that have been addressed by various scholars. The concerns about CL are mainly related to the low motivation of pupils in the school (Quinn, 2006: 4), partially resulting from learners' misconceptions concerning the nature of the cooperative educational system. CL is often perceived as mandatory and is, therefore, rejected by pupils (Klippert, 2009: 29). Besides, cooperative tasks and topics can have little or no relevance at times (Walz, 1960: 18). Moreover, there is a little correspondence among pupils' learning goals, strategy, expectations and skills, which brings forth a plethora of learning difficulties (Järvelä et al., 2010: 16), having a demotivational impact on CL learners. Hence, it is deemed that wide discrepancies in learners' capabilities lead to the dominant role assumed by mentally advanced learners and to

a reserved involvement of less capable pupils (Klippert, 2009: 28). The latter may even withdraw from assignment fulfilment, handing the entire task to peers (Ramos and Pavón, 2015: 151). Group members' sometimes immensely varying capabilities, along with the influence of partners on group members' responses and approaches to learning (E. Meyer, 1981: 51), cause obstacles to learning and ought to be studied. However, not only peers but also their own "*individual learning histories*" can influence pupils' behaviour (Grimm, Meyer and Volkmann, 2015: 29, italics in the original?). All in all, the complexity of group interaction (Prior, 1985: 153) and the inclusion of pupils with varying mindsets in one group (E. Meyer, 1981: 51) may make conflicts among team members inevitable. As a consequence, learners' motivation and CL outcome in CLIL classes can decrease.

Finally, the third focus of this research project relates to pupils' language, subject and nonacademic skills acquired in cooperative CLIL courses.

Games, dialogues, state-of-the-art technological tools and devices, as well as other interactive modes of lesson organisation, are used to facilitate content apprehension (Al-Rahmi and Zeki, 2017: 526-527; O'Rourke and Carson, 2010: 31) and to ensure fun-filled learning (Faya Cerqueiro and Chao Castro, 2015: 79; Tatzl, 2017: 39; Wang et al., 2009: 1). They simultaneously cater for the improvement of learners' language skills (Cottell, 2010: 28; Brody, 1998: 31; Dourda et al., 2014: 244; Littlewood, 1981: 47; Nohling, 1991: 96; Widlok, 2011: 18). In CL, especially where the individual responsibility of each participant is required, basic language skills are a paramount prerequisite for a successful contribution to group work. While the language barrier can be viewed as an inevitable problem in a similar learning environment, Al-Rahmi and Zeki (2017), for example, point out the potential of pupils' immersion in independent learning (526f) and a smooth flow of cooperative activities. Thus, CL can hone pupils' listening comprehension skills (Papaja, 2014: 76), increase their stock of words (Arias Castro, 2016: 11f) and develop learners' overall language skills (Seeger, 2011: 45) due to their using audio-visual materials in contrast to run-of-the-mill textbooks. Increasing their language skills, pupils easily engage with academic tasks and reflectively and comprehensively assimilate the subject matter (Gillies and Boyle, 2009: 933).

On the contrary, however, group task management and timing in cooperatively conducted CLIL tasks (Klippert, 2009: 28) can also be a waste of resources and time (Al-Rahmi and Zeki, 2017: 526-527; Whitton and Hollins, 2008: 226) where not all participants may equally feel encouraged to produce good results (Paulus, 2005: 120). Thus, CL activities in CLIL lessons

can be disadvantageous, not meeting the requirements of efficient learning and unnecessarily consuming much time (Adams-El Guabli, 2011: 61; Al-Rahmi and Zeki, 2017: 526-527; Nohling, 1991: 96). Moreover, CL might somewhat decrease students' productivity as a consequence of the din caused by cooperative tasks (Ramos and Pavón, 2015: 151), and an inexplicit role and task allocation to pupils (Ortiz, 2016: 9). Accordingly, with the role of conventional teaching methods highlighted, the effectiveness of cooperative methods employed in CLIL classes is questioned (Adams-El Guabli, 2011: 61; Chi and Menekse, 2015: 253; Henderson and Nash, 2007: 63). A demand is imposed on educators to have a selective attitude to the type of cooperative activities implemented in the CLIL classroom (Henderson and Nash, 2007: 63) and be responsive to the challenges of cooperative teaching methods in the secondary school milieu.

Last but not least, CL also affects pupils' non-academic skills. Many scholars believe that pupils develop a wide range of non-academic skills, such as cognitive (Otten, 1993: 73), individual (Hallet, 2011: 90) like critical thinking and reasoning skills (E. Meyer, 1983: 37), problemsolving (Pastor, 2011: 111) and social interaction skills (Kanso, 2003: 4-5). The unique benefits gained from cooperative CLIL courses include but are not limited to the following: learners' liking for their team members (Sharan, 1990: 5-6), the acknowledgement of diverse mindsets among team members (O'Rourke and Carson, 2010: 71) and their willingness to be tolerant to and acceptant of others' views (Green and Green, 2005: 32). However, CL is presumed to hinder the development of individualistic traits of learners (Becker and Herbert, 2004: 58-59). Cooperative CLIL learners come across the phenomenon of "group egoism" (Walz, 1960: 18) when accomplishing tasks within groups and trying to meet the needs and requirements of the group.

The literature review on the themes and topics relevant to this study has allowed me to examine the major foci of the project from multifaceted perspectives and discuss the pivotal aspects of the related research areas. Thus, it turns out that scholars have discordant views over the manner of applying cooperative CLIL studies. More outweighing are those opinions that favour teachers' reserved participation and their role as a facilitator in cooperative CLIL settings. Moreover, an exceeding number of scholars support the view that the mentioned teaching method has a positive effect on learners' motivation, their academic knowledge and nonacademic skills. These partially very contradicting views are highly relevant for the present

study and thus play a strong role in the research in order to make valid and credible inferences concerning the issue at hand.

5. Assumptions and limitations

The section will present assumptions and limitations relating to the present study. During the investigation, I confronted certain restrictions and was faced by a lack of resources. As academic publications on cooperative methods in CLIL history lessons appeared to be rare, extensive research was necessary to fill the information gap. Thus, I undertook extensive research to collect data that would be credible and authentic to underpin the core aspects of the present study.

An important assumption relating to the positive outcome of the present study is that the interviewed CLIL history teachers responded to the questions honestly. To ensure that the teachers would be frank during the interviews, I concealed their identity and ensured them of the confidentiality of the information they provided when presenting and analysing the data. This should contribute to a high degree of accuracy and truthfulness in the received responses.

Apart from the assumption made above, there are certain limitations that I was confronted with while carrying out the empirical investigation. The prominent limitation concerning the research is the amount of empirical data. Many CLIL history teachers turned down my request to take part in the interview and expound their experience concerning the given areas of CL. If I had a more extensive range of respondents willing to be interviewed, I would be able to have a broader view of the issue and draw more explicit inferences on the issues this study is concerned with. The reasons for those teachers' refusal to speak about their own experience and methodology may be related to their uncertainty, lack of awareness and practical application of CL methods, insufficiency of time or unwillingness to dedicate time to the investigation. Whatever the reasons for those teachers' hesitancy to contribute to the research might be, it has placed restrictions on the scope of the empirical material. Nevertheless, I have taken all due measures to elicit detailed and profound responses and reflections from the participant teachers and to secure the authenticity of the acquired data.

Summary

In summary, the above chapter provides an overview of the research problem, the justification and purpose of the study, conceptual underpinnings, assumptions and limitations of the research.

The key points mentioned in this chapter can be summarised as follows: CL is a theoretically and empirically attractive contemporary teaching methodology. Teachers realise it through non-conventional activities and facilities, such as games, dialogues, role-plays, multimedia, various technological devices and programmes and so on. The link between CL and CLIL history in the secondary school programme appears much more robust in current school practice as compared to a few decades ago. Therefore, it is a valuable undertaking to investigate some key aspects that relate to the field, i.e., the manner and rate of implementation of CL, CL's effects on CLIL history learners' motivation and its impact on their academic and nonacademic skills.

The chapter refers to inconsistencies and contrasting conjectures existing concerning the topic under investigation. Furthermore, I have elaborated on conceptual developments in the field and provided background information underpinning the subject of the study.

The present study aims to delineate the problematic concepts and issues underlying the particular field of interest and bring forth personally deduced inferences regarding the matter through empirical research. In the following, I will present the questions and hypotheses that have informed this research. The chapter also presents limitations and related assumptions to provide the reader with a broader understanding of the constraints in the data procurement process and to indicate the authenticity of the resources used for the research.

CHAPTER 2

CONCEPTUAL FRAMEWORK

Introduction

This study examines the use of cooperative methods during content and language integrated learning. To get a better insight into the teaching approaches under discussion, one ought to be familiar with the most relevant concepts linked to CL and CLIL. Moreover, language policies also need to be considered in order to gain a deeper understanding of the educational system where bilingualism is promoted through CL in CLIL lessons. In this chapter, I will refer to the conceptual framework that allows for insights into the most relevant aspects of the fields of bilingualism, CLIL and CL.

The chapter consists of five sections. The first section concerns the importance of education in humans' lives, underlining the constant need for improvement and innovation in school pedagogy. As an approach assumed to improve teaching methodologies in schools, CL can be viewed to be advantageous over conventional teaching. The second section focuses on the role of foreign language competence in the contemporary age, which has led to the adoption of policies to promote bilingualism in school education. The third section touches upon the field of the CLIL instructional approach in secondary school grades as a method of boosting bilingualism and benefiting school education. The following fourth section introduces information about the integration of CLIL history lessons with secondary school education in Germany. The fifth section discusses the compatibility of CL with the CLIL school programme of history. Furthermore, this section provides some data regarding the origination of CL, its unique attributes and benefits.

The information provided in this chapter feeds into the empirical study of this project and make it possible to adequately address its research questions.

1. Background

This section describes the importance of education in people's lives and the need for innovation and modernisation of teaching approaches in schools. Accordingly, below I give an overview of CLIL instruction through cooperative methods.

> Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family (Kofi Annan).

Education is an area that is responsible for a person's multifaceted erudition and competences. Education is a tool to pursue a certain rank and status in society. Besides, education is a means through which people develop diverse knowledge and competences that they can use not only for achieving personal goals but also for serving humanity. In fact, due to receiving high-quality education and developing one's analytical mind and cognitive skills, one can contribute to the economic prosperity of one's country (O'Dubhslainé, 2006: 115- 116), which may affect other fields as well. Taking into consideration the indisputably huge role of education in humans' life, it becomes important to develop learners' passion for education and growth (Anthony D'Angelo, 2018). To this end, the study discusses the CL approach in content and language integrated learning, for it presumably sets high standards in school education and can meet current challenges in the area of didactics and pedagogy.

CL is a pedagogical phenomenon that implies the use of classroom activation tools in the context of pair and group work. The concept of CL is to focus the lesson on pupils and their active engagement, allocating a subsidiary role to teachers, who may only act as supervisors and monitors. As an outcome, one could assume that pupils would feel empowered and motivated to assume their leading role, being responsible for their own learning. The educational objectives pursued, and conditions provided in conventional learning settings are different; therefore, the results yielded in cooperative and traditional classrooms can vary considerably. Teacher-centred learning approaches are in contradiction with pupil-focused methodology as they put great emphasis on teachers' central role and stress their importance in meeting educational ends. The intense competition between the two teaching models still goes on in contemporary educational institutions. Moreover, the topic has occupied a significant number of investigators and scholars, whose works I have perused and carefully analysed during this research.

As far as content and language-based learning is concerned, it has proved to have abundant advantages in terms of increasing the quality of education in the school, in particular in

secondary grades. It appears to promote pupils' language and subject knowledge and their selfconfidence, cognitive maturity, analytical mind and other non-academic skills (Coyle et al., 2010: 134-135; Marsh and Wolff, 2007: 16). The advantages linked to content and language integrated learning indicate the prominence of this teaching method and its indispensability in contemporary school practices. To this very end, the focus of the research is the investigation of the implementation peculiarities and effects of CL in CLIL classes. Each instructional model, i.e., CLIL and CL, has its distinct aspects that are subject to a thorough analysis and investigation since they can have a significant influence on cooperatively conducted CLIL education. A comprehensive exploration of cooperative teaching methods is thus undertaken in this study that underpins the research project.

2. Concepts of bilingualism and its characterisation

This part of the study introduces the concept and characterisation of bilingualism. It outlines the importance of a foreign language that has led to the adoption of language policies in schools.

Wilhelm von Humboldt links language with the ability to think. He points out that language means "access to the world" and since access to the world varies considerably, each language, implying a peculiar worldview, also diversifies (1963: 151-152). A language is a cultural element, a means of communication and a mode of human survival on earth. A language is also a strong tool in contemporary societies. Nowadays, people conduct most business and commercial deals, negotiations, etc. in international languages, such as English. It is evident that individuals' lack of foreign language skills can negatively impact on a country's economy and hamper its prosperity. Though English is one of the commonly used international languages that is used in foreign trade, politics and different spectra of the economy, other languages, such as Spanish, Arabic, Mandarin and Swahili, also have their application within and beyond a country's borders. Therefore, it would be an erroneous approach to treat English as the sole predominant or completely hegemonic language (Graddol, 2006: 113). It pertains not only to Anglophone regions but also those having minority or heritage languages and cultural preservation issues. Accordingly, for the sake of socio-cultural and economic flourish, a need arises to put diverse linguistic practices into effect (Coyle et al., 2010: 156).

Benson expounds upon the issue of language education from a holistic point of view. He states the following:

> Arguably, the current trend is for education providers to see language education as a service to a global economy in which language skills represent a form of economic capital (2001: 19).

Coyle et al. also ascribe knowledge and competence of languages to the human capital, which should be subject to constant development over time to be a significant asset to the country's well-being, socially, economically, and politically (2010: 154).

It is important to discuss the definitions of the terms "knowledge" and "skill" as well as "competence". The Cambridge Dictionary defines the noun "knowledge" as awareness, understanding, or information that has been obtained by experience or study, and that is either in a person's mind or possessed by people generally. People have knowledge of the world, society, they know how communication takes place. This kind of knowledge is especially important when having experience with a new language and culture (Council of Europe, 2001: 80). As for the noun "skill", it is defined in the Cambridge Dictionary as (a) an ability to do an activity or job well, especially because you have practised it; (b) a special ability to do something; (c) a particular ability that you develop through training and experience. The term "competence" refers to the regular and meaningful use of knowledge, communication, emotions, values, which benefits the individual and the community (Epstein and Hundert, 2002: 226). It is also defined in the Cambridge Dictionary as (a) the ability to do something well; (b) an important skill that is needed to do a job.

By having sound knowledge and competence in a foreign language, people can be able to react not only to national but also external political issues, take part in international debates and forums. Thereby, people can develop diversified approaches to and outlooks on the sociopolitical life within and beyond their country borders. People with developed foreign language skills can play an active role in the political life of their county and contribute to further growth and economic prosperity in the region. To be brief, the adoption and implementation of language policies in schools, requiring pupils to master an additional language other than their mother tongue (Wegner, 2011: 97), can lay the foundation for a democratic and civil society (Sander, 2005: 17).

There are other benefits of establishing language policies in schools other than the active engagement of people in social and political life. Bilingualism in the school curriculum can

enable pupils to learn a foreign language and to pave the way for a future promising job (Klafki, 2002: 43). Meritorious schooling benefits principally the so-called vulnerable or lower class for whom good education can serve as a steppingstone for more affluence.

> Everyone must be able to seize their opportunities for improvement in society and for personal fulfilment, irrespective of their social origin and educational background. This particularly applies to the most disadvantaged groups who lack the family and social environment to enable them to make the most of the general education provided by the school. These groups should get the chance not just to catch up, but to gain access to new knowledge which could help to bring out their abilities (European Commission, 1995: 3).

Moreover, the policy of bilingualism or multilingualism can be applied to further future labour market leaders, equipped with linguistic capabilities and competitive on both the national and international stage (Marsh and Wolff, 2007: 316).

As far as the definition of multilingualism is concerned, the Commission of the European Communities describes it as further support for diversity. The numerous assets granted by a linguistic diversity include but are not limited to the following: boosting people's prospects of life through an increase in employment opportunities, enabling the exercise of fundamental rights, etc. (2008: 3). Thus, it rests upon school authorities to promote linguistic diversity and practice multilingual policies in schools that enable pupils to use their language skills both for private purposes and community objectives (Wegner, 2011: 68). In short, schools have an irreplaceable role in pupils' life; their significance ought to be acknowledged and by no means underestimated to dedicate thorough attention to the erudition of pupils.

From here follows the importance to make it compulsory for all European citizens to be proficient in at least two foreign tongues.

> [I]t is becoming necessary for everyone, irrespective of training and education routes chosen, to be able to acquire and keep up their abilities to communicate in at least two Community languages in addition to their mother tongue (European Commission, 1995: 47).

Furthermore, the Ministry of Culture in Hesse, for instance, also expressed an obligation for educational institutions to enforce a bilingual or multilingual language policy in schools (2006: 17). The attention of European countries has focused on devising language education policies and adopting ground-breaking language instruction methods to fulfil the high-grade language pedagogy requirement imposed by educational authorities. Subsequently, language instruction has been introduced to elementary levels, with the early educational grades reckoned to be an

optimal period for starting foreign language education and benefiting pupils to a considerable degree (Dulay et al., 1982: 78-92).

The trend for multilingualism and the pursuance of language policy objectives are becoming rooted in Europe despite some concern about CLIL being primarily linked to English, for English is among the most commonly used languages in the CLIL context (Coyle et al., 2010: 155). Moreover, with the expansion of CLIL, vast opportunities for the promotion of multilingualism and plurilingualism have become available (Marsh and Wolff, 2007: 153). Yet, England leaves much to be desired in terms of implementing language policies, thus causing a wide gap between the educational systems in the region (Nuffield Languages Inquiry, 2000: 14).

According to Larissa Aronin and Muiris Ó Laoire's Biotic Model of Multilinguality (2004), the integral components of multilingualism are complexity, interrelatedness, fluctuation, variation and inconsistency, multifunctionality, inequality of function, self-balance, self-extension and non-replication. Marsh and Wolff highlight the importance of every single element associated with multilingualism. Each of the mentioned elements performs a peculiar function and serves a distinct objective within linguistic frameworks (Marsh and Wolff, 2007: 121). Scholarly engagement is and will remain essential for the further development and exploration of the notion of multilingualism. Investments made in the field will further the awareness and understanding of the phenomenon which, in turn, is meant to result in well worked-out and successfully implemented multilingual educational policies in school settings.

Plurilingualism started to gain influence in European societies from the beginning of the previous century. However, Pastor cites in her work the potential establishment of bilingual education to date back to ancient Roman times as a consequence of the Romans' invading Greek territory. She explains that plurilingualism spread later in the 1970s and 1980s in Canada (2011: 110). Furthermore, a remarkable trend was apparent, especially in the 1960s when people, discontented with the Soviet Union system, headed to Europe, especially to Germany, to seek better opportunities and favourable living conditions. Therefore, those who have relocated in Germany for economic, political and other reasons have made multilingualism an inevitable phenomenon. This is combined with people's easy access to the cultural heritage of foreign countries through music, film, etc. available in non-local tongues, predominantly in English. As an obvious inference, by using external sources to draw information from, such as the internet, radio, TV, etc., people acquire and considerably improve their foreign language

competencies (Hallet, 2011: 215-216), promoting plurilingualism. Altogether, the research conducted in the area asserts the elevated role of plurilingualism in contemporary societies.

Premised on the importance of language in humans' life and the focus of the European Community to equip citizens with multilingual skills, fruitful and up-to-date language teaching should be introduced, catering for the needs and expectations of the younger generation.

3. CLIL in secondary schools

This section focusses on the concept and the complexities of CLIL as part of bilingual education. It discusses statements and standpoints expressed by scholars that are related to potential benefits and drawbacks of CLIL and its compatibility with secondary grade programmes in schools.

> CLIL is part of 'bilingual education' (in German, *Bilingualer Unterricht*). The 7 October 1994 Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) in the Federal Republic of Germany, 'Reflections on a Basic Concept for the Teaching of Foreign Languages', defines bilingual education as 'teaching of parts of subject instruction in the foreign language' (Directorate-General for Education et al., 2012: 3).

There are different types of bilingual education implemented in schools in Germany, such as foreign language as a working language (*Fremdsprachen als Arbeitssprachen*), bilingual modules (*bilinguale Module),* foreign language subject teaching (*fremdsprachlicher Sachfachunterricht)* and CLIL *(bilingualer Sachfachunterricht)* (Sudhoff, 2011: 1-2). Thus, the term CLIL in German is often equated with *bilingualer Sachfachunterricht* (DirectorateGeneral for Education et al., 2012: 3). CLIL has been introduced and implemented in German schools for more than 40 years. It is a long-term programme when one or more school subjects, such as history, biology, are taught in a foreign language until the end of a specific school form. Yet, foreign language as a working language and bilingual modules are short-term bilingual programmes flexibly adjusted to the particular learning environment, a specific time frame, available resources, desired content, etc. (Sudhoff, 2011: 1-2). In such cases, teachers mostly use a foreign language in some phases of bilingual lessons to teach particular content or carry out projects (Fehling, 2008: 6).

One should not confuse CLIL with bilingual teaching, for the latter refers to teaching in two languages in bicultural or foreign schools attended by bilingual pupils or immigrant children.

Unlike bilingual courses, CLIL is not realised in the mother tongue of immigrant children but in the foreign language to enhance pupils' subject and target language knowledge in mainstream schools (Bandas, 2009: 2). Therefore, pupils must have the necessary foreign language skills before starting CLIL lessons. In this regard, in contrast to CLIL courses, bilingual teaching can begin at an earlier stage in schools since scholars consider bilingual children to have a native-like command of two languages (Sánchez Llana, 2014: 9). During the implementation of the bilingual teaching method, learners use a mix of languages in the classroom. The bilingual method takes into consideration pupils' experience with the language and may also serve the purpose to preserve a minority language. For example, school subjects in Wales are taught bilingually in Welsh and English (Thomas et al., 2018: 5).

Furthermore, another critical factor that differentiates CLIL from other forms of bilingual education is its focus on both content and language and not solely on language. The application of CLIL is extensive in Europe since it enlarges learners' intercultural knowledge, furthers pupils' target language competences, develops different perspectives towards content and enables the use of diverse learning methods (Sánchez Llana, 2014: 27-29). Therefore, for the present study, I have decided to investigate CLIL lessons.

As far as up-to-date methods in language teaching are concerned, scholars often consider content and language integrated learning to be one of the latest trends.

> CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language (Marsh and Wolff, 2007: 2).

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 (Coyle et al., 2010: 1).

There was a remarkable surge in the interest in CLIL education, particularly in the last quarter of the twentieth century (Ditze and Halbach, 2009:59). When drawing a parallel between two notable eras in the history of CLIL, one ought to call to mind the period lying before and after the 1960s. While gaining no special recognition and being always questioned concerning its educational benefits for pupils, CLIL finally became more accepted and even supported with a wide range of proponents. According to Marsh and Wolff (2007), many researchers and pedagogues have focused on the positive effects of CLIL and have considered its outcome

invaluable since 1960 as it fosters pupils' future through high-quality education. The radical shift in the attitude towards CLIL education is linked to the establishment of the European Union and its policies to disseminate innovative language pedagogy, aimed at fostering interaction in today's multilingual societies (185).

In their studies of CLIL, Marsh and Wolff refer to the origin of the term that dates to 1994. They reveal that CLIL had already been in use for 30 years before the invention of the terminology. Moreover, it was mostly prevalent in Germany. From their standpoint, the introduction of the respective terminology accounts for the need to identify the vital principles and teaching methods underlying CLIL, which have been refined within an extended period. Furthermore, in 1994 a Pan-European group claimed CLIL to have promising prospects in the educational system, though with isolated approaches causing ambiguity and preventing it from becoming a mainstream educational method (2007: 5). In a nutshell, to develop an educational system that would be advantageous to pupils, scholars have sought to define and explore the status, role and position of CLIL in education and highlight the significance for schools to integrate CLIL with the school curriculum.

CLIL pursues various objectives. Its goal is to familiarise pupils with subject-related themes and concepts through the instruction of school subjects in a foreign tongue. Due to CLIL tuition, pupils can improve their knowledge in both curricular subject matters and the target language. CLIL education focuses on the curricular subject as the primary source of information and task orientation (Bentley, 2010: 6). CLIL is seen as particularly beneficial since it provides a context for task-oriented work, with the main issues touched upon in the lesson being connected to the subject matter (Ditze and Halbach, 2009: 18). A surge in different fields like discourse analysis, pragmatics and sociolinguistics has been followed by a transition to language instruction through communication in a specified context in contrast to the decontextualised learning setting in foreign language teaching (Breen and Candlin, 1980: 89-112). Content and meaning are indeed crucial elements in CLIL education (Coyle et al., 2010: 135). Even vocabulary assimilation as part of language study requires a context to be integrated with the first and the second language. It highlights the significance of the thematic anchoring of lexicology as a way of fostering the assimilation of vocabulary and developing language skills among learners (Hallet, 2011: 226).

Yet, context is not the only prerequisite for subject and language interwoven learning since there emerge numerous cases when pupils encounter difficulties in understanding particular

content or information in a foreign language. As a rule, CLIL learners devote much time to rendering topic-related unknown words and phrases, having less time for reflection on the essence of a topic. There is a potential threat posed to content apprehension, caused by pupils' unfamiliarity with foreign language terminology and other linguistic aspects. Thus, besides the benefits gained through CLIL schooling, it has been noted that subject acquisition is hampered when learning through a foreign language. Besides, there is a myriad of examples that highlight the aspect of language in a CLIL classroom, notably through tasks of skimming, rendering, brainstorming and so on, which put CLIL objectives in danger, overemphasising the role of language in CLIL (Marsh and Wolff, 2007: 164).

However, a study conducted by Hans Badertscher at the University of Bern has shown that there might not be as much hindrance to content comprehension as a result of using a foreign language (Ditze and Halbach, 2009: 59). Therefore, focussing too much on either content or language might not be beneficial. However, both aspects should also not be entirely overlooked when investigating the pedagogical potency of the approach. In their discussion of the empirical findings made by Burke et al. (2002), Brock (1999) and Anderson (1990), Marsh and Wolff (2007) come to the conclusion that deep meaning and language processing is indispensable in content learning through a foreign language. Marsh and Wolff stress that teachers should allocate attention to both aspects of language and content to organise meaningful, well-structured and topic-related classroom learning (301).

Communication in a CLIL classroom enables pupils to use language differently, meeting the requirements of both the foreign language and subject content (Coyle et al., 2010: 54). The Ministry of Culture in Hesse, Germany, refers to an essential goal of CLIL, that is, the honing of pupils' language skills and enabling school graduates to meet multilinguistic requirements in a specific area of interest or profession. In their view, a foreign language is a means of communication rather than a school subject, and the important role is, therefore, assigned to fluent communication and not to grammar instruction or literature (1997: 4). Therefore, teachers should assess pupils' speech based on the clarity and directness of their statements rather than on grammatical and stylistic correctness (Reinfried and Volkmann, 2012: 10).

Accordingly, in CLIL classrooms the focus should not be on the use of study materials that are aimed at furthering general linguistic skills, but instead on the acquisition of subject content with specified tasks and a clear-cut structure. In short, teachers should heed the role of the foreign language but not overestimate it. In CLIL classes, learners should learn the target

language naturally and automatically while engaging with coherent and structured taskoriented learning. In the learning environment with context-based study materials, there is a need to determine the extent of adapting relevant texts. By virtue of facile understanding of particularly technical CLIL fields, such as chemistry, history, biology or geography, the necessity arises to adjust the complexity of texts to pupils' apprehension levels. However, Van den Branden has stressed in his study that teachers should prioritise authentic texts as source materials over content translated and altered by non-native speakers. According to him, empirical data indicate pupils' aptitude to grasp better the gist of texts which have undergone no modification but retain the original form and content, unlike those materials that were subject to change and simplification (2000: 427). He concludes that natural learning is likely to take place if learners are exposed to authentic texts. Accordingly, the use of original materials can contribute to the learning process, benefiting pupils considerably.

As for the benefits of CLIL, Admiraal, Westhoff and de Bot (2006) have found that bilingually educated pupils do not gain a significantly improved study outcome compared with non-CLIL learners except for their better results in the final examination in English, which used to be the language of CLIL instruction (Coyle et al., 2010: 139). If taken for granted, this statement tarnishes the role of CLIL and its unique benefits to CLIL course takers concerning academic aspects.

Apart from this, there is another aspect that has caught the attention of scholars.

> Teachers will also have to take into consideration their students' social status, ethnicity, and gender. For example, while a multicultural classroom offers a wide range of opportunities for intercultural learning, it may also pose problems resulting from critical incidents in the classroom (Grimm, Meyer and Volkmann, 2015: 28).

Other researchers have contributed to the understanding of this issue. Coyle et al. have published the results of an investigation realised with a focus on pupils' gender and sociocultural differences in CLIL learning settings. According to the study, CLIL pupils appear to excel non-CLIL learners, demonstrating better results in their studies (Coyle et al. 2010: 140). Besides, as a reflection on Gajo and Serra's (2002), as well as Cavalli's (2005) work, Baetens Beardsmore (2008) introduces the vital role of communication in a CLIL classroom as a way of enhancing pupils' academic achievements and increasing their cognition, which grants pupils in CLIL courses tangible advantages (Coyle et al., 2010: 134-135). The attainment of

subject content can occur faster in a CLIL classroom in contrast to traditional subject teaching lessons.

Marsh and Wolff (2007) report on an empirical investigation to disclose the discrepancy between the level of erudition reached by traditional subject learners and CLIL pupils. This study shows that pupils in CLIL courses achieved outstanding results in learning. In this study, "[t]eaching in a foreign language and not a foreign language" has been analysed through *neuroimaging* techniques. The study shows that CLIL pupils' brains are activated more in contrast to their non-CLIL peers, which creates desirable results in CLIL learning (Marsh and Wolff, 2007: 185-186). A determinant of CLIL learners' academic development is the performance of neurocognitive processing in their brain, especially when doing a mental calculation in a bilingual lesson. There is a neurocognitive effect when performing linguistic tasks, which presents in the form of CLIL learners' prefrontal activation unlike non-CLIL pupils' reliance on posterior modality-dependant regions of the brain (Marsh and Wolff, 2007: 191). Accordingly, the track record of CLIL learners is more outstanding compared with pupils educated in their native language. They are able to concisely and precisely give the cohesive outline of a lesson with a brilliant understanding of conceptual aspects (Ditze and Halbach, 2009: 70). It is, however, one of the main differentiating factors between CLIL and non-CLIL learners.

In summary, the multifaceted analyses of the issue relating to specialised content learning via an additional language make it evident that there are more benefits than drawbacks to CLIL education. All in all, CLIL is an innovative educational approach, which teachers can successfully adjust to all class levels, starting from elementary programmes to tertiary curricula with the increasing complexity of the subject matter at each stage of education (Marsh and Wolff, 2007: 16-17). All age profiles are likely to reap the harvest of CLIL studies. However, according to Ditze and Halbach (2009) in their study of CLIL in Germany, the realisation of the CLIL programme in secondary grades has a versatile effect on pupils. On the one hand, learners get erudition by immersing themselves in intensive subject learning through a foreign language and getting familiar with language and culture. On the other hand, in socio-culturally and socio-economically strongly differentiated classes, these effects may be hindered by a variety of factors related to the learners' background. Therefore, it is necessary to explore the effects of CLIL on non-native speakers (Ditze and Halbach, 2009: 27). When in a CLIL programme conducted through English as a foreign language, pupils whose mother tongue is

other than German would certainly encounter hindrances and difficulties understanding German and might even feel discouraged to continue CLIL studies (Hallet, 2011: 64). In this respect, it may be particularly challenging for non-native German learners in secondary grades to meet such high challenges and accomplish the academic requirements set by CLIL teachers. Teachers should carefully assess their needs and skills. They should also provide necessary assistance since an overestimation of learners' capabilities and an overload of work may eventually lead to withdrawal from the course. In contradiction, Marsh and Wolff (2007) state that pupils can commence CLIL studies without any individual adjustments since their exposure to a foreign tongue takes place smoothly and automatically (page). In the meantime, two ethnographic studies (Allain, 2004; Van de Craen et al., forthcoming) have found that pupils make progress in CLIL studies that eventually also fosters teachers' motivation for the respective school programme (Marsh and Wolff, 2007: 190). Based on the mentioned investigators' statements, CLIL is even suitable for non-native speakers for whom the subject instruction takes place in a third foreign language.

Besides academic benefits, CLIL courses provide pupils with tangible advantages in many ways, such as granting learners an opportunity to partake in various exchange programmes and broaden their horizons (Coyle et al., 2010: 143). Furthermore, pupils partaking in CLIL education can have an advantage when applying not only for participation in international programmes, conferences and seminars but also for entering renowned and top-ranked universities worldwide. This is due to the foreign language skills developed in CLIL lessons. Taking into account the above-outlined advantages, goals and distinctions of CLIL, the approach can clearly be classified as an innovative educational programme. It offers a wide range of multifaceted benefits to learners and targets not only knowledge accumulation in academic subjects and the target language but also fosters pupils' overall development. In a nutshell, it can lead to the multilateral erudition of pupils.

Aside from the aforementioned aspects, CLIL plays an irreplaceable role in bridging the gap between diverse cultures and fostering understanding and tolerance of foreign values through the instruction of the respective language. As observed by Wolff, CLIL attends to the integration of subject and language learning to promote pupils' intercultural skills and to broaden their worldview and attitude to foreign nations. It can take a child beyond his/her cultural heritage and perception to gain competence in communication and interaction at an international level (2002: 73). What is more, CLIL seeds tolerance towards non-local people

and their culture among pupils who start their course from the early primary grade (Haller and Romano, 2002: 144). Thus, bilingual or multilingual education can function as an essential means of developing tolerance and empathy towards non-local people and their customs (Wode, 1995:10). The recognition and acceptance of foreign nations' peculiarities imply overcoming one's egoism (Weller, 1996: 79), while developing a detached attitude to one's views and actions and being open to the other culture (Zydatiß, 2000: 83). At this point, one should find out whether the term "tolerance" is attributed to an individual foreigner or foreigners collectively, such as a group of strangers. A positive experience of accepting both a non-native person and groups of people is the true definition of tolerance (Priester, 2003: 96; Weller, 1996: 79). Pupils can develop understanding when confronting various communicative situations in CLIL classrooms (Abendroth-Timmer, 2002: 377). Weber conducted research in Nordrhein-Westfälischen Grammar Schools in Germany, where geography is taught in two languages – French and German. Around 758 pupils in grades five, seven, nine and twelve were interviewed for the empirical study. The study shows that pupils in CLIL courses became more stimulated to pursue an education in France. Moreover, the study found that there was hardly any stereotypical thinking among pupils regarding the respective foreign culture, which entailed a more substantial degree of bicultural understanding about and tolerance towards the country (Weber, 1993: 152-153). This shows that CLIL education can be a means to foster understanding, tolerance and cooperation of people of different cultural backgrounds.

In summary, CLIL seems to be generally viewed as positive by existing research, especially as a means of developing pupils' knowledge of the foreign language and the subject matter, while simultaneously enhancing their non-academic skills. Despite the existing drawbacks and criticism related to the programme, CLIL is compatible with secondary school grades.

4. CLIL history lessons in Germany

Considering the differences between bilingual education and CLIL, I have decided to study history lessons in CLIL programmes, which lays stress on the acquisition of knowledge both in the subject and the target language.

CLIL was first established in private and higher-level schools in Germany in the first half of the 20th century, i.e. the *Gymnasien*. The necessity to expand CLIL education in Germany arose primarily after the Second World War, which resulted in launching CLIL schools for the

children of American, British and French soldiers in Western Germany. This type of education later became accessible for a broader range of pupils, regardless of their nationality and social status (Wolff et al., 2007:93-94). Integrating foreign languages with the educational system and promoting bilingualism in schools have political significance. The Franco-German friendship treaty in 1963 led to the establishment of CLIL courses in both countries in 1969. It has strengthened the relationship between the countries. In general, CLIL lessons have become wide-spread in Germany and France since the 1990s (Flucke, 2018).

> The implementation of CLIL in Germany can be described as a grassroots development with the first (German-French) programmes dating back to the 1960s. English-speaking CLIL programmes were established on a large scale in the 1990s. CLIL-specific research would only become a fullfledged field of research after the start of the new millennium. The first empirical research projects were driven by specialists in foreign language pedagogy who initially focussed on researching language acquisition. In more recent years, CLIL research has diversified and tackled a number of questions such as subject-specific concepts, literacy, study skills, motivation (Breidbach and Viebrock, 2012: 5).

Scholars in Germany started to investigate not only CLIL effects on learners' target language but also on their subject knowledge and motivation. The later approach to CLIL has supported its content-driven and dual focus on teaching both the subject and the foreign language. Thus, since the beginning of the 20th century, research has come closer to related strands of teaching and has tried to identify the overall effects of CLIL on learners' knowledge, skills and motivation.

There are limited subjects through which teachers conduct CLIL in secondary schools in Germany (Directorate-General for Education et al., 2012: 3). Not all school subjects are regarded as appropriate for the CLIL course. By 2011, history teachers could access more study materials than politics teachers for their CLIL course in Germany (Möller, 2017: 127). This disparity between school subjects in terms of available materials, resources and other factors make history more suitable for CLIL. Therefore, CLIL history lessons are becoming more popular, especially in Germany (Wolff et al., 2007:94). In fact, besides geography, history is the most applied subject in CLIL lessons in German schools (Wildhage, 2002: 4).

History is particularly fascinating as a CLIL subject since it allows pupils to learn facts in a target language that they can explore in the country where the language is spoken. For instance, the Middle Ages are of great interest to learners who are usually curious to find some relics of people's lifestyle in the Middle Ages in that country (Imgrund, 2000: 275). Communicating

new ideas in a challenging way by using a foreign language can also be intriguing and may positively affect pupils' attitude and motivation (Lockley, 2014: 168). There are other advantages of learning history through CLIL, e.g., learners can develop their linguistic and communication skills and increase their multicultural awareness (Hutchinson et al., 2012: IX).

According to Lamsfuß-Schenk (2008), pupils also develop various perspectives and hone their skills to analyse historical events from the viewpoint of foreign nations due to the instruction of history lessons in a foreign tongue in German secondary schools (38). Thus, studying materials about British or American history from authentic sources can be a valuable experience (Hutchinson et al., 2012: IX).

On the other hand, the advantages of CLIL history can be disputed if they are not borne out empirically. It is crucial that the progress of pupils' subject knowledge not be interrupted or endangered in the CLIL history course compared to the non-CLIL course in German schools (Wildhage, 2002: 6). Some researchers have pointed out the results of the investigation carried out over 1806 eight-grade pupils at a CLIL history lesson in a German school. They have found out that pupils have not improved their English knowledge considerably but their English listening skills. As far as the understanding of history is concerned, despite the more frequent attendance at the CLIL history lesson (three times a week instead of twice a week by non-CLIL learners), the knowledge gained in history by CLIL and non-CLIL learners was comparable. (Dallinger et al., 2016: 23). From that, it can be inferred that CLIL history learners need more time to achieve comparable academic results.

Yet, some empirical results indicate that the target language does not hinder German CLIL history learners in Polish secondary education. Due to their good command of English, they do content-related tasks in pairs or groups in the target language. Moreover, it is rarely required of their German CLIL history teacher to prompt or give clues in German (Papaja, 2014: 94). Using a foreign language to transfer subject content is presumably not disadvantageous for German CLIL history learners and does not retard progress. Moreover, Bauer-Marschallinger's (2016) findings confirm that CLIL history consolidates pupils' understanding of content and enables them to gain profound knowledge in history by studying in a foreign tongue (47).

All in all, it can be summed up that CLIL history is integrated with the secondary school curriculum in Germany, and it has triggered extensive investigations. Thus, having singled out

the characteristic of CLIL history, many scholars point out the pivotal role of this innovative teaching approach in terms of acquiring subject and target language knowledge.

5. Cooperative learning in CLIL settings

As comprehensively explained in the previous section, CLIL is a common instructional practice that teachers make use of worldwide, except in Denmark, Greece, Iceland and Turkey (Martucci, 2015: 68), to enable the achievement of linguistic and content development (Howard, 2006: 61). A foreign language is used as a means of transferring academic knowledge and, thus, most favourable conditions are provided for language acquisition (Krashen and Terrell, 1983: 55). Therefore, pupils foster their foreign language and cognitive skills in a motivational learning environment of CLIL that provides a naturalistic learning atmosphere for learners (Snow et al., 1989: 202). Teachers implement CLIL within a wide range of age groups in various subject matters from art to maths in an overwhelming number of countries throughout the world. In each region, the ways of implementation and the naming of the approach where a foreign language is used to conduct a subject lesson vary widely. For instance, in US schools, the application of content-based instruction is widely spread, while in Canada immersion programmes are prevalent with their marked differences from CLIL (Casal, 2008: 1). To be more specific, the immersion programme in Canada is applied in school subjects such as history or geography, developing pupils' foreign language competences without formal language instruction and not causing obstacles to content assimilation (Littlewood, 1981: 46).

Irrespective of the specific form and nomenclature of content-based language teaching, scholars have continued to argue for the introduction of innovative instructional methods for different subjects and target languages (Directorate-General for Education and Culture, 2006: 8). However, while CLIL is an innovative pedagogical method (Dalton-Puffer et al., 2014: 215), there are drawbacks relating to CLIL for its not addressing the primary educational needs and containing certain limitations (Pastor, 2011: 111-112). Marsh and Wolff (2007) believe that teachers often transfer knowledge of the foreign language and content through the mode of repetition when realising a goal-oriented classroom task (181). Yet, repetition or rote memorisation is out of date and does not benefit learners. Therefore, teaching methods should be modified by adopting CL.

The content-based method is based on the communicative teaching approach and is to combine meaning and context in language instruction (Howard, 2006: 62). However, some scholars argue that CLIL studies do not propel speaking and writing skills but only reading and listening skills. It respectively necessitates a switch to a more conducive learning model, such as CL (Ramos and Pavón, 2015: 140).

Many authors have referred to the definition of the term CL in their studies. Based on the approach of Dyson et al. (2010), the following statement has been made:

> Cooperative learning is a dynamic pedagogical model that allows the teacher to be flexible in their choice of which of the three aspects of pedagogy to favor. Consequently, cooperative learning can teach diverse content to students at different grade levels. Students work together in small, structured, heterogeneous (in other words mixed by ability, race, gender, socio-economic background, and so on) groups to master subject matter content (Dyson and Ashley, 2016: 3).

Both in theory and practice, it is acknowledged to be a mode of group learning with a particular thematic, accented and structured social process. It converts a group into a real team, increasing the responsibility of each participant and linking them through positively formed interdependence (Weidner, 2003: 29). In CL, small groups carry out an activity and produce results that they can later share in class (H. Meyer, 1987: 242). The field dealing with the methodology of group lessons is called "Group Didactics", which studies and sets principles for promoting collaborative work and dialogic relations among learners (E. Meyer, 1981: 4748). It guarantees a smooth transition from pupils' passive role in traditional classrooms to an increasingly activated and highlighted position of learners in cooperative lessons (Weidner, 2003:144).

The cooperative teaching methodology has been in use for several decades already, making up an essential element in classroom practice. Cooperative studying has gained popularity in school learning from theoretical and practical perspectives since after the Second World War (Klippert, 2009: 21). O'Rourke and Carson (2010) mention pair and group work to have come into use from around 1970. As an inherent part of communicative pedagogy (29), its application has ever since been taking a prominent place in classroom activities. However, according to some sources, the CL style emerged even earlier than mentioned in publications. A pioneering study conducted in the field by Pestalozzi introduces the advantages of the "helping system", which assumes pupils in higher grades to support and assist younger ones in dealing with learning difficulties (E. Meyer, 1983: 20-21). As asserted by Hilbert Meyer (1989),

philanthropic and reform pedagogues equally favour the so-called "helping system" (Klippert, 2009: 21). This is how CL and collaboration in the classroom have emerged.

However, when discussing the notion of CL, one ought to distinguish it from collaboration. For instance, the term CL refers to a unified working model among learners who achieve a common goal with combined efforts. Moreover, *collaboration* signifies involvement in group processes like negotiations and discussions that generate tolerance and acceptance among learners (Kozar, 2010: 17). Paulus (2005) links collaboration to the interconnecting of group members' understanding of a common problem and the development of shared knowledge that no one possessed previously (112-113). However, both types of learning provide an environment that enables pupils to actively participate in CLIL lessons (Mackey, 1999: 558).

Besides promoting learners' participation in CLIL lessons, CL also allows pupils to have independence and control over their learning; this is what appeals to pupils (Bannach, 2002: 32). Thus, group didactics forges a learning setting that promotes independence, creativity and the development of critical thinking skills both for teachers and learners as an ultimate benefit of practising cooperative teaching (E. Meyer, 1981: 49). It goes without saying that as an outcome of learners' increased participation in cooperative CLIL lessons, their motivation is spontaneously enhanced (Green and Green, 2005: 33). The benefits of CLIL courses conducted through cooperative methods may vary, depending on the subject matter selected for the programme. Below, I describe the peculiar role of a subject.

When it comes to the subject matter selection for a CLIL programme, some subjects are more probable to yield desirable results when conducted in integration with a foreign language. An increase in pupils' motivation is particularly noticeable when dealing with CLIL subjects like history and geography (Martucci, 2015: 68). Those types of curricular subjects foster personal interaction among learners during classroom activities, hence interpersonal relations and teamwork are more likely to take place in such an environment.

In the meantime, some researchers are convinced that in both the humanities and natural sciences, the successful assimilation process of subject content depends on pupils' abilities to process texts of all kinds. Therefore, irrespective of the kind of a text or subject, the cognitive skills of a learner are crucial (Ditze and Halbach, 2009: 18). Thus, less stress is on the choice of a subject matter in a CLIL classroom, and more onus rests on learners' apprehension and learning capabilities. In this regard, history as a distinct subject in a school programme can be

deemed suitable for the CLIL programme conducted via the cooperative methodology in secondary school grades.

To summarise the above-stated points, I can deduce that cooperative methods in CLIL history lessons are within the interest of school authorities. Scholars should comprehensively research them to find out their application peculiarities, role and effects in school education.

Summary

The chapter has given an overview of aspects that concern school pedagogy, particularly CLIL instruction through cooperative methods.

The chapter shows the importance and the role of education in the life of a person, society and country. To increase the quality of education in schools, renowned scholars and relevant authorities recommend adopting and realising bilingualism policies in schools. The establishment of the system should cater for learners' language needs and should facilitate intercultural communication, promote tolerance towards foreign nations and cultures, provide opportunities to meet educational ends and to achieve personal and career success.

The aforementioned emphasises the need to elaborate and adopt an innovative teaching methodology aimed at boosting the quality of education and improving pupils' foreign language skills. Reflecting on theoretical accounts and empirical investigations, CLIL is a nonconventional instructional model that may potentially meet pupils' educational needs and provide an inspiring, motivational atmosphere for effective learning. Yet, some shortcomings of CLIL tuition make it compulsory to amend the teaching methodology, thus necessitating the use of cooperative methods in CLIL lessons in German schools.

Finally, the chapter presents the attributes and the role of CL in CLIL education, and it discusses the need to integrate cooperative methods with CLIL lessons. In short, the teaching approach that combines the use of CL and CLIL is an innovative pedagogical approach and needs further exploration to find out the extent to which it meets pupils' needs and demands.

The third chapter presents a more detailed description of the cooperative methodology, its effects and outcome in CLIL classes.

CHAPTER 3

COOPERATIVE METHODS INTEGRATED WITH A CLIL HISTORY COURSE

Introduction

The following chapter presents detailed information regarding definitions of CL, teachers' roles and functions in cooperative classroom processes, effects of CL on CLIL history learners' motivation, academic and non-academic skills. The chapter comprises four subchapters that relate to each of these aspects, respectively.

Making CLIL the indispensable part of the school programme can be a promising and effective strategy to foster progress in the educational system. Heavily dependent on the method of instruction, the outcome produced as a result of CLIL teaching may tangibly vary. Of the two methods of pedagogy, i.e., conventional and cooperative teaching, the latter has many benefits. Therefore, the chapter discusses CL methods in CLIL history lessons. The data that I will acquire and analyse can allow me to have an informed view regarding the advantages and downsides of this form of school education, basing research results equally on theoretical accounts and teachers' experience shared through personal interviews.

As for the structure of the chapter, it comprises four subchapters. The first subchapter gives detailed information on CL, basic elements, functional peculiarities and related theories that concern cooperative tuition. This part of the work also contains information about cooperative structures and methods, general approaches to group formation. The second subchapter gives an outline of the role and function performed by CLIL teachers in cooperative classrooms. I have analysed theoretical accounts on different approaches to teachers' roles and their tendency to intervene to indicate their influence on the learning setting and pair/group learning processes. The next subchapter refers to the motivational effects of cooperative methods on CLIL history learners. Finally, the fourth subchapter points out the impact of CL on CLIL history pupils' academic and non-academic skills.

1. Cooperative learning

This subchapter presents information that relates to CL and its distinct aspects, such as the basic elements of CL, related theories, CL structures, methods and group formation details.

CL is a form of conducting school education that deviates from conventional approaches and ensures the active participation of pupils in classroom learning processes. It instils personal accountability, positive interdependence, simultaneous interaction, social and teamwork skills into pupils (Marsh and Wolff, 2007: 174). The first section delineates these basic elements of CL. The second section is related to existing academic theories that show the effectiveness of CL in school education. As far as the third and fourth sections are concerned, they give an insight into the main structures and methods that teachers use to organise cooperative work in CLIL history lessons. There are more than 100 cooperative structures and methods; however, these two sections introduce the most commonly used ones. Furthermore, the way of group formation may significantly influence CL and its outcome. To this end, the fifth section gives an outline of general approaches to group formation principles.

In short, to understand cooperative processes in the CLIL history classroom, it is vital to be familiar with the mentioned aspects of CL. Knowledge of the respective areas can lead to a more sophisticated understanding of the functioning peculiarities of CL, its influence on CLIL history learners' motivation, and the development of learners' academic and non-academic competencies.

1. 1. Cooperative learning and its basic elements

It is in the full interest of the educational system to have each individual develop his or her freedom, independence and accountability to the best of his or her capabilities, aiming to use his or her potential for the benevolence of the society (Kelber, 1952: 8). To this end, the main focus of educational authorities is the elaboration of a system that would increase pupils' sense of responsibility and would motivate them to be successful in their studies. The system that has academically and empirically been approved as an appropriate mode of increasing pupils' accountability is the cooperative methodology. Group activities in CL are not generally exposed to boundaries set by teachers, which may lead to the development of individual accountability (Green and Green, 2005: 39). The CL methodology can lead pupils to autonomy, enabling them to individually and independently realise and design the learning process. As for the responsibility of every single pupil during a collaboratively organised task, I should also note that all learners have an equal share to contribute to collective work. CL group work

would, in this case, hold each learner accountable for his or her share of work (Sharan, 1990: 58).

As a rule, teachers perform the function of a facilitator by not intervening in classroom activities (Littlewood, 1981: 18) They adapt the level of cognitively complex tasks to pupils' capabilities and gradually reduce the assistance provided to learners (Coyle, 2010: 28-29). The success of CL group work would then heavily rely on the input of each pupil, provided that their cognitive and communication skills are relatively sufficient and do not impede the accomplishment of a communicative task. As an outcome, when immersed in interactive group tasks, such as dialogues, pupils hone their speculation and contemplation skills to reflect on topics under discussion from a personal standpoint (Ushioda, 2013: 16). Assuming personal responsibility in the common task, pupils may spontaneously become more conscious and willing to be an active contributor and helper rather than an idler; the latter is more common in traditional classrooms. As for the conventional learning setting, Rosenshine introduces the term "direct instruction" in a traditional classroom, where teachers introduce learners to subject content, using intervals for explanations and eliciting answers to check their understanding of the topic (1986: 60). This methodology is in contradiction with CL group work since the latter propagates the full involvement of pupils in classroom assignments. In contrast to direct instruction, interactively organised CLIL lessons are aimed at increasing pupils' participation and foster their sense of responsibility for their own learning.

The second element of CL group work is the positive interdependence of learners. It is important in terms of creating a secure link among pupils and promoting teamwork rather than individual learning. Each learner is an indispensable unit of the CL group, which can instil a sense of maturity and mutual understanding into learners. Accordingly, cooperative learners are promoted to set common goals and achieve them with united efforts (Sharan, 1990: 58). Being positively interdependent and simultaneously independent in their learning style and sometimes in the choice of activities and materials, pupils gain incremental benefits, notably from cooperative tasks that require contemplation and reasoning (E. Meyer, 1983: 141). Cooperative groups generally appreciate classroom assignments that are cognitively challenging and difficult to accomplish.

Social interdependence is also a beneficial aspect in CL that leaves behind competitive and individualistic approaches to learning (Johnson and Johnson, 2008: 9). To better perceive the distinctions between social interdependence and the competitive learning approach, many

pioneering explorations have analysed and tried to understand the specifications of the competitive learning method. The investigators have sought to find out the effect of the competitive environment on pupils' creativity and learning outcome. The results have been unfavourable for pupils who were exposed to competition and had an incentive for a reward. In contrast, pupils with the same assignment driven by internal motivation ended up developing their creativity and producing a desirable outcome (Jurišević, 2010: 417-418). The driving force of intrinsic motivation could thus be pupils' natural interest and stimulus. Hence, cooperative teaching has a more significant potential to provide a congenial atmosphere for learners to absorb lesson content and attain academic and social skills. Besides, CL has outweighing benefits since it can be used with a clear, explicit goal and caters for many learning needs of pupils (Shindler, 2010: 229-229).

As far as simultaneous interaction in CL group learning is concerned, pupils deal with cooperative tasks to communicate and socialise within their groups. Cooperative tasks generally require interaction among learners. Simultaneous interaction may develop learners' motivation, sharpen their focus on the lesson and promote pupils to use their social skills to perform cooperative tasks adequately. It may further interaction between learners and the instructor as well. One way of contributing to the interactive learning environment by teachers is to promote haphazard seat arrangements (Littlewood, 1981: 47), which could foster creativity and autonomy in interaction. As for teachers, they act as co-communicators' rather than rulers of the class discussion in this learning environment. All in all, interaction as a unit in cooperative lessons, either realised by using random seat plans or fostered by other factors, constitutes an integral part of cooperative and communicative methods. It may develop pupils' language competences, social skills and considerably increases their knowledge of the subject matter.

As a rule, peer interaction generates discourse in CLIL history lessons, commonly occurring through the implementation of cooperative methods. This interpersonal discourse helps to create a sense of community among learners. It has a unique characteristic, concentrating pupils' entire focus on classroom tasks and counteracting their withdrawal from the fulfilment of an assignment (Piepho, 1996: 18).

Aside from pointing out the basic elements of CL, it is worth outlining a few essential characteristics inherent to the method. In the **base group,** pupils in primary or secondary CLIL programmes are of great assistance to each other to carry out cooperative activities

systematically in the long term (Sharan, 1990: 54). In this case, there is a system, a structured group of learners, who are put together to carry out lesson-relevant cooperative tasks with mutual support and understanding. Learners in groups are also able to set and pursue common goals and establish close bonds with each other, which could be sustained even outside the particular learning setting. However, the accomplishment of shared tasks is not the only advantage of the base group. The basic idea that pupils of the base group meet regularly to discuss the progress made and the difficulties encountered in learning by each member. The encouragement and empowerment passed on to pupils from their base group members are remarkable. Moreover, class attendance can increase after pupils receive support from their base group teammates and help them, in turn, over a distinct time, which may range from one to several years.

In addition to the concept of a base group that operates within a specified period to promote mutual support and peer assistance, the cooperative teaching method is also famous for its two types of learning – formal and informal. As far as **formal CL** is concerned, it occurs when learners accomplish group tasks in a set time, starting from a lesson extending up to a few weeks (Sharan, 1990: 52). The types of assignments range from vocabulary activities to problem-solving tasks or group discussions that require the united efforts of pupils and their collaboration. As a result, this working model benefits pupils in terms of developing content and communicative skills (Littlewood, 1981: 48). By contrast, the engagement of pupils in **informal groups** lasts a few minutes to a maximum of a whole lesson, with group warm-ups in the beginning, at the end or throughout a class (Sharan, 1990: 54). Here the onus rests on teachers to organise a group activity, ensuring the cognitive processing of study materials by learners.

All in all, attendance at school should enable learners to employ their knowledge and capabilities in everyday situations that stress their qualities as constructive, engaged and reflective personalities (PISA, 2004: 48). CL group work is deemed to be a useful pedagogical method (Marsh and Wolff, 2007: 174) that can develop learners' academic and personal qualities.

In sum, the essential features of CL include interdependence in group work, personal accountability of pupils and their consistent assistance to their group members via face-to-face communication. Besides, opportunities for socialising and developing social skills and the evaluation of the group's work efficiency (Ramos and Pavón, 2015: 139-140) are also essential

components of CL that account for learning success in CLIL history classes. Still, CL does not always meet the educational goals of CLIL history, depending on various factors and circumstances. Therefore, researchers should analyse it more comprehensively to evaluate this method in its entirety.

1.2. Cooperative learning theories

This chapter introduces some of the prevalent theories of CL as an independent aspect in the field of education. Existing research indicates its prominence in terms of acquiring knowledge and developing various skills, thus highlighting its suitability for school education, especially in CLIL subjects.

Vygotsky's sociocultural theory of learning posits that learners' mental work is activated as affected by interaction with others (Scott and Palincsar, 2009: 1), highlighting the role of CL as a social process. It highlights the significance of self- or peer correction during communication, the smooth flow of pupils' contact and increased talk time (Casal, 2008: 4). Coyle et al. (2010) argue that in CLIL classroom learning, there emerges a gulf between theory and practice. Grammar is an important part of a formal language classroom, while practice or communication is a fundamental element of CLIL lessons (2010: 33). Grammar acquisition is important, for it ensures the structured and meaningful practical application of language in a CLIL classroom. In a bilingual learning setting, where the integration of both content and language take place simultaneously, it is not possible or reasonable to overlook the linguistic aspect of the lesson (Marsh and Wolff, 2007: 16). However, an intensive focus on grammar in a subject lesson can be a strong hindrance to the achievement of subject-related objectives. Hence, Coyle et al. continue expounding upon the topic, claiming that language as an entirety of communication and learning gives a prominent role to communication without eclipsing the importance of grammar and lexis in language acquisition (2010: 33).

Constructivism is posited to be linked to CL, for its central aspects are interaction and communication that are extensively discussed in social and cultural spheres (Reich, 2007: 8). The ample application of constructivism is evidently present in education due to its enabling of in-class discussion, an exchange of knowledge and, ultimately, a collision of pupils' views that have the potential to bring forth cooperation, mutual understanding and concession (Casal, 2008: 4). The importance of the theory of constructivism is also highlighted by Bentley et al.

(2007):

> Critical constructivism places emphasis on reflection, imagination, social consciousness, and democratic citizenship, and is recommended as a central theoretical referent for all educational practitioners (2).

The above mentioned are all attributes of cooperative methods and their application in the classroom setting. CL can help pupils to develop skills like critical thinking and analytical skills, individualistic approaches, reflectiveness towards educational as well as everyday matters. In practice, interaction and communication can also cause unfavourable results. For instance, learners' colliding opinions may also hinder the collaboration among them and not always result in a feeling of a mutually shared learning experience.

Humanistic psychology is part of the impact of the respective movement that has adopted an approach to seek ways for attaining "full humanness" (Moss, 2015: 3), emphasising the pivotal role of human nature and interrelations among people. In the field, persuasive publications place stress on the human "self" and the potential of gaining and owning experience in a renewed manner. The connection of this theory with CL is obvious since CL supports a sense of authenticity in communication and is conducive to a learning setting due to the mutual support of learners (Casal, 2008: 4).

The above-mentioned theories are related to some goals and effects of CL in CLIL history lessons and show the potential of CL teaching methodology if it is fully integrated with the school curriculum.

1.3. Cooperative learning structures

Cooperative structures are a means of organising and implementing various cooperative activities in CLIL classrooms. There are hundreds of structures, and it rests upon the teacher to choose the appropriate structure suited best to the lesson. This section will give an insight into a few most common CL structures that have been compiled by renowned researchers in the field, e.g., Kagan, to stimulate highly beneficial and communicative learning, aimed at increasing learners' interest, enthusiasm and motivation.

There is a distinct approach to CL, which is named the ***Structural Approach***. It encompasses all existing group learning structures that would apply to any subject area in a c*ontext-free way*.

Different structures perform distinct functions, serving academic, cognitive and social goals and promoting individual skills (Kagan, 1989-90: 12-15). Therefore, the diversification of structures in classes would most plausibly meet the demands of a learning agent. The mastery and application of devised and practically approved structures in CLIL history classes are of exceeding importance since they lay the foundation for a "multistructural" lesson. It is noteworthy that CL structures can be used successfully for pupils with different abilities (Dotson, 2001). Below is a brief introduction of some prominent structures applied in the CL environment.

An Integrated Groupwork Model developed by Bejarano (1994: 200) is a unity of cooperative methods like STAD, Jigsaw, discussion groups, pair work and individual work, which is outlined here, along with other structures.

STAD (Student Team Learning) is an instructional model of coordinating a classroom, but it is not a subject teaching methodology. It aims at speeding up the process of pupils' gaining academic maturity. STAD emphasises the importance of a team and the contribution of each learner to teamwork by painstakingly and continuously supporting peers (Sharan, 1990: 6).

> STAD is made up of five major components: class presentations, teams, quizzes, individual improvement scores and team recognition (Sharan, 1990: 6).

All these five major elements of STAD highlight its uniqueness as a cooperative work coordination system since pupils' cooperativeness, the aptitude to responsibly and in a teamworking manner contribute to group objectives. Indeed, the STAD structure is viably applicable and valuable for a lot of team activities, besides presentation and quizzes.

In addition to STAD, **Teams-Games-Tournament (TGT)** delineates another methodological approach that teachers use in heterogeneous groups of four to six pupils to organise games and tournaments among learning groups. Junior high school pupils aged 12-13 turn out to favour TGT in the subject of mathematics more than in social sciences (DeVries and Mescon, 1975: 1-2). Due to the personal accountability of each learner in CL, individuals perform, applying their abilities in contests against other teams and gain scores for their group. Presumably, the overall effect of TGT is the successful attainment of academic knowledge, the comprehension of subject content, pupils' joy in peer and mixed-gender learning. Its benefits place the respective cooperative structure among viable CL systems. TGT is practicable, and its general duration is around 30-45 minutes. Though the aforementioned statement relates to the

effectiveness of TGT in mathematics, it works well in any subject area both at primary and secondary class levels (DeVries, 1980: 1-5).

STAD and TGT are two concurrent group learning methods that coincide concerning the group size of four learners. Pupils have to fulfil tasks assigned by the teacher with united efforts and receive a team mark premised on the group performance in quizzes (STAD) and in competition against other teams (TGT) (Davidson, 1985: 216). John Hopkins cooperative models – STAD and TGT share another notable similarity. In both cases, a group goal and individual accountability are prioritised. Each pupil is to contribute to the achievement of group goals and provide ongoing help to the team members (Slavin, 2008: 152). As an outcome, learners' motivation to teach each other and learn diligently rises, which adds to the outstanding benefits of STAD and TGT.

Among CL structures, one should also mention **TAI** (Team Accelerated Instruction, later renamed Team Assisted Individualisation). This method was devised by Slavin et al for grades three to six (Robinson, 1991: 3), having its application in higher grades as well. Initially designed for maths classes, teachers can apply TAI in CLIL contexts where pupils receive the same task but have to complete them individually with mutual support within a group. Every pupil should complete four tasks in a unit, compare and check the answers with team members and then proceed to the next unit. The more units done, the higher the team score will be, including the performance score of each member on the final test that reflects on the team grade (Davidson, 1985: 216). The combination of both cooperative and individual learning methods is evident in this instructional approach (Slavin, 1984). The use of the TAI structure in CLIL is striking for its motivational effects since pupils feel promoted to diligently fulfil group tasks and push their team forward, aiming to have promising results.

Another cooperative structure is **Jigsaw,** which somewhat resembles TAI**.** According to this structure, a cooperative task is distributed among learners in a group. Teachers should first transfer the necessary knowledge to pupils relevant to the task they should accomplish. During the group task, each member is accountable for the overall score of the group. Finally, learners are encouraged to transfer their knowledge to teammates, thus meeting another requirement of CL, i.e., positive interdependence. As an outcome of the jigsaw structure, everyone's need to acquire expertise for the overall assignment accomplishment is to be met, and their thirst for knowledge is to be quenched (Felder and Brent, 2007: 38-39).

Cooperative Integrated Reading and Composition (CIRC) is another cooperative model adjustable to secondary and higher school grades. This structural model is realised through selfstudy groups, who avail themselves of teacher's direct instruction only once per week. According to Robinson (1991), group members are likely to pursue high scores for their overall team grade (4). Based on 38 studies in primary grades in Ohio and Pennsylvania with the involvement of 700 pupils, WWC indicates that learners' comprehension skills significantly developed due to CIRC methods and group tutoring (WWC, 2012: 1). When comparing with other CL assignments in CLIL history lessons, reading and writing activities lead to self-study and group learning, developing pupils' teamwork capabilities, facilitating the content assimilation process and developing reading, communication and writing skills.

Partner Reading is viewed as another form of a cooperative structure, triggering reading and comprehension skills in elementary and secondary grades. Pairs, whether formed randomly or by the teacher, are assigned certain pages to read for half a week on their own, then switch the pages with partners and afterwards narrate their respective reading parts to each other (Kuhn et al., 2006: 368). Having only odd or even pages to peruse, partners read the whole text, in turn, thus benefiting from pair reading in contrast to traditional classrooms, where one pupil or sometimes even the teacher reads at a time (Meisinger et al., 2004: 111-112). Though investigation results are mostly relative and not necessarily applicable to all kinds of environments and learners, an empirical study on partner reading indicates its advantages. Learners benefit from the CL structure by mostly remaining focused on the task, being supportive to each other, though sometimes tiny conflicts may occur and are resolved immediately (Meisinger et al., 2004: 125-126). In sum, the respective cooperative structure may result in learners' success in interactive and learner-centred classrooms.

In addition to structures that enable pupils to gain proficiency in reading through cooperatively organised tasks, the **Group Investigation** structure should also be mentioned. Like the previous structures, group investigation ensures positive results and promotes a collaborative working atmosphere in CLIL settings. When it comes to its implementation, the mentioned structure supposes the division of a class in groups according to their interests and the assignments of different sub-tasks to these groups (Sharan and Sharan, 1989-90: 17). Being responsible for their portion of the work as part of a whole project, each group then distributes the task among the participants and enters the planning phase. They set the objective, carry out the cooperative activity and, finally, present it to the class, having room for questions from the

classmates. The accomplished project evaluation takes place concurrently through the teacher and the class. Group investigation integrates four vital elements – interaction, investigation, interpretation and intrinsic motivation (Zingaro, 2008: 1). Any cooperative activity conducted through the group investigation approach involves interaction within team members, study and analysis of the selected theme and evaluation of the group work accomplished. When dealing with the group investigation structure, pupils feel considerably motivated to immerse themselves in the assignment and investigate the study area with higher initiative and in individual learning mode. Important in its nature and approach, **Complex Instruction** emphasises the paramount role of organising any classroom task with cooperative structures. Complex instruction takes place in school settings where pupils carry out cooperative work in heterogeneous groups, having different levels of academic and linguistic proficiency. Research has aimed at investigating the efficiency of group work in similar environments with a special focus on the difference in learners' cognitive and academic skills and the rate of their participation in group discussion and interaction (Cohen et al., 1999: 80). It has been shown that, via this approach, pupils enhance their social and academic knowledge and skills. As for teachers, they act as mere facilitators to ensure that pupils have sufficiently developed skills to contribute to group work. In sum, through the structure of complex instruction, pupils become positively interdependent, for everyone's equal participation and input are necessary to achieve the common goal (Griffin and Butler, 2005: 152).

Peer-Led Team Learning (PLTL) is a group learning strategy that takes place within two hours per week as a supplement to the main lesson. This learning approach implies peers' working together in groups of six to eight to accomplish a task under a teacher's supervision, who is not permitted to transfer knowledge during cooperative work. The mere responsibility of the supervisor is to ensure the organisation and smooth running of peer work without direct intervention from the academic perspective in the CL process (Felder and Brent, 2007: 39-40).

Peer Editing is aimed at editing pupils' presentations or reports by peer critique pairs or groups before the submission of the work for final assessment by the teacher. This approach not only facilitates teachers' scoring process but also improves pupils' knowledge and individually sunmitted work (Felder and Brent, 2007: 39-35).

The interchangeability of methods is equally important to ensure pupils' persistent engagement with cooperative tasks and the efficiency of methods for furthering pupils' knowledge and skills.

1.4. Cooperative learning methods

In addition to the above-described CL structures, there exist methods through which teachers put into practice cooperative activities. Cooperative study methods include the application of group formation, pair and group work organisation, jigsaw and language switching (Kanso, 2003: 3). In-depth knowledge of commonly applicable cooperative methods would assist in shaping bilingual lessons and result in well-structured, coordinated teaching. The following section will cover comprehensive information on generally employed methods in cooperative CLIL history classrooms.

Numbered Heads Together: this system exposes a classroom to accidental grouping by assigning pupils the numbers one to four. During each assignment, group members exchange ideas and discuss answers to be able to give an exhaustive response to the teacher's questions. In this case, learners need to demonstrate personal responsibility (Weidner, 2003: 145).

Switching Role: this approach denotes a cooperative method through which pairs carry out debates on a given topic. According to the method, pupils should first discuss the opinions expressed by their partners before stating their ideas (Weidner, 2003: 146).

Think-pair-share comprises three distinct stages, notably for independently pondering over an issue or assignment given by the instructor. After investing their previous knowledge for coming to grips with a task, pupils are furthermore encouraged to use their persuasive techniques and cooperative teamwork abilities to convince their partner of the usefulness of their thoughts and arrive at a common conclusion. The final strategy would then be making the audience, in this case, the classroom, aware of the deductions made by each pair (Ahmad, 2017: 89). Think-pair-share is a cooperative method that strives to bring out pupils' original and authentic perceptions and views, facilitating the communication of ideas with peers. It prohibits the concealment and constraints of learners' sincere thoughts. It encourages pupils to state refined, identifiable opinions on a topic, provided they have reflected on the theme before sharing their ideas with a partner (Holcomb, 2001: 28). There can be no restriction to the size of the classroom or the subject area, where teachers apply this instructional approach. This method may foster learners' knowledge, critical thinking and teamwork skills by allowing them to make mistakes (Lightner and Tomaswick, 2017:1).

Round Robin posits that every group composed of four to six pupils engage with asking and answering questions handed to them by the instructor. The central figure in a group or the so-

called time-controller sets time and passes the questions to each member in a clockwise manner and records their answers. The implementation of round robin increases pupils' knowledge by enabling them to review and memorise preliminarily delivered sample answers and study materials. It is also an asset to team building by boosting the recognition and acceptance of other teammates' values, likings and ways of thinking (Clowes, 2011: 1). Furthermore, pupils may benefit by honing their presentation and critical thinking skills, which leads to having more independence and autonomy in learning (Asari, 2017: 139). It is because learners deal with materials, peruse and discuss them on their own under the guidance and facilitation of the instructor. Like other cooperative methods, round robin may meet the educational needs of pupils independent of their academic performance and irrespective of their grade (from kindergarten to graduate level) and the subject matter taught, i.e. sciences and maths, foreign language or social skills, etc. (Kohn, 1993: 12).

Team-Pair-Solo delineates its procedure, consisting of three stages – team, pair and solo work. The process starts with a group discussion on a particular issue and a common assignment. Then the group is split into pairs who engage with another similar task. Afterwards, pupils in pairs end up accomplishing a different activity of a similar nature individually, thus forming a team-pair-solo chain (Zeffren, 2017: 119). Due to the advantage of receiving their team members' coaching, support and diversity of opinions on the topic before getting to the last stage of performing the assigned tasks independently, learners are thus better prepared to solve their assignment. The team-pair-solo method mainly develops learners' reading comprehension skills (Istiadah, 2016: 48-49). Pupils are empowered to hone their reading skills in a nonconventional classroom setting with more intensity, willingness and support. According to research conducted by Ogunleye (2011), the team-pair-solo method has also been successfully implemented in natural sciences teaching. Laboratory experiments and scientific discoveries are less entertaining and practical when conducted through direct teaching but can be attractive when teachers switch to the cooperative methodology. By using this method, science pupils have achieved outstanding results and have increased their motivation for learning (259-260). This again shows that CL can be beneficial in any field, may it be history, geography, art or science.

Teachers can also reverse the mentioned sequence of the team-pair-solo chain to conduct it in the order of solo, pair and team. The potential of this method can be significant, mainly when pupils' presentation and public speaking skills are concerned. Notably, teammates can support

and reinforce shy pupils who are reluctant to share their work results in class by helping them during the presentation. On top of this, after individually working out materials and composing presentation content, teammates can give each other feedback. Using this method can enable pupils to develop a clear concept of the topic at hand and improve their engagement with it (Zeffren, 2017: 120).

Three-Step Review is a strategically practised method for making clarifications among pupils, ensuring the understanding of the lesson concept for all types of learners and increasing lesson effectiveness. During the use of this method, pupils touch upon the respective topic of the lesson in groups of four; the initial phase of discussion takes place among pairs in quads who ask each other clarifying questions and receive responses to their questions by switching roles. Each learner shares the responses with peers within their groups (Tiwiyanti, 2016: 56). In this way, all learners make a special effort to ensure that lesson-related concepts are well understood and assimilated. Scholars recommend employing this method in the beginning, in the middle or at the end of the lesson, aimed at preventing misconceptions or a blurred understanding of content (Solomon and Solomon, 2009: 90).

Three-Step Interview comprises a concept relatively similar to the previous cooperative method of three-step review. According to this method, an interview takes place between two pairs in a group selected by pupils, where one partner interrogates the other without displaying their attitude to the topic of discussion. Then they switch roles, and the other partner interviews their peer. In the final stage, each learner shares their partner's responses in the group (Oermann and Kathleen, 2006: 147; Solomon and Solomon, 2009: 90).

Each of the CL strategies, structures and methods can be an asset to CLIL lessons. However, they can also have disadvantages for some learning groups and environments. On the whole, CL benefits learners due to the inventive and ingenious environment created through cooperative activities (Stenlev, 2003: 33), and CLIL history teachers must be aware of common cooperative approaches.

1.5. Role of group formation in cooperative learning

According to the socio-constructivist theory of CL, pupils draw knowledge not only from their teacher but also from their peers (Pastor, 2011: 112). Therefore, pair and group formation in the classroom are essential. Group components, such as size, differences of learners relating to

their age, race, gender, nationality, mental development, etc. play a huge role in determining the quality and the outcome of a group activity. Therefore, it is important to consider group size formation and how to apply the most efficient and productive team-building methods.

Following the hypothesis put forward by Vielau, individual learners receive support in a learning group as long as group-building takes place constructively, generating a positive and stimulating group atmosphere. It can take time for a learning group to be adjusted for active and independent learning. Moreover, it is time-consuming for learners to be able to find an appropriate learning partner with a similar level of mental capacities. This process cannot be regulated through any pedagogical methodology (1997: 111). According to Mirmán Flores (2013), building groups where pupils work efficiently positively impacts the quality of learning and results in the establishment of a favourable cooperative environment, stimulating pupils to collaborate, freely expound upon lesson-related aspects and rephrase complex concepts and notions in their words without being threatened by flawed results (537-538).

Group size is adjustable depending on class size and classroom activity (Kozar, 2010: 18). Teams can comprise four to five learners who are involved in groups, irrespective of their academic competence, gender, race or ethnic identity. Team construction can vary significantly based on the pedagogical approaches of individual instructors and can result in a group composition of eight to ten pupils. However, in collaborative groups, the number of pupils per group should ideally be a maximum of six to seven (Shahzad et al., 2012: 3059). Learners should be able to form groups and comply with rules when performing their cooperative tasks (Ramos and Pavón, 2015: 149).

According to the cooperative teaching approach, team members should improve their content comprehension with united efforts (Sharan, 1990: 6). Moreover, pupils should feel encouraged to have equal responsibility for team results.

From the statements above, it becomes clear that the significance of team-building and its essential aspects concern the quality of cooperative activities within content-based learning. Group size, group composition and various modes of carrying out team-building are essential issues that, as could be seen above, have been subject to extensive academic research.

2. Cooperative learning coordination by CLIL history teachers

CLIL history teachers should work as facilitators rather than as direct contributors of knowledge. There are various kinds of cooperative activities realised through diverse methods and structures and with different approaches. However, irrespective of the implementation method and objective of any group work, one necessary prerequisite is to rule out the active engagement of the teacher in a group activity.

However, CLIL history pedagogues sometimes need to frequently intervene in CL processes. Since approaches to teachers' roles, functions and their intervention frequency in cooperative activities are contradictory, it is of great necessity to study multifaceted views over the issue and point out the distinctions of those perspectives. Those ideas are discussed in the following three sections of this subchapter.

In a nutshell, the respective subchapter will help to increase an understanding of the function performed by CLIL history teachers in CL settings and identify the primary reasons for their intervention in cooperative work.

2.1. Role of CLIL history teachers in CL work

To begin with, it is worth calling to mind that various pupil-related factors diminish the role of CL and create hindrances to its successful implementation in CLIL history classes. There are, however, other aspects that need consideration to gain progress in group didactics and interactive school learning. CLIL history teachers' fear of failure to successfully implement cooperative work in class can also retard CL application. Teachers may also be unwilling to abandon more traditional ways of teaching. Apart from this, teachers' pedagogical experience and perfectionism about lesson structure and content can also be to blame when it comes to reluctant attitudes to group work in school (Klippert, 2009: 30). While perfectionism brings *orderliness* and systematisation (Zousel, 2013: 200), teachers' insistence on total control of the CLIL history lesson structure may negatively impact pupils' autonomous learning and their development of creative ideas or methods. Because of CLIL history teachers' propensity to control the flow of the lesson and maintain pupils' utmost concentration on details and important facts, which may otherwise be omitted or overlooked in independent work, the pedagogical experience of conducting cooperative instruction may suffer (Klippert, 2009: 30). Besides, the lack of experience in implementing cooperative activities in CLIL history lessons

is perceived as teachers' unpreparedness and methodological incompetence in the field. When combined with the lack of coordination and collaboration among the teaching staff (Ramos and Pavón, 2015: 151), teachers' lack of skills in this area creates a reluctance to dedicate their time to establishing a CL environment in CLIL history lessons. Thus, CLIL instructors' unwillingness and their lack of necessary skills and methodological capabilities could impede the realisation of cooperative teaching in their CLIL history classes.

As far as the introduction of a learner-centred interactive pedagogy is concerned, there are essential skills and aspects that CLIL history teachers ought to have and be aware of. For instance, the applicability of the cooperative methodology is primarily based on teachers' understanding of the basic cooperative elements, i.e., positive interdependence, individual accountability, interaction, social skills and group processing. Instructors' awareness of these essential elements of CL would most likely lay the foundation for the successful realisation of interactive work. It stands to reason that the importance of teachers' presence and role in CL settings is beyond doubt. The time and effort required to be exerted by the teacher is a prerequisite for the smooth running of a CL course (Shahzad et al., 2012: 3058). To enable pupils to attain joint learning ends successfully, teachers need to invest their valuable time to decide on the contents and their transmission to pupils.

> With time and practice, teachers integrate seemingly disconnected features of cooperative learning activities into a meaningful whole, making the connections between particular tasks and social skills. Group members begin to associate cooperative learning activities with the corresponding cooperative behaviours (Sharan and Sharan, 1987: 23).

In sum, the role and function of CLIL history instructors in cooperative activities are of paramount importance.

2.2. Factors for frequent teacher intervention

First and foremost, research differentiates between two types of teacher intervention in cooperative learning. The first type is called "product-help intervention." It presupposes CLIL history teachers' assistance to pupils in the form of questions aimed at assignment explanation and hints for the improvement of the quality of cooperative work. The second type is "processhelp intervention", when CLIL history pedagogues assist in the smooth running of peer communication. Scholars consider the latter to be privileged over the former due to its more

efficient contribution to pupils' thinking potential (Dekker and Elshout-Mohr, 2004: 43-44) and the overall interactive work process. Each approach to teacher intervention has its proponents and opponents who have justifications for their favoured model of teaching.

Many scholars and pedagogues critique the constrained duties of teachers and deem their central role as a prerequisite of success in education. There are cases that inevitably necessitate teachers' intervention in and their active contribution to group or pair work. Ding et al. (2007), for instance, mention the inability of a group member to fulfil their task, communication problems among team members, group dynamics of superiority or inferiority in intragroup relations (163). CLIL teachers should intensively perform their duties and establish an understanding among communicating parties, boost learners' apprehension of tasks and provide optimal conditions for group collaboration.

Furthermore, the active teaching of CLIL instructors can entail the development of pupils' cognitive and social skills and further their motivation. Thereby, teachers' control of group training (Gillies et al., 2008: 4) and their diligent efforts to engage learners in cooperative methods are seen by some as a definite necessity for the smooth implementation of cooperative tasks in CLIL programmes. Thus, learning pays off when teachers address the learning needs of course participants, reactively responding to their questions, assisting in the comprehension of material and in interactive processes. Accordingly, pupils should share their understanding of content with the teacher (Y. Sharan, 2015: 3); the latter using the information acquired and experience made by learners to lead them to a more intricate level of understanding (Goldenberg, 1991:1). In a nutshell, teachers' active role in organising CLIL learning with CL methods can certainly be seen as positive and necessary.

Besides scaffolding learning, teachers need to be comprehensively aware of the level of pupils' knowledge and practice to determine their rate of intervention. In heterogeneous groups, teachers commonly adjust study materials and activities to pupils' education since there is generally a wide knowledge gap in learning groups. Consequently, teachers should carefully adapt methods and approaches to ensure effective learning (Campillo, 2016: 13). Therefore, learners can favour and better accomplish the tasks assigned by teachers (Martucci, 2015: 65), which contradicts the supposition that CLIL learners' control over study material, assignment choice and implementation process yields better results. The need for CLIL teachers' intensive intervention in work is unavoidable at least at the beginning of a course. Depending on pupils'

development of content perception and language and subject knowledge during the course, however, the intensity of teachers' engagement may be adapted accordingly.

As for empirical findings, teachers' intervention in cooperative work is inconsistent, with some having a high rate of intervention, while others demonstrate scarce assistance in pair or group learning. Some hindrances hamper the application and dissemination of the CL method. Teachers do not often give pupils direct instruction or allocate them a particular task during group work. Leaving the distribution of tasks up to pupils may create a non-organised learning environment (Ortiz, 2016: 9), where pupils do not realise their course of action, which can contribute to noise in the classroom. Moreover, during cooperative activities in CLIL lessons, noise can be a problem causing a loss of concentration among pupils (Ramos and Pavón, 2015: 149). Therefore, clear and concise instructions to pupils are of paramount importance (Pastor, 2011: 116), where active teaching could prevent misunderstanding or confusion about the task and role distribution.

In addition to the necessity of giving explicit instructions and carrying out exact role allocation among learners, teachers are equally encouraged to minimise their participation in group work and act as organisers. Yet, teachers should intervene frequently in cases where pupils need to comprehend the goals of a specific CLIL task and whenever the teacher's guidance might be needed for promoting pupils' self-directed, autonomous and active learning (Shindler, 2010: 228-229). Otherwise, pupils may be confused with no clear grasp of the nature of their activity (Gall and Gall, 1993: 4).

In sum, the prominent role of teachers is irrefutable, especially in establishing favourable working conditions for cooperative course takers. Teachers help pupils to comprehend the task, their role and to communicate with peers effectively. Thus, frequent teacher intervention can be viewed as an essential and contributory factor for productive CLIL learning.

2.3. Teachers as facilitators

Until a few decades ago, teacher-focused lessons were proliferating (Holm, 2018: 14). According to Sancho Guinda (2013), even nowadays advocates of the active teaching concept keep the lesson under strict control, which deprives them of the opportunity to establish egalitarian principles (86). The role of CLIL teachers is vital since they also harmonise pupils' actions during collaborative work, contributing to the smooth implementation of interaction at

the level of content and meaning (Bonnet, 2012: 182). Nonetheless, CLIL teachers should not transfer their subject knowledge to pupils directly, preventing the latter from developing their autonomous learning abilities. CLIL teachers are to concede their central role to learners, supporting and backing up individual efforts and arousing pupils' natural curiosity in the subject matter. Conversely, pupils should play an active role in the learning process, while teachers should support it (Green and Green, 2005: 32). I tend to agree with Benson (2001), who considers that the teachers' role is to guide learners' self-directed efforts (26). As research has shown, however, in current school practice, teachers are often anxious and reluctant to lose their leading role in classrooms (Ramos and Pavón, 2015: 149).

The proponents of teachers' restrained participation in CLIL classes assume that teachers' perception of their role and beliefs should change through constant training (Schreurs and Dumbraveanu, 2014: 36). However, this requires considerable time; the propensity to be "active help-givers" to pupils who feel in a position to act as "passive help-seekers" (Webb, 2008: 217) alters with time. Through teachers' reformed mindset and approach to their role in a cooperative CLIL classroom, as well as with endeavours and patience, one may eventually witness effectively functioning cooperative classrooms in CLIL subjects.

While the goal is to provide supervision and guidance without directly imparting CLIL content (Chostelidou and Eleni, 2014: 2173), teachers' roles in a CLIL classroom are multiple and multifaceted. Moreover, pupils ought to be empowered to assume active participation in class that would permit pedagogues to act as facilitators and helpers (Campillo, 2016: 23). Teachers could primarily function as managers in classrooms and as creators of learning opportunities (Holm, 2018: 17). This approach further enlarges the gap between former and contemporary educational institutions, switching from the teacher-focused learning paradigm to the pupilcentred one. No direct teaching occurs by teachers per se, simply assistances via facilitating, modelling and coaching learners. It scaffolds authentic learning in the cooperative setting, promotes an exchange of information and feedback regarding cooperative tasks and their implementation methods (Holm, 2018: 18).

In conditions of established collaboration among pupils, learners spontaneously start to consider themselves as an integral part of the group, which develops their motivation to pursue their studies (Martucci, 2015: 66). Interaction and lasting cooperation are the prerequisites of learner motivation.

Additionally, CLIL teachers ought to further and monitor the "input" and "output" of language (University of Cambridge: 2010: 10), giving increased weight to the language factor. Yet, teachers' presence in the classroom should not be a sign that pupils' linguistic or subjectspecific knowledge and utterances are to be entirely remediated. The focus should be on providing CLIL pupils with an opportunity to engage with cooperative tasks and share their ideas and knowledge with their peers without any hurdles or barriers. Thus, instructors are responsible for organising the learning contexts (Martucci, 2015: 65), being good facilitators and needs analysts who should address their pupils' language-related issues (Da Luz, 2015: 9).

In the contemporary classroom, teachers have to share their role with pupils in many ways. Teachers' presence in the classroom is important due to their role as a mediator and not as a central figure as in conventional learning, which would help learners connect the acquired information with their real-life experience. In this case, pupils would feel more responsible for their knowledge (Tinzmann et al., 1990).

In contrast to learners, teachers are not meant to participate in group discussions or other cooperative activities but simply monitor and observe the process (Gall and Gall, 1993: 4). This would eventually boost a relationship of partnership between a pedagogue and learners, where the perception of the CLIL teacher as commander will be eliminated (Andrews 2010: 46).

Pupils may be endowed with the role of a co-teacher by their groupmates or teachers to facilitate and organise the progress of collaborative work (Villa, 2013: 95-96). The necessity of taking up this important role as co-teachers for their peers enables them to use this solid experience to pave the way for a prosperous future, growing into worthy community and society members.

Besides their active role as assessors, co-teachers and decision-makers in class, pupils should also have the opportunity to adjust the learning mode based on their preferences and capabilities (Benson, 2001: 68). They should be encouraged to develop their social and academic competences for their successful engagement with cooperative tasks (Gillies and Boyle, 2009: 934).

Pupils need to acquire skills that would facilitate integration with the globalised environment. In the era of globalisation, people and cultures are more connected due to the facilitated and accelerated expansion of migration in the world (Volkmann, 2010: 4). Accordingly, there is wide-spread multinationalism and cultural variety in the classroom, which makes it necessary

to enable pupils to address the issues of diversity and racism. CLIL teachers' performance of the expected role and their implementation of multidimensional approaches entail not only the recognition of diversity but also promotes friendship among learners (Santos-Rego and PerezDominguez, 1998: 98-99).

Globalisation and internationalisation are two complex phenomena that need to be embedded in learning to develop young learners' skills to deal with the challenges of contemporary life. Ensuring cohesive group building and considering the international environment in a classroom (Mirmán Flores, 2013: 533), CLIL teachers should aim to convert their learners into the ones who bear global values and are decision-makers in globalised settings.

All in all, the awareness of teachers of the changing environment in CLIL classrooms might be the key to addressing its needs and efficiently realising CL. Despite numerous shortcomings in teachers' use of cooperative methods, they are optimistic and willing to benefit from existing drawbacks and create an environment which contributes to learning (Ramos and Pavón, 2015: 149). Thus, the role of CLIL teachers as organisers and activators of learners in pair and group work is expected to become more popular. Therefore, teachers ought to refrain from holding a central position but actively address the educational needs of learning groups in an authentic and cooperative setting.

In pupil-centred CLIL classrooms, the focus is on the learner who actively generates ideas and not on the teacher. Learners view the teacher as a "helpful advisor" and not the "boss" during learning and assessment (Andrews, 2010: 42).

3. Concepts of motivation in CL/CLIL

CL affects CLIL pupils' motivation to a considerable extent. Despite some drawbacks linked to CL that decrease pupils' intention to deal with cooperative tasks, CL can also affect positively on learners's motivation.

The subchapter consists of four sections. The first section gives an overview of the concept of motivation in CL and its influential aspects. It discusses both positive and negative impacts on learner motivation. The second section indicates to what extent and how group heterogeneity affects CLIL course takers' motivation. The third section refers to the motivational effects of

peer interaction on cooperative class learners. In the fourth section, I touch upon the influence of learner autonomy on CLIL pupils' motivation in CL settings.

In sum, inferences from theoretical accounts on the motivational influence of CL will enable me to compare them with the interviews in the empirical part of this study. The analysis of both the theoretical data and interviews can make the research finding on learners' motivation a credible and worthy contribution to the issues discussed here.

3.1. Types of motivation in cooperative learning

The term "motivation" is defined in the Cambridge Dictionary as follows: (a) enthusiasm for doing something; (b) the need or reason for doing something; (c) willingness to do something, or something that causes such willingness. Scholars have developed several theories of motivation in the last 80 years. Motivation has also been defined in research as a natural, essential and stimulating force that triggers a person to act in a goal-oriented way (Zhang, 2014: 24).

> Motivation is a crucial part of a student's experience from preschool onward. Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments (and therefore how the school performs), and so on. Hardly any aspect of the school environment is unaffected. (The George Washington University, 2012: 2).

Motivation is a complex phenomenon that entails controversies relating to motivational methods employed in the learning setting (The George Washington University, 2012: 1). As for the statistical data regarding motivation in school practice, it has been shown that a vast number of learners can be unmotivated in school studies (Quinn, 2006: 4). However, it has also been shown in many academic studies that CL encourages the increased involvement of learners in classroom activities and entails considerable benefits, as discussed in earlier sections of this study.

Pupils can attain a plethora of skills in academic or in non-academic spheres, given that nontraditional methods are practised in classrooms to reach a more extensive range of learners. When comparing conventional and CL teaching modes, teacher-led lessons fail to develop individual learning skills and maturity among those lacking outstanding abilities and interest in learning (Vielau, 1997: 115).

It is vital to acknowledge that motivation is a driving force in both learner and teacher-centred classrooms and that it can be intrinsic or extrinsic. In contrast to extrinsic motivation when pupils' learning is strongly affected by external factors and incentives, intrinsic motivation causes learners' authentic and natural interest in the lesson. Due to its nature and distinction, intrinsic motivation pays off for earning results (Lai, 2011: 4). Those who are not intrinsically motivated would not be able to keep up with the lesson pace and every instruction of a mentor but only process a little part of lesson-relevant information. As a consequence, the gap between learners' knowledge can even widen, making it far harder for a teacher to bring the class together for introducing new concepts or carrying out further tasks. As a solution to the situation, it is recommended to switch from traditional instructional to alternative methods with more attention to practice and pupil involvement. Importantly, it rests on the teacher to be committed to the implementation of cooperative methods in CLIL classes, overcoming the difficulties and barriers that might hamper the achievement of learning benefits.

Besides instilling intrinsic or even extrinsic motivation into learners and drawing their full attention to CLIL lessons through the employment of up-to-date methods, instructors are to simultaneously consider the type of goal pupils are striving to achieve in learning. There are two types of motivation instigating goals – a "performance goal" when pupils strive to demonstrate their learning capabilities and an "ability goal" that promotes learners to develop their skills. The privilege of the latter over the former goal is pupils' preparedness to experience failures and their orientation to hone abilities for better learning outcomes. Yet, the performance goal triggering factor might leave a trace of desperation or disappointment caused by failure, or pupils may encounter a standstill in learning as a consequence of this learning approach (Molden and Dweck, 2000: 133). Therefore, pupils should have the necessary competences and be aware of the subtleties of the two types of learning goals that will help them pursue the achievement of an ability goal.

CLIL teachers tend to play a significant role in motivating pupils to immerse themselves in independent learning and conscientiously deal with their educational tasks (Mirmán Flores, 2013: 533). No desired outcome can be expected from education unless pupils themselves feel empowered to explore the presented study material and carry out assigned tasks. Inquisitiveness about the subject area and love for lesson-related activities are vital preconditions for success in school studies. As Steve Jobs once said, it is crucial to love what one does to do great work and have brilliant results (Tombak and Altun, 2016: 174).

CL increases pupils' motivation, school attendance and learning success (Quinn, 2006: 5). The notion of motivation itself denotes a psychological trigger that promotes cognitive involvement and entails success in learning endeavours (Järvelä et al., 2010: 16). Taking into consideration that motivation is translated into success and excessive desire to excel in the area, achievements in learning can spontaneously lead to an increase in pupils' self-esteem. Therefore, CL is the driving force of learners' motivation since it can lead to reduced anxiety, increased willingness to get learning down to a fine art, and enhanced confidence (Öztürk and Akkaş, 2013: 359). It takes place in the CL/CLIL environment where pupils are "active agents", and teachers act solely as experts with limited lesson engagement, which eventually enhances learners' motivation (Öztürk and Akkaş, 2013: 358).

Furthermore, qualitative and quantitative empirical studies of CL effects on learners' motivation have yielded positive results (Tombak and Altun, 2016: 173). It is partially because in group work, there occurs mutual support among learners who are concerned about attaining increased results in group work. The assistance received from partners triggers motivation, positively affecting learning outcomes (Nichols and Miller, 1993: 3). Peer assistance during group work realisation results in group dynamics that enhances learners' motivation for grasping the subject matter (Dörnyei, 1997: 483).

There is a considerable amount of scholarly account signifying some drawbacks and shortcomings associated with CL, particularly in the CLIL history programme. The primary reason for inconsistencies existing in CL is that despite vast investigations and publications in the field of group work, the success made in the theoretical spectrum is not reflected in practice. Rare are the cases when teachers try to include group work and use cooperative teaching methods (Walz, 1960: 18). Factors other than the lack of relevance between CL activities and the lesson topic can also discourage CL learners. I have described them in the next few sections. Despite the existing drawbacks of CL, it tends to have a motivational influence on pupils.

Thus, CL can be a motivating learning method in contemporary CLIL classrooms, where teachers are responsible for supervising and encouraging pupils' active engagement with CL tasks. The following subchapters describe the disadvantages that may negatively impact the interactive teaching method and pupils' motivation.

3.2. Impact of group heterogeneity on CLIL learners' motivation

Motivation in learning can depend on CLIL pupils' constant engagement with assigned tasks and their achievement of academic objectives. Moreover, a few consider motivation to be closely linked to pupils' responses to any learning assignment and challenge that could entail either a productive outcome or failure (Mirmán Flores, 2013: 535). The awareness of learning difficulties and the readiness to encounter probable failures may lead to motivated and possibly uninterrupted learning. To this end, teachers should suit classroom tasks to the lesson topic and pupils' interest, learning method, intelligence level and skills.

The cooperative teaching approach allows pupils to choose the pace and time of their activities and tasks. The freedom pupils get to select and organise their classroom work can reflect positively on their work outcome, conveying motivation and joy to learners. When carrying out their chosen task according to their designed method, pupils feel empowered to complete the task and often have rewarding results (Becker and Herbert, 2004: 60).

Nonetheless, the choice of the CLIL topic, the manner in which the activity is realised and the time frame are a very intricate procedure, and there is no certainty that learners will enjoy every chosen cooperative activity. The differences among pupils' learning goals, strategy, expectations, communication skills, etc. can cause difficulties (Järvelä et al., 2010: 16), especially in cooperatively conducted CLIL classrooms. Teamwork better indicates discrepancies in learners' comprehension skills, mental work and individual approaches to learning. It stays relatively unclear as to whether cooperative activities might be appealing to all learners or would meet their demands and interests.

As mentioned in a number of scholarly works, collective work in group learning is often inadequately organised. This can lead to an undesirable outcome and demotivate pupils, leaving less talented and skilful pupils behind. The role of spectators rather than active participants assumed by not equally knowledgeable pupils may cause disturbance and noise (Klippert, 2009: 28), hindering group work in CLIL lessons. Considering that the main factor of collaboration is participation, it rests upon teachers to create an environment that would encourage even less-talented pupils to actively take part in group activities (Kozar, 2010: 21).

Some other reasons can also hamper the progress of group work pedagogy (Walz, 1960: 34) and decrease learner motivation. As an illustration, Klippert (2009) mentions that group work in school practice is often inadequate. He states that in many cases one pupil does the whole or

most of the work for the others, while the other learners engage with doing whatever they want but never what is required (28). Ramos and Pavón (2015) also mention this problem in relation to CLIL programmes (151). Hence, pupils' engagement with teamwork and their motivational attitude to CL are not always positive.

Nonetheless, Weidner (2003) opposes the misconceptions and utterly controversial ideas that cast doubt on the motivational aspect of cooperative work in CLIL lessons. He claims that the cooperative method is organised and structured, and that there is a way of instilling personal responsibility into each participant of a group work project. Besides, he refutes the idea that weak pupils have less commitment because of their incompetence to engage in group work effectively. He states that low-achievers considerably benefit and hone their skills due to being exposed to the learning environment together with mentally advanced and well-organised pupils (79- 81). Pupils presumably feel empowered and supported to accomplish an assignment with excellent results and duly when in the company of more knowledgeable learners (Felder and Brent, 2007: 34-35). Therefore, due to the motivational impulses provided during CL, even less advantaged and capable pupils can benefit by developing interest in the subject matter and immersing themselves in the lesson. Pioneering empirical studies point out the positive effects of CL on less advanced learners due to its motivational attributes (Shahzad et al., 2012: 3058). Even if the participation of academically less advanced pupils hampers the flow of the course and can have demotivational effects on both strong and weak pupils, the constant exposure to autonomous pair or group work facilitates CLIL learning. It pays off in the long run (O'Rourke and Carson, 2010: 29). Getting accustomed to the routine of organising and implementing cooperative work in CLIL lessons, pupils with widely varying skills can eventually integrate into the course and benefit from each other's involvement.

As for learners standing out with their profound knowledge and skills, they can not only identify and fill their knowledge gap (Felder and Brent, 2007: 34-35) but also learn with time to be tolerant and respectful to pupils who have less developed skills. Therefore, high-achievers can become capable of working with others in a heterogeneous group (Weidner, 2003: 79- 81). When pupils do get upset and intolerant with each other, teachers ought to explain to pupils that they are developing the skill of negotiation (Kozar, 2010: 21), which is also essential. All in all, research confirms that peer tutoring in "mixed-ability groups" helps each pupil at any level to benefit academically and demonstrate a motivated attitude to their studies (Alrayah, 2018: 25).

The differences in pupils' intelligence and knowledge do not necessarily impede motivational learning as far as the cooperative methodology is concerned. The same would be true to say about age variations among group members engaged with lesson-related cooperative work. The empirical investigations speak for pupils' age differences in CL/CLIL classrooms being conducive to the learning environment and motivational to some degree. Therefore, despite striking discrepancies of learners' mental abilities and their different age profiles in heterogeneous classes, both older and younger pupils can benefit (Becker and Herbert, 2004: 59). When it comes to pupils' preferences, they tend not to deny their motivation for carrying out group work, irrespective of the differences in their age and mental development. However, they do not conceal their personal preference to engage with group work with their peers who have the same academic level either (Nuhn, 1995: 48).

3.3. Motivational effects of CL during peer interaction

There are multiple reasons as to why teaching methods started to deviate from traditional approaches. Firstly, it is necessary to nourish and strengthen pupils' identities and personalities, which is not sufficiently realised in traditional classrooms (Weidner, 2003: 22). In the contemporary mobile world, the influence of the family, church, as well as other authorities and organisations, is markedly weakened and has diminished. As a compensation for the role of the family and church, schools should adopt pedagogy that nurtures the needs and interests of contemporary society. This approach is stated based on Rosenbusch's (1993) study (Flitner, 2002: 175). Since cooperative work enables active, learner-centred teaching, problem-solving and further education development strategies (Green and Green, 2005: 32), the role of cooperative work is continuously increasing, addressing all the mentioned aspects and fostering communication skills and teamwork. Even from the perspective of personal emotions and motivation towards lessons (Weidner, 2003: 23), cooperative classroom teaching is a useful tool that empowers learners to express their ideas freely (E. Meyer, 1983: 37). When it comes to pupils' motivation for attaining academic excellence in the foreign language and subject area, Fischer (2011) elucidates that the fundamental objective of a motivational attitude is to create a situation that would trigger emotional reactions (146). Cooperative methods as a hallmark of modern teaching approaches encourage learners to get into direct contact with their interlocutors or activity partners. They can trigger personal emotions among learners and increase their motivation towards CLIL lessons. CL emphasises the development of pupils' interpersonal relationship and serves as a noteworthy example of democratic learning (Walz,

1960: 11). Also, CL boosts the relationship with the teacher, which is a very decisive factor for CLIL pupils' motivation. To be able to instil values into learners, instructors should maintain good relations with them to catch their attention and develop their enthusiasm for the lesson (Da Luz, 2015: 9). The positive relationship with and attachment not only to their peers but also to the teacher would most probably establish a learning setting where pupils feel secure and supported to exert their utmost efforts for their studies. In sum, cooperative work can be of real significance concerning CLIL pupils' emotional development. It can assist in the formation of their identity and worldview, and it can determine the quality of their interrelations.

In the CL setting, one partner's behaviour influences and determines the other's conduct and attitude (E. Meyer, 1981: 51). In this regard, it can be remarked that communication among partners and group members at large is subject to fluctuation, based on personal factors of group members. Indeed, the way of coming to grips with possible setbacks that occur as a result of a conflict among group members may not always lead to the improvement of interaction and understanding. Combined with possible misunderstandings and disputes among CLIL pupils that could negatively affect group work outcome, there is another potential threat to the effectiveness of cooperative classroom activities. Prior (1985) ascertains that in group work, the emotional aspect demonstrated by pupils and the interdependence among learners are dominating factors lessening the distance among partners. When viewing this aspect from the perspective of a group as a complex phenomenon for interpersonal relations, closer distance among learners can increase the probability of collision and group conflict (153). There is a high risk of aggressiveness caused by a misunderstanding among group members. The main prerequisite for fluent communication is pupils' being in one mind about content and on good terms with each other (E. Meyer, 1981: 51). Yet, the understanding and acceptance of each other's distinctive traits and views could play a vital role in fostering solidarity in group interaction.

In conclusion, CL employed in CLIL courses can be motivating with respect to triggering interpersonal relations, communication and fostering interaction among course takers. As far as active collaboration and contact among team members take place, there is always the risk of collision and misunderstanding during group discussions. However, such problems can be handled through a tolerant attitude of learners and professional supervision by instructors.

3.4. Effects of CL autonomy on CLIL pupils' motivation

According to Johnson and Johnson (1978) as cited in Pujolàs (2004), there are three significant variables of learning strategies – individualistic, competitive, cooperative. Their differences depend upon their sub-structure, i.e., activity, reward and authority. The inherent characteristics of the first enumerated working strategy combine individualistic task accomplishment elements with personal goals, having teachers as task organisers. Secondly, the competitive learning environment implies a boost of competition among learners and the promotion of individual work, with the lead role allocated to the teacher here, too. And finally, cooperation occurs when collaboration and mutual help are fostered among pupils, assigning pupils a shared responsibility for class activity management (Pastor, 2011: 113).

Of the three learning strategies mentioned, CL is a contemporary classroom teaching method that is the centre of my investigation. I have mainly analysed it in unity with CLIL history for the latter is a school programme that provides favourable conditions for pupils to engage with autonomous learning. It is essential to acknowledge that CLIL history tasks referring to real situations can foster communicative and language skills (Pavón et al., 2015: 82) and can be carried out with motivation. It follows from this claim that lessons and activities have to be devised to include the application of cooperative structures and methods to generate a '[r]eal context' atmosphere (Pastor, 2011: 109) and to affect learners' motivation positively.

When it comes to practical life scenarios or a natural situation, one may impulsively assume a particular role and react to the situation. In such a learning environment, a pupil can cope with study difficulties through an individual learning approach. Benson describes this so-called learning approach as "self-regulated learning" (2001: 40). One can notice that autonomy and self-regulation are linked to each other, presupposing a child's active enrolment in designing a path for their learning.

> Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies (Hardy-Gould: 2013).

Autonomy can be realised in classrooms where the central position belongs to pupils, and the obligation is on them to deal with subject-related tasks. In autonomous learning settings, pupils make efforts to develop personal resolutions to problems of various learning situations. It follows from this statement that the "self-regulated" and autonomous learning strategy during

cooperatively coordinated CLIL lessons may eventually have a positive effect on pupils' motivation to deal with classroom tasks independently and collaboratively.

Triggering the autonomous work of learners can generate a desirable outcome. Autonomy in CL does not only help CLIL pupils to stay tuned to the task but can also awaken their natural interest in the activity, keeping them motivated during the lesson. Furthermore, some scholars indicate through their empirical research that pupils are more inclined to pair and group work rather than individual learning. They want to listen to their teammates, make sure that they fully engage with the cooperative activity and learn new things, with the foreign language being no hindrance to understanding and communicating new meanings (Pavón et al., 2015: 79).

Despite the statements regarding pupils' liking and preference for group and pair work, still, there exist theoretical accounts that indicate pupils' reluctance to cooperative tasks and cast doubt on the effectiveness of autonomy that is a product of learner-centred instruction. To make convincing arguments, one should also take into consideration the other side of the argument.

For instance, regardless of the type of cooperative activities, not all CLIL history learners may equally be interested in the lesson even though they might experience autonomy and individual responsibility in learning. Therefore, an increase in pupils' classroom participation and motivation may only be noticeable among many learners but not in the whole class. Besides, depending on CLIL history pupils' mental development and subject preference, cooperative learning autonomy may influence pupils' motivation differently. Those who are not knowledgeable enough in the subject matter or lack the target language skills may need to depend on their partner or group members (Klippert, 2009: 28). In this case, they can develop their teamwork skills but not necessarily their independent learning skills. As for pupils whose favourite subject is not history, they may not be interested to deal with cooperative activities autonomously. As a result, autonomous work may not awaken all learners' motivation. Still, I believe that the beneficial aspects of cooperative learning mentioned earlier in this section outweigh those negative factors and can positively influence the majority of learners' motivation.

To conclude, the application of cooperative teaching approaches in CLIL history classes leads to learner autonomy and may contribute to the self-coordinated and independent language and subject assimilation process. In most cases, it implies a more active and enthusiastic

engagement with lesson activities on the part of pupils. It may further learners' natural interest in the subject area and the themes discussed.

4. CL effects on CLIL history learners' knowledge and skills

Cooperative teaching methods affect pupils' learning process and outcome. They develop a learning setting that can be conducive and fraught with academic and non-academic benefits. On the one hand, learners can develop their knowledge of the foreign language, subject matter and a wide range of skills. Still, cooperative methods may also have an adverse impact on CLIL history learners' knowledge. During cooperative work in heterogeneous groups, peer interaction can cause conflicts and a collision of views. This can lead to the aftermath of pupils' working inefficiently and not meeting educational ends. Furthermore, not all pupils are competent and mature enough to learn independently and autonomously. The two sides of CL are discussed in this chapter.

There are five sections included in this subchapter. The first section introduces CLIL history competences and some activities conducted through cooperative methods that influence learners' subject and language knowledge. The second one discusses the effects of games on CLIL history learners' academic knowledge. The next section refers to the outcome of CLIL history learners' knowledge, affected by dialogues and role-plays. The fourth section touches upon the influence of media on CLIL history pupils' academic knowledge. Then, the fifth chapter indicates the non-academic benefits of CL methods.

4.1. CL/CLIL history activities and competences

Activities that are aimed at promoting the communication of history content, intensifying listening and reading skills and creating a written product would be appropriate for CLIL history (Hicks, 2017: 24).

> Teachers need to think about the kind of tasks learners will do during the lesson and as follow-up. It is important to plan a range of tasks which require different challenges, such as less demanding tasks which involve matching sentence halves, making events on timelines and marking trade routes on old maps. More demanding tasks include explaining causes and effects, providing evidence of change from a text, evaluating evidence and giving reasons why something happened (University of Cambridge, 2011: 12).

There are a number of activities that CLIL history teachers may organise in class.

> Example of activities suitable for CLIL: categorisation, cloze test, gap fill, labelling, matching, multiple choice (true/false, ordering words/sentences/paragraphs), jigsaw reading and listening, word/sentence/text/ completion, information transfer, freeze frames, pyramid discussion, domino games (Hicks, 2017: 24).

CLIL history lessons are conducted through context-based tasks and can be realised through cooperative methods. For instance, the Oxford University Press suggests that a sample lesson plan for CLIL history in a secondary school grade on the topic of Queen Elizabeth I and the Golden Age may be based on the following pre-reading, reading and post-reading tasks. First, teachers can assign pupils to look at the Tudor family tree and exchange with their partner what they know about Queen Elizabeth and the other wives of Henry VIII. Pupils may afterwards match parts of sentences to form complete sentences about the life of the queen. Another prereading task would be choosing the correct alternative in the sentence. They may then read the text to check their answers. The reading process can be organised cooperatively in pairs or groups; pupils may also work individually as in traditional classrooms. Having read the text, pupils can answer relevant questions for the detailed comprehension of the text. It can also be followed by asking pupils to put the given phrases in the correct position in the text. Another typical CLIL history task would be to find words in the book that have the given definitions. In the post-reading phase, after pupils have dealt with the text and have completed the assignments, they may express and discuss their opinion on the text. They can use cooperative methods like round robin, switching role, think-pair-share, three-step interview, etc. After that, the teacher may give follow-up mini-projects, such as writing a text about another famous historical figure by using the Internet. Follow-up projects may vary but they need to pertain to the lesson topic. For example, in the lesson on the American Revolution, learners are often required to write a description of the American flag as part of a follow-up activity by including information about the colour and design, the year of its adoption, changes, etc. (8.1-9.2).

Besides Queen Elizabeth I and the American Revolution, the curriculum in Berlin secondary schools may cover other themes, such as the Palaeolithic Age, the long period from the Middle Ages to the Age of Absolutism, the Industrial Revolution, World War One, the fall of the Berlin Wall in November 1989, etc. However, some scholars have stated that CLIL themes may go beyond the subject area and should not be limited to it since CLIL learning simultaneously includes subject, language and life skills (Coyle et al., 2009: 19). History themes can be studied

in a CLIL environment by using a wide range of CL activities as suggested in some publications. I have presented a few of those ideas below.

Key Words: Teachers can write ten keywords on the board and have learners guess the lesson topic, extend the list and define four unfamiliar words by looking up on the dictionary.

Competition. Quickest or Most: The lesson topic written on the boards, pupils should form ten questions about the topic with their partner; they should ask four questions with *who*, *what, how* and *why*. For instance, in a lesson on the slave trade, pupils may want to know who possessed slaves, where the slaves were born, how they were treated, etc. They should then answer those questions in class or in groups.

Scrambled Sentences: Words of a sentence (important and relevant to the topic) can be mixed up that pupils should arrange to form a complete sentence or even a question. This may be followed by the discussion of the sentence/question. A variation of the task would be scrambling a paragraph or a text and writing each mixed-up sentence on a separate card.

Red and Green Cards: To begin with, the teacher should hand out one red and one green card to learners. Then the teacher or one learner in each cooperative group is to read around twenty topic-related statements. Pupils should raise the red card if they consider the report to be correct or the green one for an incorrect report. After each answer, pupils can also discuss the statements. The activity will help learners and the instructor to find out to what extent they have understood the lesson.

Video Clip: Pupils can watch a short view clip on a certain period in history and then discuss the questions that were distributed beforehand.

Internet: Teachers can assign pupils to find a text comprising up to 50 words or an image relating to the next lesson, for example, about the invasion of the Netherlands by Spain. They should then hang their prepared texts and pictures on the board in the classroom and decide on four or five categories to which they belong. This activity may foster learner autonomy by allowing pupils to use their selected study materials and learn independently with their peers.

Spider Diagram: The teacher should write the general topic of the lesson in a circle or square on the whiteboard. Pupils are to create a spider diagram and write subtopics in each spider leg. They can afterwards categorise the subtopics.

KWL Grid: Pupils should create three columns and write what they know, what they want to know and what they have learnt (a summary of the information they have received in the lesson) in each column respectively. The lesson can be on any history content, such as writing a newspaper article about the autumn of 1939.

Placemat: First, each group consisting of four pupils should draw a "placemat" on paper and write the topic in the middle, which might be about the causes of World War One. Each learner in the group should write down information or an opinion about the topic (e.g. what were the causes of World War One) in his/her space on the placement. Group members should then discuss all the answers within the group; they can also combine or categorise their responses.

Predict, Observe and Explain: Pupils receive the first part of a historical narrative and should guess the continuation. They can then watch a short film or documentary and find out if their predictions were correct. The objective of the activity is to activate pupils' knowledge of history and increase their involvement in the lesson.

Pupils can realise all these described activities in pairs or groups, using cooperative methods in CLIL history lessons (Dale et al., 2011: 27-34). It can be concluded from the mentioned examples that during the implementation of CL activities in CLIL history lessons, the following learning skills are used: cooperating skills, guessing from context, interpreting information, summarising and skimming (Hicks, 2017: 17). In contrast, traditional methods have been shown to be less effective in CLIL contexts (del Pozo, 2019: 125). Action research in CLIL history lessons has found out that lecture-based lessons do not contribute to the mental activation of pupils. When using traditional teaching techniques, mostly, the teacher presents the new content and does not consider pupils' varying learning styles and interests, as Alasgarova has shown (2018: 151-152). Besides, if required to take notes throughout the whole lesson deprived of the opportunity to be involved in a lesson activity, pupils are less prepared, less active and not motivated in class. In traditional history lessons, pupils may rarely spend extra time on dealing with historical issues outside the lesson. In the case of role-plays, learning does not mainly take place in the presentation but in the preparation phase, which is often done outside the classroom (McCarthy and Anderson, 2000: 289). The class dynamics and pair/group activities increase learners' understanding of content, enhance pupils' motivation, engagement with lessons and cognitive processes. Those activities may include role-plays, matching words with definitions or questions with responses, analysing events (Alasgarova, 2018: 151-152). As opposed to teaching practices of traditional history classrooms, CLIL

history teachers employ various techniques and methods in the lesson, such as visual aids, presentations, projects, etc. Moreover, the objective of CLIL history lessons is not only imparting knowledge about historical events and dates but also empowering learners to be able relate them to one another, analysing the consequences and causes of historical facts and events (del Pozo, 2019: 128-129).

The main objective of CLIL history teachers is to further personal growth, responsibility, selfreliance and, obviously, historical awareness in pupils. When it comes to achieving this objective, it is necessary to acquire four fundamental competences, as outlined in the following (Bauer-Marschallinger 2016). First, learners develop questioning competence when forming questions regarding a historical event. Second, when trying to respond to those questions by *deconstructing* and *reconstructing* historical facts, pupils hone their methodological competence. Third, learners acquire orientation competence during the orientation in the contemporary era by using historical content. Fourth, historical expertise is related to the other three competences that pupils hone in the process of analysing and constructing historical narratives. On top of this, *Cognitive Discourse Functions* play an important role in acquiring the mentioned competences (Bauer-Marschallinger, 2016: 3-4) since pupils cognitively process historical facts and discuss them in written or spoken communication with peers. They also use their analytical skills to identify and perceive even intricate aspects of content.

The development of the mentioned CLIL competences can be promoted through the CL methodology. CL helps to bring different communicative skills into play during the realisation of CLIL history tasks, whether oral or written. These communicative skills have been called Content-Based Communication (CBC) Skills by Otten and Thürmann (see Ditze and Halbach, 2009: 17). They encompass various task-oriented processes, such as defining, explaining, giving a generalised interpretation of information in any speech variation – questions, comparisons, hypotheses or analyses (Hoecherl-Alden, 2000: 617). Pupils may gain and hone CBC skills due to communicating in the entire process of cooperative activities in CLIL history lessons.

In summary, there is a wide range of activities that teachers can implement in CLIL history lessons using cooperative methods. CL can be a contributory factor for furthering pupils' subject understanding, language skills and class involvement. CL methods can also support the acquisition of key CLIL competences in the areas of questioning, methodology, orientation and understanding history.

4.2. Games in CL/CLIL history contexts

Tasks play an essential role in promoting communication among learners. It is essential to elaborate on the most appropriate task scheme for CLIL lessons (O. Meyer, 2010: 17). According to an investigation, when oral or written tasks in content-based learning come into play, a vast majority of pupils' preference is for verbal tasks, unless their language competence is insufficient for carrying out a simple speaking activity in class (Pavón et al., 2015: 79). However, the following section will illustrate cooperative assignments implemented by pupils both verbally and in the written form.

Cooperative tasks regularly appearing in the lesson plan have various distinctions and need modifications, depending on pupils' comprehension and assimilation rate. An important goal of all CLIL history teachers is to work out lesson-relevant cooperative assignments that would not limit learners to rigid answers but instead offer a full scope to develop individual approaches and responses (Hallet, 2011: 92). In this regard, some scholars favour the adoption of diversifying activities for their being creative, fostering pupils' motivation (Argondizzo, 2012: 267) and attracting learners' attention. They can trigger not only pupils' creative mind but also generate their natural interest in the lesson and the classroom activity as varying tasks and study materials require different skills, create different expectations and should meet the interests of a wide audience without making pupils bored. This is the case if CLIL history instructors integrate elements with their cooperative teaching, such as gestures and mime, and use instructional aids like pictures, flashcards, slide-projectors, charts, mind-maps and drafts (Pavón et al., 2015: 83). It would be helpful to devise diversified cooperative activities, which meet the individual needs of pupils with distinct learning preferences. Teachers should also integrate pupils in the process of elaborating and picking study programmes and tasks. It would empower learners to take on responsibility for their learning (Hernández Herrero, 2005: 5). Due to consistently changing interactive assignments, CL is a valuable experience exposing pupils to a conducive environment. In a nutshell, cooperative teaching and learning take place in a setting, where instructors apply varying but consistent approaches, methods and facilities to make each CL lesson a good experience for pupils.

Researchers, i.e. Pavón et al., have found out what types of activities pupils prefer. Accordingly, pupils tend to have a liking for games, role-plays, songs, stories, videos and computers (2015: 80). Playing a game presupposes pupils' compliance with certain rules, roles and certain regulations (Faya Cerqueiro and Chao Castro, 2015: 68). Games as a vital element

of pair and group activity play a distinct role in content understanding, along with language acquisition (Widlok, 2011: 18). When dealing with games in a CLIL history lesson, pupils automatically become lead performers of the play, and interaction takes place mostly among learners with small or no intervention on the part of the teacher. The importance of games in CLIL history lessons is shown through the following examples (Schroeder, 2015).

Alphabet Islands: Sheets of paper with a letter of the alphabet on each sheet are distributed across the classroom. Each letter represents an island, and upon the instruction of the CLIL history teacher, e.g. with regard to the question of who is a pupil's favourite historical figure, pupils are to pretend to swim before reaching the island that starts with the letter of their preferred figure. Having arrived at the island, each pupil should exchange all the information about that historical personality. He/she should also give reasons for his liking to the learner on the nearest island. The objective of the game is to consolidate subject knowledge, develop target language skills and trigger communication. This activity also keeps pupils physically active and, thus, may arouse their interest.

Threesomes: This CL/CLIL history game can be set up as a class or group activity. One pupil should start the game by making a statement relevant to the topic, e.g. I am the Printing Press, and stand in the middle of the class or the respective group by forming his body position to look like a printing press. The topic might be about the sixteenth century. The second pupil should remember a suitable word or association relating to the given history content and make a relevant body gesture, e.g. I am the Bible. Similarly, the third player should join the other two learners by making his statement, e.g. I am William Caxton. The first player should decide which of those two historical characters/objects to take and should leave the scene. The pupil left in the circle should restart the game. Teachers can enhance the complexity level of the game to require pupils to give reasons and explanation for their choice of word or association. Again, this CLIL history game can refresh and intensify their content knowledge, language knowledge and creativity.

Famous Historic Moments Freeze Frames: The class should be split into several groups comprising five to six pupils. Each group receives a topic card from the teacher, e.g. the fall of the Berlin Wall in November 1989. He/she should decide on four important events/episodes from the given historical account, for example, Monday demonstrations, the announcement of Günter Schabowski concerning the permission of GDR citizens to leave for the FRG without any preconditions, people's climbing and dancing on the Berlin Wall and guided tours to the

remaining part of the Berlin Wall as a reminiscence of the past. After a rehearsal, the groups should perform their freeze frames in class and the other pupils should analyse, interpret and finally make conclusions as to what historical event the group has represented. Every learner should appear in all the four scenes to ensure their mental and physical involvement. Furthermore, the described CLIL history game is to benefit learners from the perspective of subject content. Pupils can also improve their foreign language skills since communication and discussion within groups and in class are to take place in the target language.

Press Conference: The following game can be played in two groups or in class. One pupil should leave the classroom and the other learners who would play the role of journalists should decide on one historical figure (human or non-human) for him/her, such as Alexander the Great. Upon entering the classroom, the pupil will pretend to be famous and will make postures as if being photographed by the journalists. He/she should then respond to the relevant questions asked by the journalists and should try to find out his/her identity. For example, he/she may receive comments as to how much he/she resembles his statue or be asked whether he/she knew he/she was going to be famous (Schroeder, 2015: 9-14). Through this task, pupils communicate content and perform different roles, trying to flexibly conform to their role and using the foreign language appropriately. Thus, in all the described cases, pupils are the main focus and performers of the CLIL history games.

In contrast to traditional methods used in CLIL history lessons, cognitive psychologists and contemporary teachers state that CL allocates a lead role to learners as opposed to their mere watching and listening function that increases the learning productivity (Felder and Brent, 2007: 34-35). In CL/CLIL games there arises the necessity for the correction of pupils' mistakes by teachers, but they are not able to dedicate too much time to explain every mistake during group activities. However, not all pedagogues would be willing to overlook the natural error correction process. Some instructors give preference to the provision of more frequent guidance and supervision to CL teams to make sure pupils learn correctly, and misconceptions and errors are avoided (Kaufman et al., 1997: 52). Thus, prominent scholars in the field have stressed the importance of teacher intervention for ensuring the speech or content accuracy of pupils and for asserting that learners' knowledge remains unaffected by erroneous corrections made by their peers at times (Long and Porter, 1985: 216-217). On the other hand, corrections made by peers in CL contexts can be more efficient (Almugren, 2009: 2) and more frequent than in teacher-led lessons (Servetti, 2010: 21). CL/CLIL history course takers may give

immediate and direct feedback to each other and can be more supportive in contradiction to corrections made by the teacher (Alrayah, 2018: 23). As a result, the range of disparity among pupils' knowledge can be narrowed in the process of noticing and discussing mistakes. Strong learners can benefit from determining and analysing mistakes and respectively coordinating and structuring knowledge. Still, low-achievers can get a better picture of the aspects discussed, which may increase their understanding. Therefore, instructing and correcting each other rather than being instructed by teachers can be more beneficial and can enhance learners' knowledge of the foreign language and the subject matter (Thitivesa and Boonphadung, 2012: 399). It implies that the learning results of peer correction during CL/CLIL history lessons can be promising.

Games can also be useful, in particular simulation games, for learners' exploration of foreign cultures. The hallmarks of historical events introduced to pupils through simulation can enable pupils to get rid of stereotypical attitudes to cultural distinctions and to increase their comprehensive cultural understanding at the level of personal space, privacy and friendship (Hoecherl-Alden, 2000: 617). Playfully using various roles in different cultural contexts, pupils can learn through such games to respond adequately and demonstrate tolerance in cultural matters. For example, teachers can apply the hot seat method, which requires one pupil to assume the role of a famous historical figure and to answer the questions of his/her classmates, sitting in the middle of the classroom (University of Cambridge, 2009: 7). It can be organised both in groups or in class. The learner may decide to pretend to be Rosa Parks, a black American woman whose actions led to the Montgomery bus boycott and contributed to the civil rights movement. Simulating this situation, learners can end up empathising with people of other races and cultures and may become more tolerant towards other nations. It could be a typical outcome achieved as a result of simulation activities in history and language-based classes.

As opposed to the advantages of games in cooperative CLIL history lessons, thinking in a closed learning environment created in a teacher-led classroom can lead to mechanical learning alienated from natural language acquisition (Vielau, 1997: 72). CL/CLIL history games can be motivating since pupils are usually focused on the fulfilment of such tasks, which is different in traditional classroom settings (Wang et al., 2009: 1). Pupils are likely to dedicate much attention to activities that are fun and to learn intensively due to increased interest in the lesson.

> Educational gamification, which is the use of game elements in non-game contexts, improves learning experiences, engaging the students in a social, emotional, and cognitive level (Maraffi et al., 2017: 422).

"Gamification" is a term that denotes the stimulation of learner immersion in a cooperative CLIL course and the demonstration of specific behavioural patterns that result in mutual feedback and create intensive interaction (Pitarch, 2017: 110).

Board and quiz or other types of games trigger group discussion, an exchange of ideas and feedback. In this regard, they are cooperative activities that can increase pupils' interest and their engagement with tasks (Faya Cerqueiro and Chao Castro, 2015: 79). Constant feedback within cooperative groups, fostered by game-based learning, can develop pupils' problemsolving and critical thinking skills, gratifying their curiosity and learning needs in an authentic environment (Dourda et al., 2014: 244). This sophisticated learning methodology involves deep processing and activates pupils' analytical mind. When using CLIL history games, role-plays, films, etc., cooperative approaches tend to further the academic knowledge of learners (Cottell, 2010: 28). They can also enhance foreign language skills, especially among pupils who have not yet reached a sufficient level of maturity (Vielau, 1997: 107).

There are other essential aspects of the cooperative methodology, notably games, that need more thorough examination and analysis. For instance, some scholars believe that teachers' and pupils' roles might overlap since "task behaviours" demand both learners and teachers to highlight the aim of the activity and to discuss its elements briefly. As far as the "group process" role is concerned, both teachers and learners ought to trigger the active participation of every single pupil (Gall and Gall, 1993: 4).

There are scholars who claim that time management in group work is considerably unpredictable (Klippert, 2009: 28). Some view games or other cooperative activities as a mere waste of time. They believe that especially the simulation game environment can entail a less desirable learning outcome (Henderson and Nash, 2007: 63). There can arise a collision of views among proponents and opponents of games. On the one hand, games can provide an authentic setting. On the other hand, especially in simulation games, it may be necessary to involve pupils in more authentic tasks. Besides, games can also be too easy and inappropriate for learners (Whitton and Hollins, 2008: 223). The complexity level of a task may affect motivation and, eventually, the learning outcome, i.e. not only activities above learners' competences but also too easy ones may negatively impact on CLIL history pupils' motivation

(Holm, 2018: 60-61) and the learning outcome. Therefore, games carried out within an extended period also have certain constraints, which make it necessary to have a selective attitude to the choice of games in CLIL history classes (Henderson and Nash, 2007: 63).

On the contrary, many investigators consider that pupils use the same amount of time for the assimilation of subject content in both conventional and contemporary classrooms. However, cooperative work results exceed educationists' expectations due to collaborative methods and the employment of games (Wang et al., 2009: 5). Even if games require far more time than teacher-led instruction (Whitton and Hollins, 2008: 226), their role is still favoured in school education due to new online programmes, such as Kahoot, which is applicable in CLIL history lessons. Thus, any extra time dedicated to learning cannot be a waste of time (Aremu, 2010: 73). In short, the use of games serves the purpose of encouraging pupils to excel in learning linguistically and academically and enjoy what they are doing.

Learners have recorded marked success not only in school learning settings but also at the university level. As a noteworthy example, around 80 students from the University of California have been considerably effective in studies due to the use of cooperative methods in class (Green and Green, 2005: 32).

To sum up, games in CLIL history courses stand out due to their effects on learners' academic knowledge. They can increase pupils' motivation to explore the subject matter and develop competences with regard to their subject and foreign language proficiency.

4.3. Dialogues and role-plays in CL/CLIL history contexts

Dialogues and other types of role-plays make up another essential part of CL work. Role-plays relate to a concept that expects pupils to put themselves in the shoes of a figure in a particular situation and act his/her role. They can be set up as preliminarily planned and structured or on the spot, thus requiring role-play participants to act in a certain way (Paulsen, 1994: 38). As a rule, two learners or a group comprising up to ten or even more pupils can perform dialogues or other kinds of role-plays. Some scholars have stated that immersing oneself in speculation on a topic in a dyadic manner furthers pupils' reflection on and an understanding of the theme (Gillies and Boyle, 2009: 933). For example, in a CLIL history lesson on the topic of the Industrial Revolution, pupils may receive a brief introduction of the topic: John and Thomas, two boys at the age of thirteen from the North of England, fled from home in 1820 (Hicks,

2017). Based on the storyline, pupils would be required to assume the role of detectives in a group of four to six and would try to find out some essential aspects of the story like what was the reason of their escape and where they might have gone. This activity may activate pupils' imagination and knowledge to make assumptions about the life of children of that period. The teacher can hand out runaway cards to each learner in a group. The task of the group is to decide which category each card belongs to – facts not related to the story, facts related to the story, facts describing the working and living conditions, facts about social life, facts about factory equipment. This activity can trigger the involvement of each learner and stimulate group discussion. Teachers may assign various follow-up cooperative tasks relating to the topic. Pupils can compose a letter in pairs addressed to Mr Bradley employed in the local council, voicing their dissatisfaction concerning the factory conditions and urging its closure. They can generate a poster to indicate the working conditions in the period. Learners can compose a blues type song to show Thomas' and John's opinion on their living conditions. Teachers can also assign pupils to write a dialogue between Thomas and John, where they should discuss the reasons for running away from home. Due to these CL activities, pupils can intensify their subject and language knowledge. Hicks mentions that scaffolding can also be provided to assist learners in the interaction process during pair and group work, such as visual aids and other realia (2017: 26-27). Teachers need to take into consideration that there will always be pupils who find it difficult to keep up with the group's or partner's tempo and whose knowledge is less. Therefore, scaffolding can be of significant help to those learners and would be an asset to group and pair work.

There are three types of dialogue participants: active, passive and constructive. As a rule, active CLIL history pupils contribute significantly to the conversation and interaction. At the same time, passive learners usually nod their heads, use gestures and short utterances as support or opposition to partners' statements. On top of this, those pupils in collaborative dialogic activities who expound and reflect upon their partners' statements, building their ideas on previously mentioned standpoints, are referred to as constructive learners (Chi and Menekse, 2015: 255). Statistical data as to whether one type of learner outweighs the other ones are inconsistent. Yet, the need for active pupils in collaborative dialogues is indisputable since they can keep the interaction alive and the CLIL history learning process effective. Irrespective of the type of behavioural patterns that dialogue participants have, there are vital functions they

all need to perform; they need to adhere to certain regulatory aspects, aimed at having active engagement with CLIL history dialogic tasks.

> The essence of collaborative dialogue is the ability of all members in a conversation to have their participation supported: turns structured, ideas attended to, evaluated, elaborated on, challenged, topics chosen that draw upon members' knowledge, and even providing a missing word for a second language speaker (Bailey, 1996: 271).

Quite often, there occur misconceptions regarding coordinating cooperative work, in particular dialogic interaction. Academic sources even claim that the communication in dialogues is disrupted amid unregulated methods applied by learners and conflicting approaches to the topic of discussion. Not only may a collision of views, different knowledge background and discrepant approaches to dialogue implementation become a real impediment to the accomplishment of cooperative tasks, but this may also negatively impact on the evaluation process. As an illustration of this case, some pupils may assume a more passive and less contributory role in collaborative dialogues, which affects a scenario where the group may be graded and not individual learners (Paulus, 2005: 120). Therefore, some researchers outline that learning is not necessarily positively affected by cooperative group didactics (Chi and Menekse, 2015: 253)

However, the proponents of CL bring sufficient arguments and data, stating that pupils benefit from CLIL history dialogues. Dialogues are akin to other forms of cooperative tasks and, as assumed by researchers, they support pupils' cognitive agency (Ushioda, 2013: 16). An argumentative mind is developed along with cognition in a discussion-premised dialogue. It makes it feasible for learners to get a multifaceted understanding of the same topic and achieve learning goals with each other's support. Individually realised tasks would not have the same results (Prata et al., 2012: 368).

> Cooperative learning may help enhance CLIL contexts, catering not only for the development of comprehension skills and better reasoning but also for interaction and communication. Students are given chances both for input reception and output production (Casal, 2008: 1).

The following example of a role-play will help to understand the nature and benefits of CL better. Accordingly, the whole class should be split into a group of speakers and a group of listeners. The listeners are to play the role of the jury. One pupil should be the judge. Each pupil in the speaking group should present his/her opinion as to which country was guilty of starting World War One, basing the two-minute speech in class on his/her knowledge of

history. The jury should fill all the arguments and information presented by the speakers in the chart received from the teacher. They then should discuss the answers and assist the judge in deciding as to whether Germany, Serbia, Austria-Hungary, Russia or Britain was the culprit of the war. A written product of the assignment would be writing an essay in pairs, using the convincing arguments expressed by their classmates concerning the causes of the war and the culprit (example taken from Hicks, 2017: 28). I can assume that role-plays may improve CLIL history learners' subject and language knowledge and hone their cognitive, reasoning and communication skills. Therefore, dialogues, including conversations as their important element, encourage the creation of a safe learning setting through interaction and an exchange of ideas on different themes (Armstrong and Hyslop-Margison, 2006: 11). Here the stress is on learners' concentration on task completion and communication but not on knowledge accumulation (Paulus, 2005: 120).

Learners of a cooperatively set dialogic environment become potential critics and analysts. They become able to conciliate contrasting ideas and come to terms with their peers, irrespective of any collision of standpoints among them (Gillies, 2016: 180). Cooperative tasks like dialogues stimulate learners to pose questions, express their opinion, voice their understanding difficulties and comprehend a topic through mutual help by discussing controversies and misconceptions. In a nutshell, learners' motivation and learning results are enhanced as a result of bringing together different levels of knowledge and expertise (Goodman et al., 2005: 85) of dialogue participants and due to their supportive and cohesive collaboration.

Dialogues are also a type of pair or group work with a "therapeutic" effect on learners (Littlewood, 1981: 47). In short, dialogues are a classroom practice with a long-lasting effect on CLIL history learners' competences and state of mind.

It becomes evident that role-plays, including dialogues, enhance pupils' potential to immerse in productive, inspiring and creative learning. These types of cooperative activities allow learners to consistently acquire various skills and knowledge in the subject and language study.

4.4. Media in the framework of CL/CLIL history learning

Classroom activities pursue different purposes, carried out at an individual and group level and vary depending on the manner of implementation, e.g. with the use of journals, digital technology, computer tools and so on (Raya and Sercu, 2007: 219). Activities created and

conducted via technologies can vary significantly and have a motivational influence on learners (Argondizzo, 2012: 270). Along with enabling learners to participate in the information society, technological tools are also asserted to assist collaborative work as a natural process (Dureigne, 2004: 3). Unfortunately, educationists find an absence of technology use in cooperative lessons, which prevents schools from addressing the contemporary needs of young learners (Johnson and Johnson, 2004: 785-786).

In the CLIL history school milieu it is common practice to apply alternative approaches to teaching through videos, posters, mind maps, etc. for "subject-specific descriptions." Teachers can use them in subject classes to render explanations or make assessments of various subjectrelated notions.

> Video is equally valuable for investigating cultural differences, such as varying attitudes and divergent concepts of personal space (Hoecherl-Alden, 2000: 617).

The application of technology is viewed by scholars as an advantage for pupils' self-esteem, team spirit and for the provision of favourable conditions for learning both the subject area and the foreign language (Nohling, 1991: 96). Learners and teachers consider multimedia as a trigger for cooperative and team learning. Dealing with CL authentic materials and tasks, as well as integrating foreign languages naturally and optimally with subject content, can be beneficial in the CLIL history milieu. Teachers can use different means of media to foster knowledge and learner motivation during intense communication among peers (Tatzl, 2017: 39).

The effects of media technology, notably videos, on the learning process tend to be positive so that pupils can not only search and view video programmes on their field of study but also produce some by themselves. Cooperatively shot educational videos about historical events can later be shared through YouTube, Vimeo, Google Drive and Moodle, with the features and functions of those tools being adjustable according to personal preferences and needs (Pan, 2018: 206).

There are other benefits derived from media technologies that learners may reap. As an illustration, educational forums organised and accessed through media technologies can make it possible to reflect and comment on posts on any historical topic. It would make both learners and educators aware of the learning progress and the achievement of other class participants concerning the activities carried out (Cinganotto, 2016: 58). As a result, pupils' reflectiveness and learning strategies in CLIL history can improve.

One branch of mass media is social media through which CLIL education specialists can make lessons enjoyable, alluring and fun-filled. Intensive interaction, which pupils conduct via media tools like MySpace, Facebook and Twitter, can promote mutual supportiveness, creativity in work produced and amplified productivity for academic achievements (Al-Rahmi and Zeki, 2017: 526-527). As researchers state, the promotion of CL is due to the possibility of sharing various study materials of history, as well as work produced through the mode of similar media tools, which can eventually foster pupils' immersion in CLIL history lessons (Wandera et al., 2016: 128-129). Pupils can find and exchange information within groups through the LearnWeb2.0 tool. Here one can see the links and resources chosen by co-searchers and find out about the uploader of the material. In this regard, group relations come into play with an emphasis on the interaction between searchers and uploaders (Marenzi et al., 2010: 206). Due to intensive cooperation during the use of social media and web-based programmes, such as Wikis and Blogs, one can get opportunities for independent and "self-regulated" CLIL history learning and hone his/her language and subject knowledge (Al-Rahmi and Zeki, 2017: 526-527).

Another effective method of using media technology in CLIL history classroom practice is film, music, etc. Movies can be supportive of CL in the CLIL history classroom. Teachers can introduce some parts of CLIL history content through relevant films, may they be a narration of a historical event or provision of data, etc. On these conditions, an academic programme can be aimed at the transmission of cultural elements to pupils (Raya and Sercu, 2007: 32). Similar to language teaching, content and language-based instruction can scaffold learners' cultural perceptions through the demonstration of visuals and sound (Arias Castro, 2016: 12), developing a more comprehensive view of foreign cultures. As a useful example of the mentioned approach, in the field of sport, coursebooks introduce mostly winners, pointing out their features and victorious pathways. In contrast, films open a broad perspective for pupils, introducing the hurdles and hardships one comes across in real sport and allowing for views on both parties – winners and losers alike (Seeger, 2011: 46). Thereby, as far as films in CLIL lessons are concerned, course takers can most feasibly enlarge their cultural knowledge, may it be related to international, foreign or sports culture. Especially when films contain pictures, photos, mimics and other types of visual aid, pupils get spontaneous impulses for understanding (Widlok, 2011: 18) that may increase their academic or cultural apprehension. Besides, the use of pictures and photos in films activates learners' visual reaction, virtually drawing and

retaining their attention for a long time, in the meantime evoking learners' interest and motivation.

Even back in the 1980s, the teaching model of using films was applied with great success. Films in combination with print material can raise pupils' curiosity and interest in the subject matter and end up with heated discussions within groups (Papaioannou, 2014: 148). The inspiration of learners is indeed noteworthy when it comes to communicating based on visual input, such as films. These are proven data, confirmed in an experiment with medical CLIL course takers who watched a film series as part of their educational assignments (Loiacono et al., 2015: 388).

CLIL teachers of different courses, i.e. history, geography, biology, mathematics, make use of feature films and other sorts of audio-visual clips for imparting knowledge to learners in an efficient and entertaining method and honing their listening comprehension skills (Papaja, 2014: 76). Through films, pupils also enlarge their stock of words in a foreign language (Arias Castro, 2016: 11-12) and improve their language competences. It is due to the visual and aural recollection of unfamiliar vocabulary through films, which exceeds the results produced by run-of-the-mill coursebooks (Seeger, 2011: 45). Furthermore, pupils can quickly grasp history content, fostering their professional knowledge in the given area. Films and their application in the CLIL environment can offer more if more widely explored and investigated.

Teachers can include the visual and aural part in the beginning, in the middle or at the end of the lesson. They can conduct a CLIL history course on the World War by introducing background information via films, such as "The Four Days of Naples" (Nanni Loy, 1962) and "Rome, Open City" (Roberto Rossellini, 1945). It can be followed by reading literary texts, having discussions in groups, provided that pupils receive some aid, e.g. glossaries, comprehension tasks and activities, clarifying questions, synopses, etc. Teachers should encourage learners to form different standpoints on monumental events in history (D'Angelo, 2011: 198). Reading textual materials and watching films and other video sequences of a CLIL history course can make the content grasping process relatively simple. Besides being involved in active learning, pupils may also successfully assist in the collection and coordination of materials for their CLIL course of history, using web presentations like films, pictures, podcasts, blogs, pictures and so on (Marenzi and Nejdl, 2012: 106-107). Furthermore, when it comes to the elaboration of those materials, teachers may assign pupils to give commentaries on relevant posts or feedback, analyse and extend them so that this can establish a milieu of enthusiasm and interest in the area, simultaneously developing pupils' analytical skills.

Though I have introduced the positive contributions of films, one cannot take for granted that movies can be a complete substitute for CLIL courses. Regardless of the originality of film concept in CLIL history education, it still does not replace the use of study materials. Some researchers affirm that the learning outcome of pupils who peruse textbooks or watch lessonrelated films are similar (Seeger, 2011: 46).

The use of technologies in cooperative education causes contrasting views. Some researchers question the employment of media during lesson instruction.

> Skepticism around the value of mass media technologies in the classroom abounds (Adams-El Guabli, 2011: 61).

Despite the potential of extensively using media in the school environment in CLIL history contexts, there are some drawbacks that lower the effectiveness of media tools and their use. For instance, one can focus on the significant loss of time when dealing with social media technologies that can somewhat hinder the learning process (Al-Rahmi and Zeki, 2017: 526527). Also, due to the increased access to media technologies, pupils devote less time to learning (Adams-El Guabli, 2011: 61).

The application of media can make learning a good experience for pupils by enhancing their foreign language, subject and non-academic skills. Without overshadowing the impediments threatening the efficiency of media, such as a waste of time and distraction from the course, there has to take place a gradual transition from conventional run-of-the-mill courses to the cooperative educational system conducted through the full use of media.

4.5. Non-academic gains from cooperative CLIL history

Cooperative methods affect not only pupils' academic but also non-academic and life skills. Therefore, the effects of the cooperative teaching approach on CLIL history learners' overall erudition and non-academic skills are outlined in this section.

> Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (World Health Organisation, 1997:1).

Life skills can be defined and perceived differently in various cultures. On the whole, the fundamental life skills include but are not limited to the following: cognitive skills, decision making, problem-solving, creative thinking, critical thinking, communication, interpersonal

relationship, self-awareness, empathy, coping with emotions and stress (World Health Organization, 1997:1).

In contrast to constant teacher-learner interaction, the communication held among pupils can prevent the emergence of a language barrier, giving rise to more speaking time and furthering various strength of pupils (Hallet, 2011: 90). To this end, cooperative methods are "explicit and transparent" in the sense that they develop pupils' cognitive and linguistic capabilities (Otten, 1993: 73). As to cognitive skills or thinking skills, they are developed when pupils use their mental abilities to process information by dealing with *what, when, where, which* and *who* special questions. Learners may also demonstrate abstract thinking skills when trying to give reasons or form hypotheses with *why* and *what if* questions. Another cognitive mental process is creative thinking and synthesis when pupils come up with new ideas, solutions to problems based on their knowledge, or evaluation skills when learners evaluate their work using some criteria (Hicks, 2017: 13).

Furthermore, when it comes to problem-solving activities, they increase CLIL history learners' critical thinking and reasoning skills (E. Meyer, 1983: 37). As stated by many pedagogues, we need initiators, venture takers and leaders rather than people who simply follow the established social orders. Thus, developing learners' creativity and reasoning skills through innovative cooperative pedagogy can be a significant asset from both individual and societal perspectives.

In the contemporary world, schools should develop pupils' critical thinking and communication skills, teamwork, all of which may be feasible through cooperative work. Teachers also apply cooperative teaching to generate tolerance and acceptance among pupils (Green and Green, 2005: 32) during interaction and collaboration in CLIL history classrooms. Understanding as an essential value and attitude can come up as a result of teachers' and pupils' being able to question their "self", their specific interests and the limitations of their identity (E. Meyer, 1981: 48). In this way they allow others to come up with their peculiar views and approaches towards any issue touched upon, thereby remaining open to alternative mindsets, outlooks and suggestions. Thus, the realisation of cooperative methods enables an exchange of controversial viewpoints and, finally, the settlement of possible disputes over various issues. Moreover, these cases of give-and-take and respect towards other team members and their standpoints can hone learners' critical thinking capabilities and turn teammates into active contributors rather than passive listeners.

CL may promote tolerance and the acknowledgement of opposing views and may entail a mutual understanding if realised in both secondary and grammar schools. The tolerance of each other, mutual understanding and cooperation can occur when CLIL history learners share their work results with peers. It could lead to the satisfaction and pride they take in themselves rather than to the propensity to please the teacher (Shindler, 2010: 228-229). CL may also result in pupils' appreciating one another and increasing one another's confidence. As an outcome, an anxiety-free learning milieu can be established (Kanso, 2003: 4-5). However, pupils presumably do not always feel encouraged to be tolerant and supportive to their teammate(s) in CL because of their different interests and academic development, personal traits, etc.

In the secondary programme of CLIL history studies, CL can also grant pupils social, linguistic and affective benefits (Kanso, 2003: 2- 4). CL can positively affect race relations, promote friendship among learners, increase their self-esteem and class attendance. Accordingly, pupils may have positive behavioural changes, develop a liking for the class and be accepted by their peers, to name but a few (Sharan, 1990: 5-6). As mentioned in the previous sections, the integration of cooperative teaching with CLIL history classes can entail pupils' acknowledgement of various mindsets and attitudes, which may lead to the acceptance of people's peculiarities and varying viewpoints on any issue (O'Rourke and Carson, 2010: 71). Therefore, generating the willingness to understand different personalities becomes a real advantage obtained in CL/CLIL history lessons, which establishes a positive and friendly learning setting. Indeed, the most striking outcome of cooperative activities might be the creation of a conducive, positive learning environment and friendly relations among pupils, as well as between learners and tutors (Littlewood, 1981: 18), which fosters a motivational and high-quality learning process.

Even if the learning environment is conducive, where pedagogues and pupils respect each other, still there is a need to promote different opinions and individuality among learners, treating each pupil as a unique personality with his/her characteristics. The failure to bolster up learners' individualistic traits and identity would be a disadvantage to a positive and productive learning atmosphere, thus reflecting negatively on the study outcome (Becker and Herbert, 2004: 58-59). Pupils are to develop as strong individuals and competent team members at the same time, which could be dependent on various learning circumstances, i.e. the instructor's professionalism, peers and their intelligence level, group atmosphere, relations among group members, etc.

In addition to other advantages gained from the CL approach, one ought to call to mind the development of social skills, such as joint accountability, leadership traits, positive interdependence (Kanso, 2003: 2). As a teaching method with numerous non-academic and academic benefits, CL is also favoured by learners (Lasagabaster et al., 2014: 127) as their preferred classroom practice in CLIL history studies. Social contact may trigger some senses or sensations that can further a natural interest in learners towards CLIL history lessons. Cooperative activities can boost pupils' curiosity and learning autonomy (Widlok, 2011: 19). It can place CL among pupils' most favourite and desired methods in CLIL history lessons.

Diverse activities and strategies have a substantial role in raising or diminishing the learning outcome, significantly influencing learners' motivation. In actuality, teachers have a keen interest in studying and finding peculiar activities that impact on learner motivation in CLIL history classes (Lasagabaster et al., 2014: 119). CLIL instructors realise the necessity to adopt and put into practice activities that foster pupils' interaction skills (Argondizzo, 2012: 271) by involving them in intensive interaction processes. Provided that cooperative tasks are adjusted to pupils' needs and interests, genuine interaction may be triggered among learners (Nunan, 1989: 102). When conducting natural communication in CLIL history classrooms, pupils give flow to their mind and tongue and, disregarding any obstacle to language or content understanding, get involved in an exchange of knowledge and ideas in a natural way.

It is worth mentioning that not all cooperative activities result in negotiation. For instance, in a typical task when pupils have to complete an assignment individually and then finalise the results in groups, pupils may not always reach a consensus. However, the final product may not be as important as the process in cooperative activities (Shindler, 2010: 228-229). As far as the process of cooperation is concerned, it can take place among pupils when they collaboratively analyse their work results (Van den Branden, 1997: 600). It would also be true for problem-solving tasks that are among the most common cooperative activities in CLIL history contexts (Pavón and Ellison, 2013: 71). Cooperation and interaction among learners in CL lessons are prioritised over the final consensus.

During cooperative activities, pupils cannot altogether avoid confronting problems, which may be similar both in the mother tongue and the CLIL language (Falkenhagen, 2014: 419). Most commonly occurring issues might be a collision of ideas, unequal background knowledge of pupils, different styles of dealing with specific lesson-related issues and analysing sophisticated concepts, etc.

Pupils accumulate their independent experience through their active rather than passive and receptive learning (Cummins, 2005: 108). They learn from the immediate personal and social experience, which allows them to come to grips with learning problems (Dewey, 1906/1966: 163) and develop a wide range of non-academic skills. It follows from this theoretical account that CL is an integrated part of CLIL history lessons and should become a commonly accepted method in classrooms.

In summary, cooperative tasks and activities pursue the following objectives: increased motivation, language fluency, goal-oriented and engrossing learning, as well as enhanced cross-cultural awareness (Stryker and Leaver, 1997: 5). Activities with a cooperative nature aim to provide learners with comprehensive knowledge in the subject area and the target language, honing many non-academic skills in a tolerant, collaborative environment. Cooperative methods in content and language-based classes are presumably tailored to pupils' learning needs and are efficient in achieving learning goals (Pastor, 2011: 116).

I can conclude that CL in CLIL history contexts makes the learning environment conducive for the acquisition of non-academic skills. The benefits gained from CL/CLIL history tasks may lie in the area of learners' educational and personal success.

Summary

This chapter has discussed CL and its specific aspects during CLIL history lessons. It introduces deductions made from theoretical investigations that have explored and analysed various aspects of CL in the secondary school programme. These aspects relate to the implementation peculiarities of cooperative methods, teachers' role and their intervention rate in CL processes, the effect of cooperative activities on CLIL history learners' motivation, their subject, language and non-academic skills.

Each of the four subchapters in the chapter is related to a specific aspect of CL. The first subchapter has touched upon the peculiarities of CL, its basic elements, CL theories, structures, methods and the role of group formation. The basic elements of cooperative methods are individual accountability, positive interdependence, simultaneous interaction, social skills and group processing. These are the educational goals of CL that place the teaching approach under discussion above conventional methods. Besides, some theories underpin and justify the use of the CL system in secondary school grades. For instance, Vygotsky sociocultural theory bases

cooperative classroom learning on human interaction and focuses on social processes that activate pupils' mental work. As for the constructivism theory, its key aspects are interaction and communication in social and cultural spheres, and its emphasis is on reflection, imagination and social consciousness. Finally, the theory of humanistic psychology points out the pivotal role of interrelations among humans and favours interaction in an authentic environment of trust and confidence. The mentioned theories and CL are closely interrelated, centred on human relations and interaction.

In the last decades, scholars have developed structures and methods that set rules for the smooth implementation of cooperative activities. There are more than a hundred cooperative task models and structures that shape learning dimensions and goals. Kagan elaborated and compiled most cooperative structures (1989-90). Those structures pursue academic, cognitive and social goals and boost individual skills. In a nutshell, teachers' knowledge of most common cooperative structures and methods can feasibly lead to success in CLIL history learning.

The role of group formation is also essential in that it reflects on the CL efficiency and outcome. The theories discussed above make me infer that the commonly acceptable size of a group is three to four pupils. Pupils or teachers may decide the group composition. Each approach to group building has its benefits and shortcomings; however, CLIL history practice stresses the benefits of both approaches.

The second subchapter refers to the role and function of teachers in cooperative classrooms. The drawbacks in teachers' negative attitude, their lack of knowledge and experience with CL can be the major reasons for the failure of the mentioned method in school practices. Thus, teachers play an important role during the realisation of cooperative activities. There are CLIL history pupils who need continuous assistance and guidance for accomplishing cooperative tasks. Moreover, there may always be a risk of group conflicts, misunderstanding among learners or a lack of cohesion during cooperative work in CLIL history lessons. Hence, teachers may sometimes need to intervene in pair or group work. On the whole, many scholars have recommended that teachers should assume the role of facilitators by giving guidance and explanations to pupils but never actively imparting knowledge to learners.

The third subchapter relates to the effects of CL on CLIL history learners' motivation. It discusses the aspects of group heterogeneity, peer interaction and learner autonomy. I have concluded that during cooperatively conducted CLIL history tasks in heterogeneous groups,

learners' motivation is relatively high. As for peer interaction, it enhances learner motivation by boosting interpersonal relations, communication and interaction among CLIL history learners. Yet, one cannot disregard the risk of collision and misunderstandings in CL. As far as learner autonomy in cooperative CLIL history contexts is concerned, it furthers independent and self-coordinated learning, ultimately increasing pupils' motivation.

The last subchapter informs of the academic and non-academic outcome of CLIL history learners as affected by cooperative activities. I have researched the role of games, dialogues and role-plays, media and other activities to find out their influence on learners' knowledge and skills. As mentioned in theoretical accounts, some shortcomings and impediments hinder the knowledge acquisition of CL/CLIL history learners. For example, the cooperative method is supposedly time-consuming and can cause noise in CLIL history classrooms. Besides, pupils may withdraw from cooperative activities and not contribute to pair or group work. The underlying reasons may include but not be limited to the following: pupils' incompetence, different interests and views, lack of motivation, etc. Under these circumstances, CLIL history learners' academic and non-academic skills may suffer, and they cannot fulfil their educational goals. Based on a broad number of research results, I have concluded that CL can encourage and further communication among CLIL history learners, create a friendly environment where pupils trust and mutually assist each other. It can also involve learners' in problem-solving and reasoning tasks, etc. As an outcome, CL can increase CLIL history learners' knowledge of the target language and the subject matter. Furthermore, it helps them develop tolerance and understanding among learners, to mention but a few CL benefits.

In summary, I conclude that CL is a viable method that secondary school teachers can effectively apply in CLIL history lessons. It has various motivational, academic and nonacademic benefits for learners. The methods of organising cooperative work vary considerably, while teachers' knowledge of those methods is important for the successful implementation of cooperative activities. Besides, teachers should perform the role of facilitators rather than active knowledge contributors, provided that pupils receive clear guidance and necessary assistance when having difficulties with cooperative assignments.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents the research design and methodology that I have applied for conducting and analysing the interviews.

First and foremost, it is important to look into the research problem to get a better insight into this part of the study. The research has set the objective to illustrate the peculiarities and the rate of CL implementation in CLIL history lessons in secondary school grades. Additionally, it aims to distinguish the role of teachers and their intervention rate in cooperative activities. Finally, the research is to find out CLIL history teachers' opinions on the influence of CL on pupils' motivation, academic and non-academic skills. To carry out the interviews, I have used a research design and methodology that are described in the following sections.

The first section introduces the research design, and the second section presents the tabular form of the entire research design. I discuss the vital aspects of subjective theories in the third section. The fourth section is related to the delimitations of the research. It also introduces the names of the subject schools and their districts. It is followed by the population of the study described in the fifth section. The sixth and the seventh sections respectively refer to the research sites and the data collection and instrumentation. To be specific, the seventh section gives details about the types of research questions and their relevance to the research problem. The eighth and ninth sections delineate the method of data collection and data analysis.

In short, the fifth and sixth chapters of the dissertation interpret and present the research design and methodology that will help to understand the data analysis and findings.

1. Research design

The research design aims to structure the research and indicate its essential aspects. The main parts here, that is, those on research methods, measures, sample population, etc. are of crucial importance for addressing the research problem (Odoh and Chinedum, 2014: 17).

In the study, I have used a qualitative research design since it best addresses the research questions. The term "qualitative research" is an umbrella term that encompasses various research approaches with similar commonalities. Qualitative researchers generally seek to find out the belief and experience of people from their standpoint (Brink, 1993: 35). Through this method, it is possible to analyse and find out how and why various aspects of cooperative activities influence pupils in CLIL history lessons (cf. Mohajan, 2018: 2). Thus, scholars define qualitative research as an investigation that aims to address a question by finding answers to it and that applies a preliminarily determined process to answer research questions. It also gathers evidence, makes findings that were not discovered before, and that can be applied beyond the scope of this research project. Moreover, the objective of qualitative research is to gain a profound understanding of a research problem from the viewpoint of subjects (Mack et al., 2005: 1).

> ... to design a study, particularly a qualitative study, you can't just develop (or borrow) a logical strategy in advance and then implement it faithfully. Design in qualitative research is an ongoing process that involves "tacking" back and forth between the different components of the design, assessing the implications of goals, theories, research questions, methods and validity threats for one another. It does not begin from a predetermined starting point or proceed through a fixed sequence of steps, but involves interconnection and interaction among the different design components (Maxwell, 2005: 3).

There are a few types of qualitative research designs, i.e. interviews, phenomenology, ethnography, narrative approach, grounded theory, content analysis, action research, historical research and case study. There are inconsiderable differences between these qualitative methods that are related to the questions, population or situations of the research that need to be studied, and the manner of data analysis (Astalin, 2013: 123). The most suitable type of qualitative method employed for this research is the interview. I have used open-ended interviews for this research that allow me to analyse the data qualitatively and descriptively. They are related to real situations in natural settings, where the researcher aims to find out the peculiarities of the setting (Mohajan, 2018: 7). Moreover, the one-to-one interviews conducted with six samples have allowed me to perceive the interviewees' approaches to and understanding of relevant concepts and phenomena, which has facilitated the comprehensive data collection process (Ryan et al., 2009: 309). Open-ended questions in interviews have enabled me to test the research hypotheses and theories, find out why teachers or pupils

manifest reluctance towards any pedagogical methodology and get more honest answers from respondents (Singer and Couper, 2017: 117).

Investigators can elicit the most relevant information from a smaller number of respondents. At the same time, they can also obtain less pertinent information and themes from a broader range of interview participants. If one respondent out of six mentions a phenomenon or an issue, there is a likelihood that it will be stated at least once in case of interviewing fourteen subjects (Weller et al., 2018: 2-3). For instance, if a teacher discusses pupils' lack of foreign language skills as a factor slowing down the learning process in CL/CLIL history environment, it is expected to hear such a response when interviewing wider samples.

The qualitative research method allows the study boundaries to be more extensive. The questions posed to respondents in the interview may somewhat deviate from the intended focus of research to get an insight into multiple aspects and factors of the studied area (Sandelowski and Barroso, 2007: 36-37). For instance, having interviewees discuss pupils' favourite or disliked CL activities and having them discuss hindrances encountered by learners in CL/CLIL history lessons may result in gaining a deeper understanding of the impact of CL methods on learners' motivation.

Qualitative methods are certainly more subjective than quantitative methods since they lack statistical data and numerical evaluations. Qualitative researchers discuss phenomena holistically (Brink, 1993: 35). Researchers who mostly favour the quantitative research method state that the data acquired and analysed through the qualitative method are not always large enough to be representative of and generalisable for the whole population. Unlike the quantitative method, qualitative researchers do not test research results to find out as to whether they have acquired them by chance or through reliable statistics. Another limitation of the qualitative method is that researchers do not seek to show the frequencies of essential phenomena of the study. Still, both frequent and rare events get tantamount importance. The researched aspects can be meticulously analysed since they do not have to fit into some defined categories (Atieno, 2009: 17). Besides, the extent to which the researcher's standpoint influences findings is difficult to determine (Bricki and Green, 2007: 2). Researchers might also have doubts concerning the participants' convictions, on whose responses qualitative data are based. Any doubt in this respect can lead to relativity. Finally, the findings are strictly germane to the particular context and cannot be applied in a different context (Shakouri, 2014: 676). However, I have conducted the interviews with teachers from three different types of

schools in Berlin, i.e. a grammar school, an integrated secondary school and an international school so that the findings can be applied in broader contexts too.

It must be noted that some problems arise during the use of quantitative methods. The quantitative method cannot answer a lot of questions relating to the research problem (Bricki and Green, 2007: 2), such as what is the pupils' experience with CL, what kind of difficulties they are exposed to in the CL/CLIL history environment, etc. In contrast to quantitative research, qualitative research seeks to find out different approaches of people to the same phenomenon, makes use of the subjects' accounts as research data to study behaviours in real settings, describes an experience that cannot be presented through figures. It also results in producing concepts and theories, assessing processes, employing adaptable and structured research procedures (Hancock et al., 2007: 6).

It is certainly a great benefit of the method used here that qualitative research enables researchers to delineate the feelings, standpoints and experiences of stakeholders, examining and explaining their actions. The qualitative method is also an interpretive research model since it analyses the approaches and behaviours of the individual population. By describing and interpreting the experience and feelings of each participant, a researcher can evaluate individual cases and analyse factors that affect their educational approaches and methods. Apart from this, the structure of qualitative research is not rigid but can be adjusted to elicit detailed answers by giving respondents the freedom to focus on questions they consider important and to discuss topics not inquired by the researcher (Rahman, 2017: 104). The in-depth information acquired due to the qualitative research design can lead to viewing and analysing the crucial aspects of the research from different perspectives.

In addition to the qualitative research method, I have also used the descriptive method to analyse some parts of the research data. Researchers commonly apply both of these methods for investigating the field of education. They differ from each other regarding their goals and the manner of analysing data (Nassaji, 2015: 129).

According to the descriptive method, researchers describe and present statements rather than interpreting them and making inferences. As such, this method is unique among qualitative methods and focuses on eliciting the truth from participants and giving the correct information to the reader (Seixas et al., 2018: 779). Descriptive researchers usually produce a pinpoint description of meaning and events, remaining closer to the acquired data compared with

scholars who investigate in accordance with protocols of the grounded theory, phenomenological, ethnographic or narrative studies (Sandelowski, 2000: 336). It is of primary importance to accurately describe any statement made as a conviction by the interviewees so that I can confirm or reject some research hypothesis, following the description principles of this method. Unlike the qualitative research method, the main concern of the descriptive method is to give a description of a phenomenon and its main features. It also seeks to answer the question of what has happened rather than how and why. According to the descriptive method, data collection takes place qualitatively, but the analyses are done quantitatively by pointing out frequencies, percentages, etc. (Nassaji, 2015: 129). In addition to the qualitative method, the employment of the descriptive method is necessary to find out the implementation rate of CL in CLIL history in percentages, to understand as to what is the role of CLIL history teachers and what are the effects of CL/CLIL history teaching. For the descriptive research method, I have employed the survey tool to collect data from six samples.

The Cambridge Dictionary gives the following definitions of the verb "to survey": (a) to look at or examine all of something; (b) to measure and describe the details of an area of land; (c) to ask people questions to find out about their opinions and behaviour. The survey research is a method of carrying out an empirical investigation by gathering information from a sample of people. Scholars can conduct survey research through qualitative research strategies, e.g. by posing open-ended questions to participants (Ponto, 2015: 168). They can obtain information from a representative sample of a target group in a verbal or written form, e.g. via face to face interviews, telephone interviews and mail questionnaires (Mathiyazhagan and Nandan, 2010: 34).

Mathiyazhagan and Nandan consider survey researchers not to be keen on collecting sociological information about respondents, such as their gender, income, political and religious memberships, financial and social status, age, education, profession, race, etc. They mostly want to find out respondents' opinions and actions (2010: 34-35).

Furthermore, I have used the cross-sectional survey method to study teachers' opinions about different aspects of CL in the context of CLIL history. Accordingly, I have selected teachers from the same population: they are all secondary school teachers of CLIL history. I have generalised the data acquired from six interviewed teachers to the entire population (Visser, 2000: 225). I have described various phenomena, factors and statistics related to CL in CLIL

history through graphs, tables and diagrams by using the descriptive survey method (Avedian, 2014: 4).

All in all, I have used the qualitative method as the primary research design to collect and analyse data. I have also employed the descriptive research method to some extent to describe the essential phenomena of the study.

2. Research design in brief

Research design	Qualitative (Brink, 1993; Mohajan, 2018; Mack et al., 2005; Maxwell, 2005; Astalin, 2013; Sandelowski and Barroso, 2007). Descriptive (Nassaji, 2015; Seixas et al., 2018; Sandelowski, 2000).
Research method	I have analysed the research data according to the qualitative interview method (Mohajan, 2018; Atmowardoyo, 2018; Ryan et al., 2009; Singer and Couper, 2017; Weller et al., 2018) and according to the descriptive survey method (Hittleman and Simon, 2002; Mathiyazhagan and Nandan, 2010; Visser, 2000; Avedian, 2014).
Sample population size	Six
Sample schools	Five
Research sites	Five
Research instrument	Interview

3. Subjective theories

This section presents the essential features of subjective theories that I have considered for the description and analysis of the interview data.

When analysing the teachers' feedback and responses, I have considered subjective theories. Accordingly, teachers use personal views, ideas and arguments to validate their pedagogical methodology. If arguments assist teachers' descriptions and explanations for phenomena and behaviours in CL/CLIL history lessons, subjective theories are explicit (Cuadra Martínez et al., 2017: 2). However, not all the interviewed teachers have given sufficient substantiation for their reasoning, thus being implicit in their beliefs and approaches. Irrespective of different ways of interpreting some peculiarities of CL in their CLIL history lessons, I cannot deem the interviewed teachers' theories entirely explicit and objective. In contrast to subjective approaches, objective theories rely on precise and systematically proven scientific results (Marková, 2013: 821).

The subjective approach does not always mean to be altogether alienated from objectivity. Teachers may condemn certain phenomena or notions that their school system has approved of (Page, 2013: 237). For instance, schools require teachers to conduct lessons in a quiet environment that should be conducive to learning. Yet, very quiet classrooms may signify less activation and motivation on the part of pupils. Therefore, secondary school teachers may not abide by similar school rules but promote productive learning with the full involvement of pupils in lessons, even if it may be a little noisy in the classroom. In short, teachers' subjective analyses of learning processes may be reliable and reasonable but are not so of necessity.
Below, I define subjective theories.

> … we can define teacher's subjective theories as (implicit) personal understandings about various aspects of his/her daily school practice, such as teaching, learning, child development, basic capabilities, etc. These are general understandings that refer to agent's professional-self and therefore are pedagogically related (Mogliacci, 2015: 25).

Thus, teachers have their understanding of behaviours or attitudes in the classroom.
Furthermore, since everyone should hold opinions related to self and the world around (Kindermann and Riegel, 2016: 3), teachers can explain information and interpret actions relating to school education. However, their views on the implementation and influences of various pedagogical methods may differ. Though most teachers may be convinced of the productivity of a particular teaching methodology, others may adversely criticise it. That is

why, when analysing the interview data, I have paid close attention to the personal factors of teachers, the learning group and the school environment. I have interpreted the teachers' standpoints on the critical aspects of CL using subjective theories. Accordingly, if any of the interviewed teachers has favoured the effects of CL on CLIL history learners' knowledge, skills or motivation, I have described his/her attitude as positive (Heathwooth, 2014: 202).

In brief, I have integrated the discussed features of subjective theories with the interview data analysis to understand and examine better the teachers' perceptions of related phenomena and processes.

4. Delimitations of the research

The research aims to study CLIL history teachers' standpoints on the rate of CL application in their classes. Additionally, I have investigated the role of CLIL teachers and their intervention frequency in cooperative activities, the effects of CL on CLIL learners' motivation and knowledge. For the investigation, I have interviewed six CLIL history teachers from five secondary schools in different districts in Berlin. The information is shown in the following table.

Table 1: Names of secondary schools in Berlin

S/N	Name / type of secondary school	Name of district
1.	xxx Grammar School	Steglitz
2.	xxx International School	Mitte
3.	xxx Grammar School	Lichtenberg
4.	xxx Primary and Secondary School	Pankow
5.	xxx Integrated Secondary School	Köpenick

5. Population of the research

The target population for the investigation in this study includes six CLIL teachers of history in Berlin. They all teach in secondary grades and, therefore, it is ideal to acquire the necessary information from them. In this research, I have modified the names of the interviewed teachers.

Table 2: The population of CLIL history teachers in secondary schools in Berlin

T/N	Name of CLIL history teacher	Duration of interview	Name of secondary school
1.	Sam	30 minutes	xxx Grammar School
2.	Kate	40 minutes	xxx International School
3.	Patrick	40 minutes	xxx Grammar School
4.	Simon	37 minutes	xxx Primary and Secondary School
5.	Jack	30 minutes	xxx Integrated Secondary School
6.	Jane	30 minutes	xxx Integrated Secondary School

The interviewed CLIL history teachers have years of experience in teaching and are good specialists in their fields according to their school authorities.

6. Research sites

There were no criteria for selecting research sites. I have conducted interviews with teachers in those schools which permitted it. Thus, the five schools are located in different districts in Berlin, i.e. Steglitz, Mitte, Lichtenberg, Pankow and Köpenick. Besides, the types of schools are different. There are two grammar schools, one international school and two integrated secondary schools that took part in the survey through interviews. Thus, xxx Grammar School and xxx International School are private schools. xxx Grammar School, xxx Primary and Secondary School, xxx Integrated Secondary School are public schools. However, there is

something that combines these schools: they have all integrated CLIL with their curriculum that is conducted in a foreign language – English.

Accordingly, the level of knowledge and competences of pupils may vary, depending on the type of school they are attending.

7. Data collection and instruments

I have designed an interview schedule as an instrument for data collection. The face-to-face interviews, conducted with six CLIL history teachers in secondary school grades, aim to elicit responses about CL in CLIL history lessons. The questions posed to the teachers are openended and also include indirect questions relating to CL and its implementation rate in school, the role teachers play in the CL environment and their intervention frequency in pair and group work. Additionally, through indirect questions, teachers' beliefs and attitudes have been elicited as to what kind of influence CL has on learners' motivation and how it affects pupils' academic and non-academic skills. To have a deeper understanding of the application peculiarities of CL in those teachers' classrooms, I have also asked them to describe the type of cooperative activities commonly realised in CLIL history lessons, the difficulties pupils come across and the kinds of activities favoured by learners. Finally, the teachers have expressed their opinion on the further improvement of cooperative methods in schools. These specific interview questions posed to the teachers have allowed me to acquire relevant information from them and to address the research problem.

Here is the list of the questions I asked the interviewees.

1. What kind of cooperative activities do you carry out during CLIL lessons? Please describe a few of them.
2. How is cooperative work commonly organised in a CLIL classroom, e.g. in pairs, a group of three, four, etc.?
3. What kind of cooperative activities are particularly favoured and smoothly implemented by pupils?
4. What kind of activities particularly cause difficulties? Please describe a few of them.
5. What types of obstacles occur when using CL methods and why?

6. What portion of CLIL lessons does CL count for?
7. Do you intervene in group interaction, and how often?
8. In your opinion, how does CL influence pupils' motivation?
9. What is the outcome of CL in CLIL lessons in reference to pupils' knowledge of the foreign language?
10. How does the use of CL methods affect learners' knowledge of the subject matter?
11. What other skills are developed and honed during the implementation of CL in CLIL lessons of history?
12. Do you have any remarks for improving the quality of CL in CLIL classrooms?

Besides these questions, more questions came up, relating to the teachers' role in cooperative lessons. As far as the influence of CL on pupils' motivation is concerned, I have also questioned the teachers as to how group heterogeneity, peer interaction and learner autonomy affect pupils' motivation. All in all, the questions posed to the teachers at the interview are related to the research foci. To this end, the interviews conducted with the CLIL history teachers are structured and do not deviate from the research problem (Sökefeld, 2003: 99).

8. Method of data collection

After compiling the research questions and having them approved by my doctoral research supervisor, I have carried out interviews with the CLIL history teachers. It was my task to go round the schools to get permission from the school principals and conduct face-to-face interviews with the teachers. I recorded then transcribed and analysed the interviews. Since I did not have a helping hand, it took approximately a month to acquire permission from each school and to arrange an interview with each teacher. Overall, the interviews took six months, i.e. from December 2017 to May 2018.

I have chosen personal interviews for data collection since they enhance the chance of getting longer and more comprehensive answers to questions. Besides, the presence of the interviewer increases the response quality (Owens, 2002: 6) and enables the acquisition of data that can be valuable for the research. Most importantly, I have ensured the reliability and authenticity of the data by acquiring them directly from CLIL history teachers and not modifying them. As for

validity and significance, the primary data obtained from the first-hand experience outweigh secondary data; the latter usually change by someone (Sajjad Kabir, 2016: 204).

During the interviews, I posed relevant questions to teachers and elicited their approaches towards the educational teaching method. Along with this, qualitative and descriptive methods have made it feasible to draw objective conclusions about the practical applicability and effects of CL in CLIL history lessons by comparing statements, opinions, standpoints and not only figures and numbers.

Overall, I have adjusted the data collection method to the available resources to make sure I can realise the research within the designed time and resources (Peersman, 2014: 5). The last chapter identifies and presents any gap of information caused by the restricted time frame and a lack of resources that could be useful for the research to be considered for future investigations.

9. Method of data analysis

I have analysed the data acquired during interviews using the qualitative research method. Because of a limited number of interviewees, credible numerical investigation results would have been challenging to produce. To this end, I have applied qualitative analysis methods to delineate and analyse the central aspects of the research. Moreover, I have also used the descriptive research method to compare and indicate some figures and percentages that regard certain aspects of the study, such as the amount of CL applied in CLIL history lessons, teachers' intervention rate in cooperative work, etc. I have considered any opinion held by the majority of the interviewed teachers as credible.

The data analysis has followed the inductive pattern by discussing details of some statements, then more general concepts and, in the end, some themes that describe the particular phenomenon or process. I have used the three methods of coding a text developed by Strauss (1978) to analyse the research data, i.e. open, axial and selective. Open coding is a primary phase of analysing data, which encompasses the identification and labelling of keywords or groups of words in the data. Once relevant descriptions and categories have been labelled during the open coding step, the significant phenomena of the research have been described and interpreted by using various conceptual labels in the axial coding process (Mohajan, 2018: 10). Those conceptual labels have then been viewed in terms of their interrelations. I have taken

into consideration that one label (category) could be related to the detail of some other label (subcategory). Thus, during data analysis, axial coding has ended up generating various categories and subcategories. The identification of any other relevant phenomena that scaffold the axial coding results has taken place in the final stage of selective coding. Some categories that I have not entirely revealed and described in the axial coding phase have become complete due to selective coding (Atmowardoyo, 2018: 198). Besides, the disclosure and comparison of major categories have resulted in developing a theory. For example, I have asked the six interviewed CLIL history teachers to explain how and why certain aspects of CL/CLIL history lessons benefit pupils or decrease their learning potential. The answers elicited and the data analysed have enabled me to make conclusions.

I have also used Sandelowski and Barroso's style since it allows variations and alternative by promoting the adaptation of the research methodology to the research rather than conforming the study to the method (Chenail, 2009: 9). Sandelowski and Barroso support the idea that scholars should combine the critical aspects of research data to create a correlated theory or study that could connote validity, accuracy and credibility.

> In such cases the researcher goes beyond the separation of data into qualitatively unique categories and themes and strives to integrate these separate distinctions into a synthesis as can be seen when qualitative researchers create grounded theories, essences, or thick descriptions of the phenomenon under study (Chenail, 2009: 10).

The process of the data analysis includes the organisation of data, the identification of patterns and the synthesis of key ideas. This approach has been adopted from Hittleman and Simon's method (2002: 175). In the first part of the fifth chapter, I have organised, sorted out and analysed all the answers about the first focus of the research (i.e. the extent to which cooperative methods are applied in CLIL history lessons, teachers' role and their intervention frequency in cooperative activities). I have analysed and compared teachers' responses and have drawn charts or tables to indicate the main aspects of the analysis. Similarly, I have composed the next two sections of the study by organising, identifying and categorising the answers elicited from the teachers relating to the influence of CL on CLIL history learners' motivation and knowledge. Certainly, broad answers given by the interviewed teachers have allowed me to analyse the data more comprehensively. I have examined the research data in a manner to indicate its link to the research questions that are related to existing research and literature.

Reliability and Validity of Research

As for the terms "reliability" and "validity" of qualitative research, they are translated into an interpretation of data that is rigorous, has a quality and is worth trusting. To render reliability and validity to their scholarly findings, researchers should avoid partiality and be truthful when describing and evaluating any relevant phenomenon (Golafshani, 2003: 604). Validity can be internal or external. Research is internally valid if the findings correspond to reality, and external factors do not influence them. The extent of the applicability of such correspondence to reality across groups determines the external validity of research findings (Brink, 1993: 35). Another scholar has attributed validity to the item an instrument assesses. In addition, reliability refers to the trustworthiness of the information acquired through an instrument (Mohajan, 2017: 1). It regards the repetitive and consistent nature of the answers given by interview respondents. The reliability of research findings increases with the researcher's capability to gather and render data with accuracy (Brink, 1993: 35).

Qualitative research can be reliable if the responses given by participants are consistent and if there is consensus among people who give feedback concerning the same reality. However, reality is multiple and intangible so that everyone can perceive it differently (Sandelowski, 1993: 3). On the contrary, researchers do not deem validity to be inherent in the qualitative method since they cannot accurately evaluate stakeholders' attitudes and behaviour. Yet, any misunderstanding or misinterpretation of research questions and answers can be directly discussed during the interview, which can increase the accuracy and validity of the qualitative data obtained. The qualitative design also allows me to test the validity of the questions and their pertinence to the interviewees by observing their reactions and formulation of opinions (Roller, 2011: 12).

Most scholars assert that no research can be error-free. Errors occurring in research can be of a few types. Firstly, if a research hypothesis is confirmed to be correct, but the researcher decides to reject it. It may also happen that research falsely ascribes considerable differences to some phenomena germane to the study. The second type of error is not rejecting a hypothesis which turns out to be false. The third probability of an error could be giving an invalid reason for a rejection of a hypothesis. Finally, a researcher may misdescribe a hypothesis, which has been rightly rejected (Mohajan, 2017: 5-6). All these errors pose a threat to the validity and reliability of research findings. I have tried to avoid the mentioned common types of research errors when making conclusions regarding the analysed interviews.

In brief, qualitative and descriptive research designs are the main methods used to collect and analyse most of the empirical data. I have mostly used these methods to render accuracy and validity to the interpretation of statements and opinions of the six interviewed CLIL history teachers.

Summary

In summary, this chapter has described the research design and methodology, showing the scopes of the research and some details. Those details relate to the number of respondents, the types of schools, the methods of collecting and instrumenting data and, finally, the model of analysing the collected research data. By using the mentioned instruments and techniques, I have examined the aspects identified by the research and addressed the research questions. The fifth chapter presents the analysis of the research data, and the sixth chapter states the assumptions and findings.

CHAPTER 5

ANALYSIS OF DATA

Introduction

This research aims to show the current practical application of the cooperative teaching methodology in CLIL history lessons in the secondary school programme of Berlin. The primary issue that I should address through the research is to analyse the application rate of CL in CLIL history lessons and its influence on learners' motivation, academic and non-academic skills. Theoretical accounts present data that indicate the little use of cooperative methods in contemporary CLIL classrooms. Furthermore, many scholars have an unfavourable opinion towards cooperatively organised CLIL history lessons for pupils' motivation, their academic and non-academic skills. In this respect, it is essential to find out about contemporary CLIL history teachers' experience with cooperative methods and get their standpoint on the influence of CL on CLIL history learners. Therefore, I have conducted interviews with six CLIL history teachers in Berlin secondary schools to elicit relevant information and analyse this field. Firstly, I have posed questions to teachers that relate to the types of cooperative activities commonly organised in CLIL history lessons. I have also questioned them about the manner of organising cooperative work, the difficulties encountered by learners, etc. I have also asked the teachers indirect questions concerning the research, such as the estimated amount of CL in CLIL history lessons, the role of teachers and their intervention rate in CL work, the effects of CL on CLIL history learners' motivation, academic and non-academic skills. With the help of these questions addressed to the interviewed teachers, I have tried to have a broad perspective on their use of cooperative methods in CLIL history classrooms. As a result, the acquired data have enabled me to answer the research questions and fulfil the research objectives.

The chapter consists of three sections. The first section briefly introduces the three major parts of the data analysis section and shows how I have analysed the data. The second section states the names of the teachers and the schools and gives information on the general description of the interviewed CLIL history teachers. The third section presents an analysis of the data.

1. Organisation of data analysis

As mentioned earlier, the research has three central aspects. They relate to the application of CL in CLIL history classrooms in five secondary schools in Berlin, the influence of CL on pupils' motivation, academic and non-academic skills. Each of these foci contains aspects that need to be addressed to analyse the topic. Hence, I have presented and analysed each focus separately in this chapter.

In the first part of the data analysis section, I have introduced and analysed the extent to which CLIL history teachers use CL methods, the teachers' role and intervention rate in CL lessons. I have analysed each of these mentioned aspects through a comparison of the six interviewed teachers' responses on the theme. Finally, there are three hypotheses stated at the end of the presented and analysed data relating to the first research focus. According to those hypotheses, CL is not fully integrated with CLIL lessons. Also, I suppose that teachers are more active helpers rather than facilitators in the cooperative CLIL environment. Accordingly, teachers' intervention rate in CL is supposedly high. The first part of the data analysis section also includes a pie chart, bar graph, table, etc. to outline the essential aspects of the data.

The second part of the data analysis discusses the influence of cooperative methods on CLIL history learners' motivation. It mainly refers to the effects of group heterogeneity, peer interaction and learner autonomy on CLIL history pupils' motivation. To better indicate the relation between the analysed data and the conjectures, I have introduced three hypotheses in the end. According to those hypotheses, pupils' motivation increases due to the three mentioned aspects. This part of the data analysis also contains charts, graphs, diagrams and tables to emphasise the compared aspects of learners' motivation in CL/CLIL history lessons.

The final, third part of the data analysis focuses on the presentation of the information obtained from six teachers, relating to the effects of CL on CLIL history learners' foreign language, subject matter and non-academic skills. I have analysed the data by juxtaposing and comparing the interviewed teachers' standpoints on this theme. In the end, I have stated three hypotheses. The first hypothesis puts forward a supposition that CLIL history lessons conducted with cooperative methods develop learners' foreign language competences. Similarly, the second proposed hypothesis assumes that CL/CLIL history learners enhance their subject knowledge and make academic achievements. Finally, the third hypothesis assumes that pupils also gain

non-academic skills in the CL/CLIL history environment. This part contains diagrams, tables and charts to show the main aspects of the analysed data.

2. Presentation of descriptive characteristics of respondents

This section provides information about the names of the schools and the designated names of the interviewed teachers. Below, I give a general description of the six CLIL history teachers.

I have interviewed six CLIL history teachers who work in secondary schools in Berlin. Two of the teachers work in xxx Integrated Secondary School in Berlin. The other four teachers work in xxx Grammar School, xxx International School, xxx Grammar School, and xxx Primary and Secondary School, respectively. Thus, I have interviewed two teachers from grammar schools (xxx Grammar School and xxx Grammar School), one teacher from an international school (xxx International School), one teacher from a primary and secondary school (xxx Primary and Secondary School) and two teachers from an integrated secondary school (xxx Integrated Secondary School). All these schools are based in Berlin and provide content and language integrated education in history in the secondary school grade. The language of instruction in CLIL history lessons in those schools is English. The table below contains information about the schools where the interviews took place and the names of the interviewed teachers.

Names / types of schools	Names of teachers
xxx Grammar School	Sam
xxx International School	Kate
xxx Grammar School	Patrick
xxx Primary and Secondary School	Simon
xxx Integrated Secondary School	Jack
xxx Integrated Secondary School	Jane

I have modified the names of the teachers who have taken part in the interview. They are Sam, Kate, Patrick, Simon, Jack and Jane, respectively. Here is the general description of the teachers.

Sam, who works in xxx Grammar School is a middle-aged man at about 50 with extensive experience in teaching CLIL history. He has a very good command of English and holds a high position in the school.

Kate recruited in xxx International School is a young woman at the age of around 35. She is very enthusiastic about her job, has developed English skills and is very interested in experimenting with new methods and activities to find out how they meet changing classroom demands. Moreover, she is quite friendly but, meantime, consistent in her duties as a teacher. Last but not least, among the other interviewed CLIL pedagogues, Kate seems to be the most knowledgeable about cooperative teaching methods and aware of their influence on pupils' motivation and knowledge.

Patrick from xxx Grammar School is around 60 years old. He is said by his principal to have a good knowledge of English; however, he preferred to give an interview in his native tongue - German. Patrick has a leading position in the school, and his organisational role is vital for the colleagues. As a teacher, he seems to be strict, consistent and knowledgeable. His good knowledge can be a result of decades of experience, which has contributed to his awareness of cooperative methods and the use of those methods in his lessons. Thus, taking into consideration Patrick's broad experience and his rigorous attitude to teaching, I can regard his standpoints valuable.

Simon employed at xxx Primary and Secondary School is a native speaker of English, unlike the other interviewed teachers. He is about 45 years old. He is a quiet person and would not seem to be bothered by classroom issues that might commonly worry teachers. His co-teacher did not take part in the interview since he was ill that day. Still, Simon tried to share the requested information and present his and his co-teacher's experience with CL in CLIL history lessons. He has a lot of experience in teaching history bilingually and is familiar with cooperative methods.

Jack from xxx Integrated Secondary School also has broad teaching experience. He is a young man, about 35 years old. Jack also has a sound knowledge of English. He seems a little hesitant

about trying new methods. However, he has made an impression as an intelligent teacher who does his best to contribute to pupils' knowledge.

Jane working in xxx Integrated Secondary School is a woman aged about 40. She has more experience than Jack and seems more motivated to experiment with new methods in her CLIL history lessons. Jane seems to be knowledgeable, intelligent and very enthusiastic about her job. Her command of English is very good since she is a teacher of history and English. Besides, Jane is interested in increasing the quality of her cooperative CLIL lessons. Therefore, she observes the teachings of her colleagues or other CLIL teachers in different schools to enrich her experience and understanding of cooperative methods.

3. Analysis of data

This section presents and analyses the data acquired during interviews with the six CLIL history teachers. It comprises three parts that touch upon the main aspects of the research.

Part 1

The first research focus relates to the rate and the manner of implementing CL in CLIL history lessons in the secondary school programme. The first question that the research poses is the following:

Research Question 1 - To what extent is CL integrated with CLIL history lessons and what is the teachers' role and their intervention rate in the learning process?

The first research question has the following sub-questions: 1) What amount of pair and group activities are carried out in CLIL history lessons in the secondary school programme? 2) What kind of role do teachers assume in CL CLIL classrooms? 3) How often does the teachers' intervention take place in the cooperative CLIL learning process?

Amount of CL applied in CLIL history lessons

The six interviewed school teachers make different and sometimes contrasting statements regarding the implementation of cooperative activities in their CLIL course of history. For

instance, Sam uses either the working phase or the transfer phase to carry out CL in CLIL history lessons. The practical application of newly learnt lesson-related concepts takes place at the working phase. However, pupils should first take enough time to understand the information relating to the lesson. Therefore, Sam dedicates the first part of the lesson to teaching subject content in a foreign language without using the cooperative methodology but teacher-centred approaches. Once learners apprehend the content, Sam assigns collaborative tasks that pupils should accomplish in pairs or groups of four.

> Cooperative work is commonly organised in a CLIL classroom in pairs or groups of four.

Sam carries out different types of cooperative activities, such as placemat, where learners firstly individually familiarise themselves with different ideas, e.g. the treaty of Versailles. Then pupils put down their thoughts on their placemat fields and discuss them with peers.

> In think-pair-share activities, students work out individually comic symbols (.) after that, they discuss with the partner who has a similar comic and compare with a different group and a different pair of comics.

Think-pair-share assignments can be interesting for learners since they discuss different comic symbols relating to historical events with peers. Thus, Sam uses CL mainly for transfer and working phases so that pupils can practise the already learnt concepts. Overall, CL makes up a maximum of 25% of Sam's CLIL history lessons, whereas most of the lesson provides knowledge to learners, directly imparted by the teacher.

The second interviewed teacher, Kate, dedicates about 40% of the lesson to CL. She states that there is a wide gap in the curriculum between 7-8 and 9-10 grades.

> … obviously, we also have a lot of restrictions based on the curriculum, especially in grade 9 and 10, the curriculum is VERY, very heavily content-based (…), and it is the IGCSE certificate (sighs), so we don't really have much time for cooperative methods, it's a lot of content (..), but we do even more in grades 7 and 8.

Kate has also stated that content is sometimes crammed with information that teachers cannot cover by using cooperative methods. It would mean that much content is incompatibility with cooperative methods. Moreover, CL is more applicable in lower secondary grades but time-consuming and less efficient in higher grades. Thus, Kate confirms many scholars' views (e.g. Felder and Brent; 2007: 34-35) regarding the positive influence of CL on pupils' knowledge in lower secondary grades and highlights the importance of traditional methods in higher grades.

I believe that CL methods should not hinder the acquisition of in-depth subject knowledge if learners effectively use them to grasp less profound information.

Kate has also stated that each content requires specific methods and activities; however, finding suitable cooperative assignments for each material is a difficult task. Thus, it should be necessary to develop cooperative methods, matching them with the subject content.

Apart from this, Kate considers CL to be less realisable in the humanities. The standpoint stated by the teacher runs as follows:

> …it is more based on inquiry-based learning, so that's why I believe that cooperative learning juST CAN'T a lot (.), especially in the humanities.

Not only the grades matter when discussing the probability and practicality of CL in CLIL history classes, but also the subject matter. Kate deems that humanities provide less favourable conditions for learning through cooperative methods, although history and geography are the most common CLIL subjects in schools (Martucci, 2015: 68). On the one hand, Kate considers history not to be suitable for CL; on the other hand, scholars deem it to be compatible with CLIL programmes. The history subject supposes intensive interaction among learners during the lesson, which should be more conducive to cooperative methods. Therefore, this approach of the teacher causes many doubts concerning the applicability of CL in CLIL history lessons. Besides, Kate's mention of inquiry-based learning as an optimal method of enlarging one's knowledge in human sciences show her preference to use traditional methods.

> There is SO much you can do in terms of discussing and sharing opinions and perspectives (smiles), and I think that has many benefits.

Exchanging opinions with peer learners can be beneficial in terms of allowing pupils to get a bigger picture, broaden their horizon and become open-minded.

Discussions set up in pairs or groups are a model of the cooperative approach and enable learners to exchange opinions and have a more comprehensive perspective over a topic.

It should be due to some benefits of CL that Kate conducts around 40% of CLIL history lessons through cooperative methods.

> …it always depends on the lesson (…), it's about 40%.

There is some contradiction in Kate's statement. She thinks that CL is somewhat unfavourable for history lessons. It would be expected of a teacher with such a CL implementation rate to be

convinced of the usefulness and suitability of cooperative methods for a CLIL history course. On the other hand, it is noticeable that Kate does not have a rigid mindset and is flexible when it comes to using CL methods.

Kate mentions that she restricts the number of learners in group activities to a maximum of four participants. In this respect, Sam and Kate have the same opinion by considering that collaboration among learners in such small groups can yield better results. According to Kate, in rare cases groups can comprise up to seven participants where each learner should have his task to carry out, given that the theme is broad enough so that groups can be bigger. However, it cannot be overlooked that group discussions among seven pupils can be less effective, and the speaking time of individual learners would then be less than in small groups. That might be the reason for Kate to only rarely organise cooperative work in a group of seven.

As for the group organisation, Kate forms groups randomly. In restricted cases, she permits learners to choose their learning partner. Still, the prerequisite should be to ensure the high quality of the work produced during group learning. It is a reasonable attitude to learning in groups whose members are continually changing. In this case, pupils get the chance to develop close bonds with most of their classmates.

To sum up, I have qualitatively analysed Kate's experience and the reasons for her approaches to some aspects of CL in CLIL history lessons (Rahman, 2017: 104). Though some factors may lower the use of CL activities in her CLIL history lessons, cooperative tasks make up about 40% of the lesson.

Unlike Kate, Patrick claims that the use of cooperative group work comprises up to 60-70% of the lesson, sometimes even 100%. It is a very audacious statement by Patrick, and it is essential to look closely into some factors that may enable the use of CL to this degree. Besides, based on Patrick's responses, I can assume that at times Patrick does not intervene in CL/CLIL history lessons at all but only takes up a facilitator's role in the classroom.

> Also sind sie in der Regel von 60-70 Prozent, teilweise 100 Prozent. Es hängt immer von der Sequenz ab, vom Thema und so weiter (..), und es ist sehr großer Anteil ...
>
> English translation
>
> So, as a rule, they make up 60-70%, sometimes 100%. It always depends on the sequence, the theme and so on (..), and it makes up a considerable part … (E.B.)

Patrick states that he implements CL in every history lesson. The CLIL history instructor gives priority to the use of various activities that aim to engage each pupil with the active learning process. The active learning takes place through the realisation of teamwork in groups of maximum four or five pupils, as was the case in Sam's and Kate's classrooms. Like these two teachers, Patrick also realises think-pair-share and puzzle activities. In some cases, learners may be told to work on the same text, in other cases, they should read different texts and, finally, impart their acquired and analysed information to those who were assigned other texts. In both cases, it rests upon learners not only to communicate the meaning derived from the presented materials but also interpret facts and provide their perspective concerning the issue. I can infer that Patrick assigns pupils cooperative tasks that would develop their analytical mind. Puzzles and think-pair-share activities are among the most common CL methods, and it seems Patrick is comfortable using them in his lessons.

> Was ich nutze ist in der Regel quasi authentisches Setting (clears his throat), das heißt die Schüler agieren in einem bestimmten Setting (..), zum Beispiel sie müssen sich für einen amerikanischen Präsident entscheiden, der auf die Stationierung von Raketen durch die Sowjetunion auf Kuba reagiert….

English translation

> What I use, as a rule, is a virtually authentic setting (clears his throat), it means that the pupils act in a certain setting (..), for example, as an American president they have to decide how to react to the stationing of rackets in Cuba by the Soviet Union (E.B.).

The example above shows that pupils are required to be active participants in class and need to form their personal views and opinions, which they express by pretending to be a US president. It is a common cooperative task that Patrick assigns to learners to promote authenticity and develop pupils' analytical skills. Learners can interpret historical events and extend the provided information through a group puzzle, jigsaw reading, etc. Patrick states that irrespective of the activity chosen, the learning atmosphere created through the use of cooperative activities can instil the sense of responsibility into learners. Taking into consideration that many theories confirm the authenticity (Casal, 2008: 4; Holcomb, 2001: 28) and learners' increased responsibility (Weidner, 2003: 29) as an outcome of cooperative methods, Patrick's extensive use of CL activities can also be due to these benefits of the approach.

In short, according to Sam's, Kate's and Patrick's experience, cooperative work engages learners in the active learning process. Thus, these teachers employ various pupil-centred teaching methods in their CLIL history lessons to make lessons more interactive. However, unlike Sam and Kate, Patrick uses cooperative methods most of a lesson that makes up around 60%.

Another teacher, Simon, presents some crucial details of his and his co-teacher's experience alike. They carry out team teaching in CLIL history lessons: one of them is a language teacher, and the other is a history teacher. Although they both use cooperative methods in lessons, their teaching approaches somewhat differ. For instance, Simon favours reading and writing tasks, whereas his teammate supports interactive activities. Therefore, the objectives set by those two teachers are contrasting. Regardless of this, they take measures to elaborate a standard method for conducting CLIL history lessons that would meet the demands and needs of their learners.

Simon mentions that he mostly organises cooperative activities in pairs and groups of a maximum of four learners. In CLIL history, the teacher assigns pupils to work on lessonrelevant texts by reading them aloud in turns.

> We take our texts, and we take turns reading a paragraph at a time, and I go around the room and have EVERYbody read a paragraph (.), it's easy to monitor, reading is really the most effective (…), seeing that everybody has read the material if we go around the room and everybody takes turns (pleased).

This reading activity organised through the traditional learning method is in contrast to the goal of the CL concept. It reduces the active engagement of pupils in the lesson, for there is one learner reading in the class at the time. Even though this task has nothing to do with CL, the teacher favours it, for it assures that all learners at least once acquaint themselves with the entire text. I assume that Simon prefers the traditional method over CL since he may consider it to ensure more productive learning. Besides, in partner or group reading, Simon would supposedly have less trust in learners to independently carry out the reading assignment without the teacher's direct intervention.

Simon and his co-teacher assign similar tasks that pupils should complete in groups too.

> …or, you know, we like to do small groups of three, four, maximum, we DON'T like to go bigger than 4 (pensive), let's say that our experience is that when a group gets too big, they don't function as well (sighs), so that's kind of how we do it.

I can infer pupils work cooperatively since pupils organise their learning in CL groups under the monitoring of teachers, which partly resembles the Cooperative Integrated Reading and Composition (CIRC) method (Robinson, 1991: 4). Simon seems to be flexible by switching the teaching method even though giving more value to the traditional learning style.

Meantime, as also mentioned by the other interviewed teachers, the group size should be limited to four participants since bigger groups may decrease the learning potential and atmosphere. One cannot question this approach unless learners in bigger groups prove to be motivated and disciplined enough to work with their teammates effectively.

Besides doing a reading assignment, CLIL history pupils also carry out other cooperative tasks, such as working with worksheets, making posters or realising other lesson-related small projects. Pupils tend to like making a poster since it allows them to engage with active learning. Besides, since the cooperative activities carried out in Simon's CLIL history class seem to be closely related to the lesson theme, I can cast doubt on the theoretical presumption that there is no relevance between lessons and cooperative tasks (Walz, 1960: 18).

Tout ensemble, Simon's use of cooperative methods comprises about 75% of his CLIL history lesson. This high rate indicates that Simon's approach to teaching methods may differ depending on the type of activity carried out in class. Though prioritising traditional reading methods over CL, Simon seems to integrate CL methods with other classroom activities intensively. Besides, his co-teacher, who favours CL more than traditional learning, might influence the frequent use of CL activities. Thus, only around a quarter of Simon's lesson is based on the teacher's direct transfer of information to learners through the traditional methodology.

Unlike Simon, Jack dedicates half of the lesson to instructing through conventional teachercentred methods. He considers it important to provide pupils with knowledge and skills by directly transferring lesson-relevant information. If often given partner and group work, learners may get off the track and start dealing with activities irrelevant to the lesson. There may be different reasons for this issue, such as pupils' unwillingness to carry out independent learning for a long time without the teacher's frequent intervention. Another reason might be pupils' lack of knowledge to cope with cooperative assignments and to achieve good results in the end.

> …cooperative activities are about 50% of the lesson. Well (..), children can't use the WHOLE LEsson for group work or pair work, they need to get the information from me and from the books. Then, when they know the content (serious), they can go ahead with their group tasks.

When comparing Jack with the previously mentioned teachers, he does not consider CL to be incompatible with CLIL history. Moreover, he does not suggest the unsuitability of CL for specific grades, but his only concern seems to be the knowledge of learners. Jack is uncertain as to whether pupils would be able to accomplish cooperative tasks if left on their own. Many scholars from theoretical studies share Jack's approach, stating pupils' attitude to learning and their mental development level to be more decisive for the success of CL. Nevertheless, some scholars (e.g. Klippert, 2009: 30; Ramos and Pavón, 2015: 151) also blame teachers for pupils' failure in CL. On the whole, Jack's stated amount of time dedicated to CL learning is sufficient to indicate the integration of CL with his CLIL history course.

In his CLIL history lessons, Jack often assigns partner and group work. He refers to partner work as an efficient way of carrying out interactive learning. Jack assures that conflicts among pairs are a rare phenomenon in his class. Reaching a consensus regarding different aspects of partner work should actually be easier in contrast to groups where the views of group members may widely vary. Still, the teacher organises group work in the CLIL context, limiting the size of a group to four pupils, as is the case in Sam's, Kate's, Patrick's and Simon's classrooms. In my opinion, there might be factors to cause a misunderstanding even among two learners or in small groups. Therefore, the mutual understanding among partners and group members could imply that Jack's learners can study well with one another, and their individual personalities do not impede the learning process.

To sum up, Jack prefers to organise cooperative work in pairs or small groups. On average, he instructs 50% of his lessons via cooperative methods, which is less than Simon's and Patrick's use of CL. Still, it is more than Kate's and Sam's employment of this method. In brief, all these five teachers' experience shows that CL makes up an indispensable part of their CLIL history lessons.

The last interviewed teacher, Jane, has given her estimation of the amount of the cooperative methodology applied in her CLIL history lessons. Her practice does not differ from Jack's experience in so far as her use of cooperative methods ranges from 40 to 60%. The fluctuation of the given index is dependent on diverse factors like the topic touched upon, pupils' preparedness and willingness to deal with a task and so on. Taking into account that the class

is relatively large, i.e. it comprises 29 pupils, Jane organises cooperative work for small groups with a maximum of four pupils.

> We organise cooperative work, often following the think-pair-share pattern, often groups with four pupils since the class is large (sighs), 29 pupils.

The most commonly realised method is think-pair-share, that was similarly popular with the other five teachers. Likewise, posters, video clips, presentations are part of cooperative methods applied by Jane.

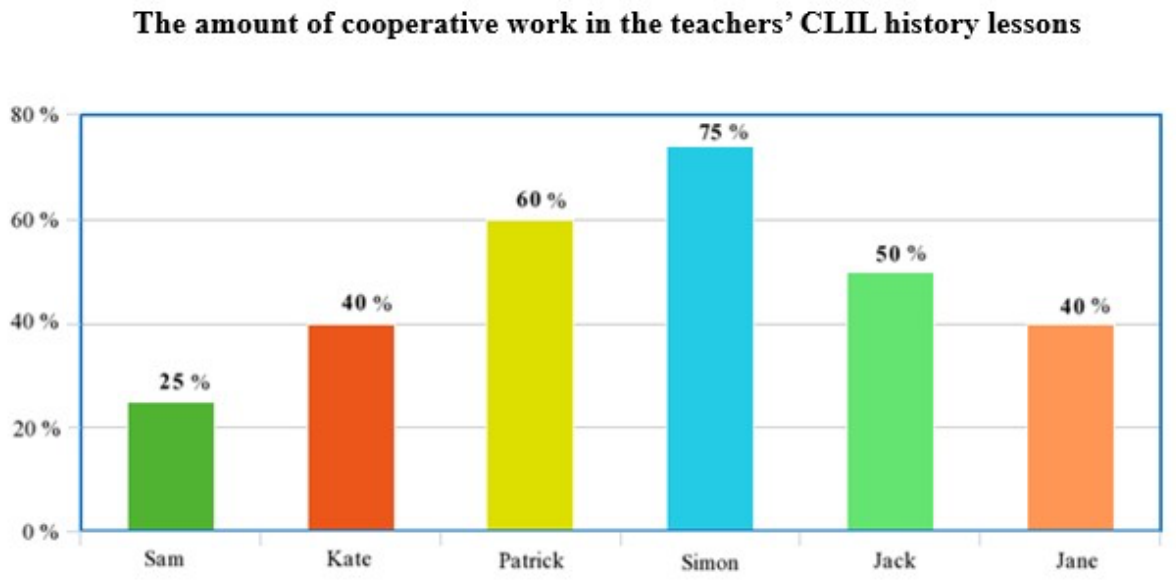
> Students create learning products, such as POSTERS, VIDEO clips, PRESENTATIONS (..). In group work, a timekeeper and task manager are used.….

Jane states that interactive activities are often accompanied by a timer, task manager, etc. It presumably increases group work productivity and time efficiency. Jane uses a timer in cooperative activities like presentations, posters, video clips, etc. These activities can immerse pupils in the learning process and focus their entire attention on the lesson, provided teachers apply certain time restrictions. It is true that without time restrictions, cooperative work could not be productive unless learners had good time management skills. However, pupils work at a different pace, and teachers should use appropriate timing methods for individual learners. In this case, CLIL history teachers should promptly respond to different learners' needs and be conscious of their needs, whether they are quick or slow learners.

In summary, Jane employs CL methods during 40-60% of a lesson.

As one can notice from the six questioned CLIL history pedagogues, cooperative work is, in fact, evident in their teaching units. However, the extent to which one makes use of interactive teaching methods in the CLIL history environment can differ widely. The experience of the six different teachers has shown that from diverse researched methods, teachers implement only a few limited types of cooperative activities. There might be some reasons as to why the CLIL history teachers employ a limited number of cooperative methods. It may be linked to teachers' unawareness of a vast amount of cooperative structures, methods and activities, their inability or reluctance to assign a variety of cooperative tasks to learners and the teacher's attitude to the productivity of cooperative methods in CLIL history classrooms.

The following bar graph indicates the amount of CL application in each CLIL history instructor's lesson.



From this bar graph, it becomes evident that only one interviewed teacher's use of CL is nearly marginal, comprising 25% of a lesson. The figures indicated by Kate and Jane make up 40%, which slightly differs from Jack's stated rate of CL application. The amount of CL use takes off in the case of Patrick that is followed by even better results manifested by Simon. Thus, Simon conducts cooperative assignments in the CLIL history environment nearly twice as much as Kate and Jane do, though he also favours traditional methods. On the whole, I can conclude that all the interviewed teachers employ cooperative teaching methods in CLIL history lessons. I have analysed the interviews according to the descriptive method (Nassaji, 2015) by comparing the rates and percentages of the CL application in the teachers' lessons.

Teachers' role and their intervention rate in cooperative CLIL history lessons

The first focus of the research relates to the application of cooperative methods in CLIL history settings, the role of teachers and their intervention rate in the organisation of partner or group work. By describing and analysing each questioned teachers' views and experience concerning cooperative methods in CLIL history lessons, I would be able to show whether the teachers act as facilitators or impart knowledge directly. Additionally, it would enable me to find out and outline the frequency of the teachers' intervention in cooperative work.

Sam, who has the lowest implementation rate of CL in CLIL history lessons, claims to have rare intervention in pair or group activities. He takes up the role of a listener, trying to follow how pupils accomplish cooperative assignments and how they are involved in lessons. In this regard, he plays an observer's role who monitors how pairs or groups function without having his participation in group discussions. Considering that Sam is the one who mostly applies teacher-centred methods (75% of the CLIL history lesson) and leaves far less time for CL compared with the other five teachers, it is presumed not to be necessary to intervene in CL activities frequently. After having received lesson-relevant information by the teacher, learners should generally not have many questions, unlike those pupils who study and assimilate the topic in their cooperative groups or pairs.

> I am kind of a listener who just listens and observes how the students work (calm). Few students are weak and need help. But they should get help from their GROUPS and not from me (.) unless the group can't do the assignment'.

Sam's opinion on his learners' skills hints that they are capable of working independently. Besides, he encourages weak pupils to seek help from their teammates. It can promote cooperation and strong bonds among learners, making CL a valuable experience. In this case, I can deduce that Sam's reserved role in CL serves for a good educational reason. Due to his approach, pupils can develop positive interdependence and personal accountability that could otherwise be impossible to acquire through the teacher's frequent intervention.

> If necessary, I help students; if I feel they don't do what they have to (…); otherwise, I rarely have an active presence in the classroom (smiles). I listen to what they discuss.

Despite the importance of limiting his intervention in cooperative activities, Sam's pupils might need his help if they cannot cope with a task. Sometimes the teacher's response is necessary to make sure learners have understood a topic or a task. Another reason for learners' idling in Sam's lessons could be pupils' unwillingness to deal with classroom activities. When learners are distracted from cooperative work, it is reasonable that Sam would immediately intervene to prevent any attempt to engage with non-educational activities in lessons. Otherwise, the teacher should make classroom activities and CL methods more suitable for learners' interest and knowledge. In this case, Sam could direct pupils' efforts for the accomplishment of cooperative tasks without his frequent intervention.

The approach manifested by Sam resembles Kate's views. The latter also does her best not to interact with pupils during CL. Kate emphasises learners' capability to cope with learning

difficulties without the teacher's help. Overcoming difficulties with their efforts can lead to pupils' taking pride in themselves and being confident of their abilities. However, some learners may fall behind in the programme or be unable to effectively collaborate with their teammates if not assisted by the teacher. Therefore, I cannot take for granted that entirely leaving pupils on their own will lead them to acquiring suitable learning skills. Still, independently completed assignments seem to increase pupils' sense of success and achievement.

In a word, Kate tends not to be in direct contact with pupils during the implementation of cooperative activities. A piece of her response is cited below.

> Mhm (affirmative), when they work together, obviously you check on them and try to see where they ARE, or if they are stuck (..), often/ but mostly they are able to help themselves (…), problems come up, as I said, when the bigger the group is, or the less effective the group is (.), then obviously, you have to get more involved and really bring them back on the right track or ask more leading questions and guiding questions to bring them BACK to the TOpic.

Kate also adheres to the idea that the necessity to intervene in the regulation of group work arises along with pupils' misunderstanding of a task, their vain efforts to cope with cooperative activities. However, this is not often the case. Furthermore, it is reasonable that in big groups, the efficiency of collaborative work may decrease that would make it necessary to regulate classroom activities through the teacher's efforts. As for guiding questions, they are indeed crucial in CL to ensure smooth interaction among learners and increase their learning productivity (Ding et al., 2007: 170). As a result, teachers may have a less passive intervention that does not centre learning on the teacher.

Thus, it is not often necessary for Kate to intervene in CL activities in CLIL history lessons. I can assume that many pupils most supposedly have developed target language skills or are native English speakers in that international school. The lack of foreign language proficiency is generally one of the most probable hindrances in CLIL history lessons, mainly when teachers apply cooperative methods. In this respect, Kate's role as a facilitator is also possible due to this factor.

Though Kate's intervention is sometimes required to maintain a favourable learning milieu, her tendency to limit her role to that of a facilitator is compatible with the CL concept. Accordingly, a teacher should give up his or her tendency to be a direct contributor of knowledge and should not actively regulate class performance. The frequent intervention of teachers and their active

role in class would deprive pupils of the opportunity to yield their results and to feel independent in designing their learning strategy. Thus, Kate highly values pupils' efforts to perform educational tasks and to produce positive outcomes through communication and collaboration with peers. CL can encourage pupils to decide on the manner of achieving the goals of their classroom activities with united power and determining the role of each participant in the working phase of activity.

> … (yawns) usually I do try to stay back (..), that's why I try to be more a facilitator and not necessarily the TEACHer in this case or the ORganiser.

Kate avoids having a central position in the cooperative classroom environment. She emphasises the benefits of the learner-centred approach that should restrict the teacher to the role of a facilitator and an organiser when pupils carry out CL activities.

Like Sam and Kate, Patrick also avoids actively interfering in classroom activities and directly transferring knowledge to pupils. Instead, he monitors the learning process and offers his help by answering the questions or inquiries posed by pupils.

> In der Regel versuche ich mich zurückzuhalten. Ich habe gesagt, dass eben die Schüler als COUNSELLOR arbeiten. Ich gehe herum (.), also ich stehe immer zur Verfügung für Fragen (clears his throat), es gibt immer Fragen und dann gehe ich und beantworte ich sie auch.

> English translation
>
> As a rule, I try to hold back. I have said that the pupils work as COUNSELLORS. I go around (.), so I am always available for questions (clears his throat), there are always questions, and I answer them (E.B.).

Assigning pupils the role of counsellors and co-teachers is a pedagogical concept that results in effective interaction among pupils (Villa, 2013: 95-96) and accordingly decreases the involvement of teachers in classroom practices. Having the role of counsellors, pupils can feel encouraged to be helpful to their peers. It can also be due to pupils' common goal to submit their joint work with good results. This approach enables Patrick to behave like an organiser whose task is to walk around the classroom and give clarification regarding certain aspects of learning and assist pupils who ask for help. The onus rests on pupils to use their knowledge to deal with given tasks. Relying on one's abilities and knowledge may intensify pupils' potential to immerse themselves in independent learning and fill their knowledge gap in the lesson.

Patrick permits pupils to access online materials and use technical devices during CL that would otherwise be unavailable to them in conventional settings.

> Die Schüler dürfen alles benutzen, sie können SMARTphone benutzen für dictionaries und so weiter und auch Wikipedia für Hintergrundinformation.

> English translation
>
> The pupils may use everything, they can use a SMARTphone for dictionaries and so on, and also, Wikipedia for background information (E.B.).

Patrick points out the ultimate benefit of technology in the contemporary classroom that can provide the necessary information to learners for completing assigned projects. However, he needs to set strict rules on the use of similar technical devices to prevent pupils' misuse of technology and their involvement in non-academic activities. Allowing pupils to only use specific websites and functions on their smartphones and similar devices would benefit the learning process and help the learners to acquire the information they are looking for without being distracted from the lesson.

> Ich nutze auch eine andere Form wie Poster (..), wo die Schüler nach vorne gehen können (.), die Informationen sich ansehen können und so weiter (.), vergleichen können, ob sie es RICHTIG haben.

> English translation
>
> I also use another form like a poster (..) when pupils can go to the front (.), look into the information and so on (.), compare and see if they have the RIGHT information (E.B.).

Besides, Patrick sometimes hangs posters with relevant information on the wall. He promotes independent and cooperative work by enabling group members to attain the information needed from posters and accomplish their joint project, sticking to the main topic. In this way, Patrick can be of great help to learners without actively intervening in the group learning process.

Apart from his teaching approaches and methods, Patrick introduces other important factors that shape CL/CLIL history lessons and determine group work success.

> In der Regel ist es so (confident), wir haben sehr GUTE Schüler, wir haben AUSGEWÄHLTE Schüler, insofern sind sie LEISTUngsorientiert (rejoices), sie wollen alle gute Zensuren haben (..). Und da gibt also weniger, also (.), Disziplinprobleme gibt es gar nicht.

English translation

> As a rule (confident), it is so that we have very GOOD pupils, we have SELECTED pupils in so far as they are ACHIEVEment-oriented (rejoices), they all want to have good marks (..). And there is less, so (.), there is no discipline problem at all (E.B.).

Thus, pupils' disciplined conduct in lessons and their compliance with classroom rules are a major prerequisite for the smooth running of cooperative activities in CLIL history. This statement may not refer to all kinds of a school environment. Discipline issues are evident in many classrooms and handling them is a tough task for many teachers. Presumably, the learning environment in Patrick's lessons is conducive to cooperative work. Moreover, pupils in Patrick's classroom tend to excel in learning and achieve good grades in their cooperative assignments. This renders some explanation as to why CL in the context of CLIL history runs smoothly in Patrick's classes.

To summarise the points noted above, Patrick mentions the use of technical devices and posters as a source of information. It determines the efficient use of cooperative methods by his CLIL history learners in secondary grades. Additionally, pupils' attitude to learning and the lack of behavioural issues provide favourable conditions for CL. Last but not least, Patrick's role as a moderator and facilitator with a low intervention rate in classroom activities encourages pupils to be active during CL.

Besides the ideas above, there is another issue linked to group work. As one can infer from Simon's experience, every pupil in a team has his particular way of thinking and differs from others with his cognitive skills and learning abilities. Pupils' method of carrying out group activities may also vary, which can lead to a collision of opinions during the implementation of cooperative work. Conflicts among group members or partners decrease the productivity of learning; as a result, the interpersonal relationship can also deteriorate. This could be the reason why Simon takes every measure to help pupils address such issues that cause conflicts. Furthermore, Simon pays considerable attention to the identification of factors that might lead to disputes, aiming to recognise and effectively handle conflicts in the future.

> We help students to resolve conflict. Conflict is pretty common with group work, especially, when they have to produce something (.), presentation or poster or something else like that, and we can have a conflict (pensive). And we have to keep an eye on them. But after all, you know WHO the source of the conflict is, and you can address it beforehand.

In the meantime, he emphasises the importance of developing learners' skills to collaborate efficiently and to carry out trouble-free interaction with peers during CL. The effectiveness of peer learning is determined by pupils' mentality, worldview and by the degree of consensus team members can reach in group learning. For instance, mentally advanced pupils with broader horizons can be expected to be more tolerant and acceptant of others' opinions, irrespective of their sometimes widely differing views. Hence, cooperative activities may be successfully implemented by learners who are willing to collaborate with peers whose approaches and learning strategies are not similar to theirs. Any trouble occurring within groups, such as conflicts or misunderstandings, may greatly reflect on the group work quality and outcome. Hence, Simon attempts to immediately help learners resolve similar issues and pursue conscientious studies in the CL environment. However, unless a conflict impedes learning, pupils would benefit more when trying to solve any occurring problem themselves. The teacher's intervention to establish a good spirit and understanding among learning partners cannot always be justified.

Overall, Simon tends to act as a supervisor; however, in certain situations, his intervention rate can increase.

Resolving conflicts in groups is not the only determinant of success in cooperative CLIL history learning. In addition to disagreements within groups, Simon's intervention is presumably necessary to increase his pupils' understanding of an assigned task.

> We will intervene if we see them going too far off track if we think that they are not really benefiting any more from the exercise (…). We will intervene enough to get them back on a proper track (.) so that the assignment is a LITTLE BIT more meaningful...

Accordingly, Simon intervenes in group processes to explain tasks and duties to learners and provide necessary assistance relating to language and content. I admit, that it is utmost important to lead pupils to success in learning and to encourage them to achieve their educational goals. To this end, Simon's intervention in cooperative activities may sometimes be necessary.

> … some groups never need help (.), you know (smiles). Some students like to work together, and their work is good, and we don't need to intervene (.), we have other students who need a lot of help.

Evidently, Simon has not given an estimation of his intervention rate in classroom activities. Each learning group and each pupil has his/her particular learning needs, and the teacher should

appropriately adjust the assistance to them. Therefore, Simon's flexibility regarding the classroom environment might be necessary to assist learners who most need it, meantime preventing his active engagement with cooperative activities.

To put it briefly, Simon's role in cooperative lessons is to ensure that learners achieve their educational goals. The teacher's intervention in CL is necessary to resolve group conflicts, bring pupils on the right track and increase their work outcome. Overall, Simon's role and his intervention rate are inconsistent, with sometimes exceeding assistance to those groups that need his help more.

Jack has mentioned that depending on group members' understanding of cooperative tasks, his intervention frequency may vary. Upon noticing that a pupil does not grasp the lesson content and the cooperative task, Jack intervenes by giving clear guidance and providing close supervision to learners. Jack hints at his pupils' being sometimes slow at understanding and realising cooperative tasks.

> Pupils have different learning styles, different levels to effectively work together (.). Especially (pensive), many pupils don't have developed English skills, and group work is slow. IF I don't help them, the lesson won't be enough for ONE short task (sighs).

Pupils' lack of language skills might be one of the biggest problems for misunderstanding the main concepts of the lesson. It can cause difficulties during communication among peers in the foreign tongue. A language barrier is an issue in a cooperative CLIL classroom that certainly needs addressing. Unlike the previous four teachers who work at grammar or international schools, Jack teaches in an integrated secondary school, where learners turn out to have more language deficiencies. Jack's intervention rate turns out to be higher since he does not allow pupils to use facilities, such as online dictionaries on the tablet or smartphones because of the official ban on such devices in class. He does not have a language assistant or a co-teacher who could facilitate the learning process and provide language assistance to pupils with poor foreign language skills. Instead, Jack approaches individual learners to help them overcome language difficulties and successfully cooperate with their group members. The CL method is supposedly not always efficient but time-consuming, for it is not possible to attend to the needs of all pupils in big classes.

> Pupils always raise their hands and ask for help because of their poor ENGlish skills (..). It takes time to answer all of their questions and help them at the same time. Here is WHY GROUp work is often slow.

However, not all pupils who misunderstand a topic or a task in the lesson ask for help. If those students remain silent in their groups and do not get the necessary support from peers either, CL cannot take place effectively in CLIL history lessons.

Because of learners' lack of foreign language competences, Jack intervenes in cooperative activities regularly to make sure pupils accomplish the assignments in compliance with the standards of the history program.

> In my present classes, I actively coordinate group work. Let's say (pensive), I am not only a helper, I am also a coordinator. WITHOUT my HELP and guidance, groups can't produce the results that I expect from them (shrugs the shoulders).

Jack's active contribution to cooperative work in his current history lessons is supposed to ensure an engaging and conducive learning atmosphere. I believe that if pupils do not have an adequate level of foreign language skills, learning may not be successful in a CLIL history programme. Moreover, the use of cooperative methods, which highlights the role of learners, will most probably make the learning process far slower than in non-CLIL classrooms. I suppose that Jack faces significant issues when teaching CLIL history lessons through cooperative methods. For Jack's cooperative history lessons to be effective, he should duly support and immediately respond to learners' misconceptions and difficulties.

Jack and Jane have a similar experience concerning the frequency of teachers' intervention in CL. Jane's pupils' concentration and motivation issues require the teacher's close supervision and active teaching for the pupils not to be distracted from learning. As it turns out, Jane's learners usually avoid completing classroom assignments if the teacher holds back and does not intervene in the learning process. Since they presumably often overuse the time envisaged for cooperative tasks, it is often compulsory for Jane to actively impart knowledge rather than act as a facilitator. Thus, not only pupils' expertise but also their behaviour and attitude to learning are a prerequisite for a successful cooperative lesson in a CLIL history course. In this regard, a CLIL course in combination with cooperative methods may prove to be more suitable for well-educated and intelligent learners in elite schools where discipline and motivation issues are also fewer than in integrated secondary schools, as Jane explains.

> As I have already said, pupils are not always focused on the lesson (sighs). They use much more time than they need to. They are often distracted from the lesson (…). For this reason, I have to intervene in peer interaction on a regular basis (.) ...

Another threat to the efficiency of cooperative activities in Jane's CLIL history lessons is learners' avoidance of using the foreign language while interacting with each other.

> … it's only a matter of practice (..). The more students use English (.), the fewer language problems they have (smiles). I wouldn't say that they can learn history in German better than in the target language.

Jane is convinced that pupils can use a foreign tongue similarly effectively and proficiently like the native language in class. That might be the reason why she uses cooperative methods in her CLIL history lessons to expose pupils to the learning environment where pupils would exponentially employ the foreign tongue. I argue Jane's conjecture since pupils' foreign language problems may cause impediments to some extent, and their learning may not be as efficient as in the mother tongue. Considering that CLIL history learners need more time to achieve comparable academic results with their non-CLIL peers (Dallinger et al., 2016: 23), studying history in the target language may require more efforts. The increase in Jane's learners' interaction and participation in CL/CLIL history lessons may contribute to the improved use of English. Still, it cannot be compared with their native language. To analyse this part of the interview, I have applied selective coding (Atmowardoyo, 2018). Accordingly, the information regarding Jane's intervention in CL/CLIL history lessons has been supported and analysed by obtaining and discussing other relevant information, such as the use of pupils' mother tongue or the difficulty they have using the target language in class.

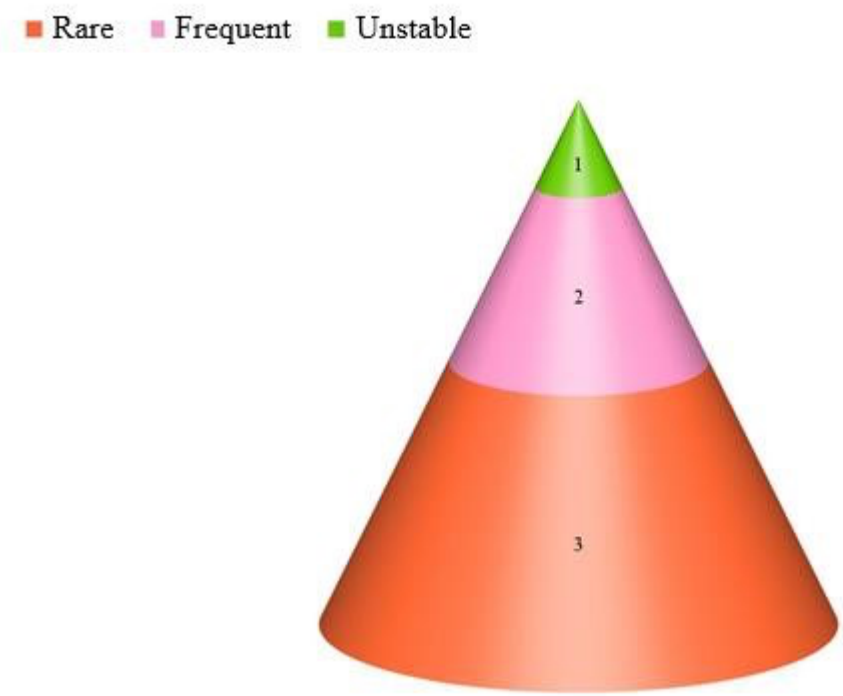
All in all, Jane outlines the need to engage learners with cooperative tasks. When it comes to organising collaborative work in history lessons, Jane plays an active role in class. She intensively transfers her knowledge to pupils, intervenes frequently in cooperative activities and gives extra help, guidance and explanations to learners. Pupils can be assumed to benefit from her teaching methods and complete their tasks in a mutually helpful environment.

To summarise, there are different approaches to the organisation of cooperative methods. The frequency rate of the teachers' intervention in pair or group work also differs. I have analysed and compared the teachers' responses relating to the complexity of groups, relations among team members, learners' language and subject knowledge, their willingness to engage with and use the foreign language in CL. The main categories and descriptions relating to the mentioned aspects have been labelled according to open coding. Then I have used conceptual labels to describe teachers either as active knowledge contributors or facilitators with a rare, flexible or frequent intervention rate in CL/CLIL history lessons through the axial coding approach

(Mohajan, 2018). All the teachers state that cooperative work success depends on various factors in addition to the ones mentioned above. Besides, the interviewed teachers consider a CL outcome to be more important than the learning process. Thus, the product-help intervention" is prioritised over the "process-help intervention" by the teachers. At any rate, the teachers try to help learners overcome difficulties and benefit from cooperative learning.

Furthermore, Sam, Kate and Patrick have shared their experience of playing a relatively reserved role in classroom practices. They act as supervisors and facilitators who simply control, monitor and give guidance in a manner that rules out their frequent intervention in pair and group activities. They consider their methods to be functioning well enough to meet pupils' needs and demands, which establishes quite an encouraging and engaging environment for CLIL learners. Still, in their classrooms, pupils come across problems and difficulties that might not be big enough to require the teachers' frequent intervention. On the contrary, Jack and Jane have an opposite view, compared to Sam, Kate and Patrick. Because of their learners' lack of academic knowledge, language competences and motivation, they both deem it essential to actively contribute to cooperative work to ensure pupils' efficient enrolment in classroom activities. They intervene in the CL process to increase pupils' understanding of a particular topic and focus their attention on the lesson. This approach is certainly in contradiction with the methods employed by Sam, Kate and Patrick. Here I deal with absolutely contrasting situations that are evident in the experience of the teachers, which might be related to the type of the school, classroom environment, teachers' and pupils' attitudes and competences. Thus, the interviewed teachers can belong to two groups according to their role and intervention rate in CL. The first group that includes Sam, Kate and Patrick are facilitators with a low intervention rate in the CL process. The second group includes Jack and Jane, who are active knowledge contributors. Simon is the only teacher who does not belong to any of these groups. Unlike the other teachers, he has altering approaches to the issue, despite his highest rate of CL implementation in lessons. His role is not stable but somewhat flexible, aimed at addressing pupils' individual or group needs, which may vary in the whole class. Simon's intervention rate in cooperatively conducted CLIL history lessons is adjusted to learners' capacities and individual needs. It has not allowed me to give a precise estimation of Simon's intervention frequency. Therefore, I have marked his intervention rate as flexible in the following chart. The chart below indicates the number of teachers and their intervention frequency in cooperative CLIL history lessons.

The intervention frequency of the CLIL history teachers in CL



In brief, the acquired data have made it clear as to what kind of role CLIL history teachers assume and to what extent they intervene in CL.

The following table presents information about the amount of CL used in history lessons, the teachers' role and their intervention rate in the learning process.

CLIL Teachers	Sam	Kate	Patrick	Simon	Jack	Jane
Amount of CL in CLIL	25%	40%	60%	75%	50%	40%
Teacher's role	facilitator	facilitator	facilitator	partially facilitator	knowledge contributor	knowledge contributor
Teacher's intervention rate	rare	rare	rare	flexible	frequent	frequent

It follows from the table that the least amount of CL is implemented in Sam's CLIL history lessons, where he acts as a facilitator with a low intervention rate. On the other hand, the most intensive realisation of the cooperative methodology takes place in Simon's lessons, who is the only teacher to have a flexible intervention rate. As for Jack and Jane, they have a relatively similar implementation rate of cooperative activities in their classes. They exercise active intervention in pair and group work, assuming the role of active knowledge contributors. On the contrary, Kate and Patrick do not intervene in CL processes, assuming the position of facilitators but not active knowledge contributors.

Hypothesis I – There is no significant relationship between the research hypothesis and the analysed interview data. Although I purported that the rate of CL in secondary grades in Berlin is insignificant, it turns out that six history teachers have integrated cooperative methods with their lessons. In contradiction to my predicted low rate of CL in CLIL history lessons, the lowest index of CL use is 25%. The other teachers dedicate on average 40-50% of an entire lesson to CL. In a nutshell, these data refute the research hypothesis, affirming the application of cooperative methods in CLIL history lessons in six Berlin secondary schools.

Hypothesis II – There turn out to be some inconsistencies in the empirically acquired information and the research hypothesis. I put forward an assumption that CLIL history teachers act as active knowledge contributors in CL. In this respect, I considered teachers to be more than supervisors, whose active role could ensure the successful involvement of pupils in CL and a desirable learning outcome. Yet, the conclusions made from the interviews partially contradict my supposition. To be more specific, three teachers out of six, i.e. Sam, Kate and Patrick, do not accept their role as active knowledge contributors in cooperative history classrooms. They introduce their teaching practice as facilitators and monitors who control and regulate CL. Jack and Jane turn out to affirm my presumptions regarding their active role in cooperative CLIL history lessons. They confirm my conjecture by stating that they act as active knowledge contributors in the CL process. Finally, there is only one teacher, i.e. Simon, who plays an intermediary role when exposing pupils to cooperative methods. Simon gives balanced assistance to pupils and does not overly use his position. He tends to provide help to those who need it more by acting partially as a facilitator and as an active knowledge contributor. Thus, because of Simon's flexible role in the classroom both as a facilitator and a direct knowledge transmitter, his experience neither proves nor altogether controverts my hypothesis.

In conclusion, three of the interviewed teachers reject the research hypothesis and only two of them back it up. Most teachers assume the role of facilitators and organisers. Thus, the research hypothesis is rejected.

Hypothesis III – There is no significant relationship between the research hypothesis and the interview data. I assumed that CLIL history teachers intervene frequently in the CL process. However, Sam, Kate and Patrick state that they avoid frequent intervention in group processes by cutting down their intervention rate to a negligible amount. Meantime, their restrained intervention in class supposedly benefits pupils in terms of allowing them to design their learning path, take upon the responsibility for their study and achieve joint goals and objectives with mutual support. On the contrary, Jack and Jane play an active role in establishing a CL environment. Their active intervention in the learning process can be necessary to guide learners, keep them tuned to the lesson and help them succeed in learning. However, teachers' active role in class is in contradiction to the CL principles. Finally, the interview with Simon does not refute or prove the research hypothesis since he flexibly adjusts his intervention rate to pupils' needs and demands. Thus, the estimation of Simon's intervention rate in CL is not possible, and his experience neither refutes nor proves the hypothesis.

In short, three teachers rarely intervene in cooperative CLIL history lessons, whereas two teachers intervene frequently in the learning process. Yet, the intervention rate of one teacher in CL is flexible. Taking into consideration that most teachers have a low intervention rate in CL, the research hypothesis is refuted.

PART 2

The second part of the research is related to the motivational influence of CL on pupils in history lessons, taking into consideration the three factors of group heterogeneity, peer interaction and learner autonomy.

Research Question 2 - How does CL affect pupils' motivation in CLIL history lessons?

The second research question includes the following sub-questions: 1) How does group heterogeneity affect learners' motivation in CLIL history lessons? 2) To what extent does peer interaction influence learners' motivation in CLIL history lessons? 3) How is pupils' motivation affected by learner autonomy in CLIL history lessons?

The cooperative methodology has various central aspects that can play an essential role in determining pupils' attitude to learning and their motivation. Among the main elements of CL that affect learners' motivation in CLIL history lessons, I am going to discuss group heterogeneity, peer interaction and learner autonomy.

Group heterogeneity in the CLIL history setting is a complex phenomenon. A heterogeneous group can include pupils with different characteristics, mentalities, learning strategies and with varying levels of mental and cognitive development. Moreover, group members can differ with their age, gender, race and nationality. These differences affect learners' motivation when carrying out cooperative tasks in heterogeneous groups. I am going to study the extent to which group heterogeneity may influence pupils' motivation in history lessons.

Besides group heterogeneity, peer interaction is also one of the main aspects of CL that has a significant influence on learners' motivation in CLIL history lessons. Peer interaction can take place in partner and group work. The distinctions of group members play an essential role in determining intergroup relations and peer interaction. The successful implementation of peer interaction in CLIL history lessons is dependent on other prominent factors too. I will introduce and analyse the six interviewed CLIL history teachers' experience to find out the influence of the distinct aspects of peer interaction on learners' motivation.

Finally, learner autonomy is another crucial aspect of cooperative learning that can significantly influence pupils' motivation in CLIL history lessons. During autonomous learning, pupils genuinely deal with lesson-relevant topics and tasks. Thus, the interview data presented and analysed below will allow me to make conclusions regarding this issue.

I have discussed the mentioned aspects that regard learners' motivation in cooperative CLIL history lessons based on each interviewed teacher's response.

To start with, I have presented and analysed Sam's standpoint on the motivational influence of CL. Sam has expounded upon the cooperative teaching approach, pointing out its direct link to pupils' motivation. First and foremost, Sam states that pupils favour cooperative methods in CLIL history lessons as long as they realise pair work.

> ...well (..), they like to work with a partner (rubs his chin). Partner work is their favourite because they usually choose their own partners.

Not every learner has developed teamwork skills to be able to efficiently and harmoniously cooperate with any team member. Choosing a partner for a CL activity in the CLIL history lesson can allow pupils to have an agreeable environment. On the contrary, when forming pairs or groups randomly, a teacher may not ensure that disagreements or misunderstandings will not occur. Besides, depending on the personality of learners, they might feel more comfortable working with one peer, and their speaking time would also be more.

> Actually, students DON'T have conflicts and misunderstanding with each other during partner work (coughs), so the learning process is more predictable.

Sam notes that his learners pursue the successful fulfilment of task objectives when doing pair work. Even the choice of activities does not decrease pupils' motivation in pair work as stated by the teacher. Though many history teachers might disagree with this statement, Sam has so far had a positive experience regarding pair work. Pair work is not an indisputable asset to learning. Yet, pupils cannot carry out pair work entirely smoothly. Peers do not always have similar learning styles and may complete cooperative assignments in a different manner and pace. Less knowledgeable learners in pair work may feel discouraged and not complete the assigned task; however, this problem predominantly emerges in group activities (Klippert, 2009: 28). Anyway, pupils can accomplish pair tasks with better satisfaction and engagement unlike group work.

Sam further states that transferring knowledge of history to pupils takes place in pairs through cooperative reading, writing, listening and speaking assignments. For instance, reading assignments in pairs are presumably more beneficial than group reading tasks since pupils take more frequent turns to read an assigned passage, discuss it and do follow-up exercises collaboratively. Speaking tasks that are meant to communicate new meanings and deepen learners' understanding of a topic are more favoured by learners when carried out in pairs. Supposedly, the standpoint pupils express regarding the particular theme are taken seriously by their partner. To this end, pupils' acceptance of each other can grow, and their self-esteem may increase due to cooperative pair work.

> Students' motivation is always high when they are doing partner work. Students discuss lesson topics, exchange their opinions. Each partner has more time to speak and more to say than in big groups (smiles).

However, it cannot be altogether avoided that stronger learners may dominate communication so that weaker ones will need to take up the role of listeners most of the time. Pupils may not have equal speaking time in all cases.

Sam also states that pair work develops learners' traits and help them grow as strong and independent personalities. It may happen due to pupils' frequently interacting with each other and stating their standpoint on a given topic.

Here I present Sam's opinion on the effects of CL on his learners' motivation. CL in pairs, chiefly formed by the choice of learners, may foster coordinated cooperation. During longlasting pair work, pupils can develop good relations with partners, improve their communication skills and increase their self-esteem. These aspects of pair work presumably lead to pupils' increased motivation.

As for group work, there are primary aspects of group work that considerably reflect on the motivation of learners.

> If I give them exercises and projects to do with their groups, it may drag on and on (…) (nervous). I must be strict about the time; otherwise, it will take too much time to finish their projects. Many students will simply chat or do other stuff what does not concern the lesson (shrugs the shoulders).

Pupils can waste time during group work if they lack motivation to do cooperative tasks but talk to each other about casual topics irrelevant to the lesson. To remain on track and to concentrate group work, pupils ought to have intrinsic motivation. Realising the value of education is one of the ways to motivate pupils intrinsically. However, not all pupils in Sam's class seem to consider learning important and, thus, they tend to misuse the time given for group learning. Yet, the same problem can occur in pair work too. Those with a negative attitude to education or the CLIL history course would most probably be unmotivated in pair activities also unless there are stimulating factors. There a few other reasons that may decrease learners' motivation to deal with cooperative tasks in Sam's groups.

First and foremost, Sam deems that CL in heterogeneous groups negatively impacts on learners' motivation. The reason can be the significantly varying abilities of group members. A group comprising miscellaneous members may face issues, such as pupils' being unable to collaborate because of their unequal knowledge. Low-achievers may sometimes not be able to contribute to teamwork actively and intensively participate in group processes. As a result,

mentally advanced learners can take on the main responsibility for the fulfilment of their cooperative task objectives.

> Weak students are not active in their groups (..). They may not even say a word (puzzled). So, obviously, good students do the task. Well, I think (.), my weak students need more attention (pensive), more help….

Thus, Sam says that CL in heterogeneous groups diminishes the role and motivation of less knowledgeable learners. Pupils ought to get individual support and encouragement not to withdraw from group learning processes. Otherwise, the results produced by learners with different levels of knowledge and skills would differ considerably.

> …different levels of understanding, despite being a bilingual school, and intelligence lead to different levels of result in the placemat (…), some fields are full of information (.), some don't have a lot to tell (puzzled).

Even though learners' knowledge and skills may differ within a group, they should communicate and accord the final group product. If pupils closely cooperate and collaborate with each other when completing a cooperative assignment, the group result should not indicate individual learners' skills but the entire group potential. Yet, after learners have completed their part of group work, the final group product is not adequately communicated in Sam's lesson. Hence, the submitted or presented group work cannot be uniform but will show the different levels of knowledge and skills of group members. Those as mentioned above considered, CL in heterogeneous groups may not have a positive effect on learners' motivation and cooperation in Sam's CLIL history lessons. The teacher should place more emphasis on promoting practical cooperation in class.

Group heterogeneity covers wider aspects than simply differences in pupils' mental and cognitive development. Group members may belong to different age profiles, which may cause certain difficulties in cooperative group learning.

> Yes (..), I have often observed different working groups (rubs the forehead). Students of the same age have a much better understanding and learn with each other BETTER THAN students who are of different ages (.). It's not a common thing, though. Mostly in classes, students are of the same age.

Pupils differ with their mindset according to their age groups. An age gap may eventually cause some learners not to be interested in cooperating with others. Pupils of each age profile have their peculiar interests, learning potential and behavioural traits. Therefore, it can be

challenging to ensure smooth interaction in Sam's heterogeneous groups which might comprise learners of different age. The difference in pupils' age profiles in group learning may decrease learners' motivation to pursue a united goal and carry out cooperative tasks in CLIL history lessons.

No matter how heterogeneous a group is, there are always methodologies that can motivate pupils in CL lessons. To encourage learners, Sam simplifies cooperative tasks and study materials. Provided that weak learners can better comprehend lesson content and a collaborative task through simplified materials and guidance, the interaction and learning in heterogeneous groups may be smoother and more motivational.

According to Sam, in contrast to CL in heterogeneous groups, classroom activities within homogeneous groups are more motivational.

> Students' motivation is certainly high, and the quality of their work is better if they work with classmates who have a SIMIlar academic level (..), yes (smiles), and if they are of the same age, as I said before. Maybe, it is different in other schools or in other classes; I don't know (shrugs the shoulders).

Similar background knowledge and the same age may focus pupils' attention on CL and increase their motivation to fulfil cooperative task objectives with united efforts. In the meantime, some learners might be keen on working with those who think and work differently. They might be curious to hear other opinions and be acquainted with different learning styles. Therefore, even though group homogeneity can be relatively more comfortable and desirable for most learners, heterogeneity should not be altogether avoided or underestimated.

There are some aspects of CL that positively influence the learning process and pupils' motivation within homogeneous groups. For instance, Sam states that peer interaction in such groups develops pupils' liking for classroom work.

> They like group activities. Most likely because it gives them the opportunity to interact on an accepted basis (smiles)... On the other hand, it offers the ability to discuss different opinions and come up with different ideas, that would (.), maybe, come up in a later part of the lesson.

The interaction and exchange of opinions among peers can generally be very motivating for pupils in CLIL history lessons. Not every relatively homogeneous group may create a friendly and motivating atmosphere for interaction. There can also be discordance among learners of similar abilities and interests. Nevertheless, pupils may prefer to discuss lesson-related topics to performing a writing task.

When interacting with their homogeneous group members, pupils discuss various topics and express different ideas. The ability to present one's views, discussing and accepting others' opinions can be motivating for learners. Besides pupils' motivation in peer communication, they may also benefit by getting acquainted with various views and enlarging their perspective regarding the issue.

Above all, peer interaction as an inherent part of CL can increase pupils' motivation by fostering amicable relations among team members mostly in pair work and homogeneous groups, especially when learners choose their partners or group members. Due to the interaction on the lesson topic and the united realisation of cooperative tasks, Sam's learners are presumably encouraged to be tolerant to and acceptant of each other, which can ensure a friendly learning environment. It probably instils teamwork abilities into group members and boosts collaboration in cooperative groups. To put it shortly, peer interaction taking place within homogeneous groups enhances learners' motivation.

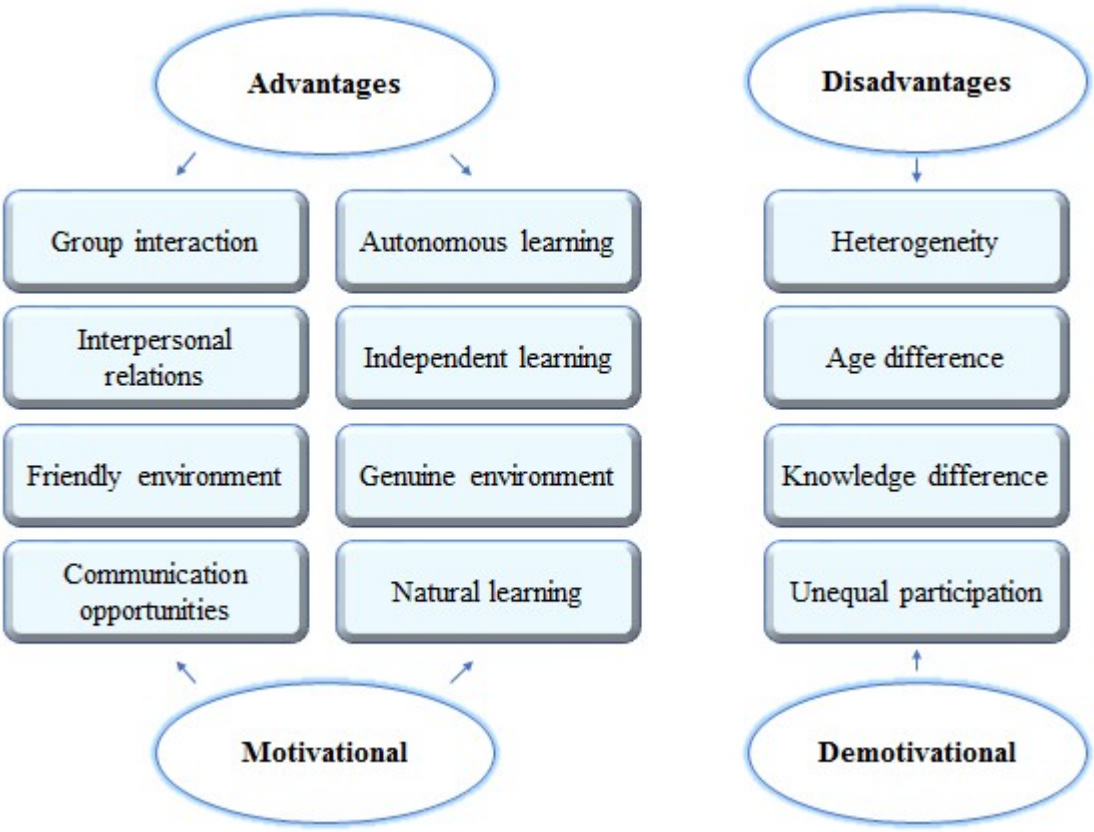
Finally, as for the effects of learner autonomy on pupils' motivation in cooperative activities, Sam points out some advantages of this aspect. When carrying out collaborative tasks in groups, pupils can demonstrate their individualistic approach and design their learning strategy. For example, if learners receive ten topics of a CLIL history theme that they need to narrow down to six according to the pyramid discussion method with a partner, they seem to be quite interested in talking about the given topics with a partner and making a decision. Sam's pupils presumably successfully do the next phase by discussing the topics further with another pair and restricting their choice to three. They appear to like making their decision regarding the lesson content to deal with, and they work strenuously towards the fulfilment of the task objectives due to taking charge of their learning and realising CLIL history activities according to their preferences and needs. The independence and the central role of pupils in learning lead to their immersion in cooperative tasks. In short, Sam considers that pupils exhibit increased motivation for autonomous learning in CLIL history lessons.

Based on the ideas and standpoints presented above, it is worth pointing out Sam's attitude towards pair and group work. The following table shows how pair and group work affects learners' motivation in CLIL history lessons and indicates the characteristic features of the two CL methods.

type of work	Motivational impact	Descriptive features

pair work	exceedingly motivational	• less misunderstanding between partners
		• more engaged learning
		• more speaking time
		• closer bonds between peers
group work	relatively less motivational	• knowledge discrepancy
		• age difference
		• unequal participation
		• a broader range of perspectives
		• collision of approaches
		• collision of views
		• less speaking time
		• waste of time

The advantages and disadvantages of cooperative group work and their effects on learners' motivation are shown below.



In summary, by comparing pair and group work, Sam indicates that learners' motivation considerably increases when working with a partner rather than in groups. The issues encountered by learners during cooperative activities are different when working in dyads and squads. Unlike the evident harmony between learners and their increased motivation during dyadic collaborative work, some difficulties occur in group activities. Group work is more complex, and pupils' motivation in cooperative group learning mostly depends on the group size, group composition, pupils' individual learning needs, etc. For instance, CL in heterogeneous groups reflects negatively on pupils' motivation. However, pupils are more motivated to work with peers who have similar mental development, knowledge and are of the same age. To this end, peer interaction within homogeneous groups fosters pupils' motivation. Finally, as far as learner autonomy in cooperative group learning is concerned, pupils feel encouraged and motivated to learn diligently in an authentic environment. Due to learner autonomy, pupils design their learning strategy and are, therefore, motivated to fulfil cooperative task objectives with peers.

In brief, learners' motivation is low during cooperative activities in heterogeneous groups, but peer interaction and learner autonomy increase pupils' motivation.

Kate has discussed the effects of group heterogeneity, peer interaction and learner autonomy on pupils' motivation through the examples of different cooperative activities. Below, I state the specifications and characteristic features of the mentioned aspects and their influence on pupils' motivation.

Kate has provided detailed information regarding certain group activities that arouse pupils' interest and keep them concentrated on group work. As such, simulations and role-plays seem to be particularly motivating tasks. To take the case of role-plays, pupils often distribute roles among team members. A group was once dealing with a historical event, and the members were to present their role-play in class. Accordingly, they received the roles of a critic, a defender, a jury. They worked hard collaboratively to put this performance through. When preparing for the tasks, pupils could turn to Kate for help; however, they were mostly interested in coping with the assignment independently and through mutual assistance. The autonomy that learners had was highly motivating. Due to researching the theme on their own, pupils were able to include detailed information and strong points in their final performance. Kate especially points out her learners' remarkable keenness to demonstrate independence in exploring the field. This trend of CLIL learners to be self-contained rather than dependent on the teacher implies that they are intrinsically motivated. Pupils may also be extrinsically awarded through a mark, applause or appreciation of the teacher and their classmates. In brief, this example shows that learner autonomy presumably increases Kate's pupils' intrinsic and extrinsic motivation in CLIL history lessons. It also leads to pupils' self-reliance and their successful accomplishment of cooperative tasks.

> So, role-plays and simulations are USUALly what the kids love most (excited). It is more fun (..) or even talk shows when they get to prepare something and, of course (.), in some cases they get to act up (…), it's more/ it includes more humour and more fun, and that's why the kids like it (.). But unless, of course, it's a serious topic like climate change, then they shouldn't joke around.

Kate's pupils also seem to favour talk shows since they can make learning fun-filled. Talk shows and similar activities play an essential role in pupils' quotidian life. Such cooperative activities can enable pupils to communicate with their team members about their learning difficulties. When having talk shows and lesson-related discussions, learners should also come

up with their personal views and critical speculations on the topic. Thus, similar cooperative activities presumably develop pupils' interaction with peers, enhance their communication skills and are motivating.

> …but then again (..) in the case of simulations and role-plays where they actually have the feeling that they/ I mean especially with, say, contemporary cases (..), things that are really important, as I said climate change or if it is gender equality (.) or where they really get into or try to think from a totally different perspective, that's what they like most (clears the throat).

Simulation games or other types of role-plays are cooperative activities that trigger learner autonomy and peer interaction. Kate's pupils feel motivated to have conversations and discussions with peers, for they might be inquisitive about hearing varying opinions and views on lesson-relevant topics, such as gender equality or climate change. Thus, the interaction with peers can presumably raise learners' motivation and stimulate them to exchange varying opinions in their groups actively.

Cooperative activities like talk shows, presentations, role-plays, etc. require independent research that pupils should carry out in teams and then present in class. Before making a presentation, pupils should independently explore the theme and gather the necessary information. On top of it, it is mostly mandatory to search and acquire knowledge that the teacher has not presented or it is not available in the coursebook. Furthermore, for cooperative activities like presentations, talk shows, etc., pupils should use artistic and communicative skills, etc. All these factors seem to positively influence Kate's pupils' motivation and increase their participation in autonomous cooperative work.

> …but as I said (.), if they hear certain forms of CL, if it's a presentation or (.) if it is something poster-related, they do show much motivation (smiles).

Yet, timid pupils could have some difficulties carrying out talk shows in class by using artistic skills. Learners have different skills based on their interest in natural or human sciences. Therefore, those who mostly like doing independent research or immersing themselves in a lesson-related cooperative task may not always be motivated to present their results to the class.

All in all, many cooperative group activities attract learners. Below is another noteworthy example of a collaborative task mentioned by Kate.

> And we DO HAve a lot of students that are very interested in dramas, so that's exactly what they want to do (laughter).

Pupils are motivated to organise and set up theatrical plays related to different historical events. To accomplish such CL/CLIL history tasks, they need to develop questioning, methodological, orientation competences and historical expertise (Bauer-Marschallinger, 2016: 3-4). Pupils should mostly pose and answer questions regarding the given past events, get oriented in the specific era and analyse relevant historical accounts. It turns out pupils conscientiously work on drama projects in CLIL history contexts and do their best to perform their role in a play skillfully. Learners are usually motivated to be creative and unique in their character. Furthermore, pupils are encouraged to express one-of-the-kind ideas, original views and approaches in drama projects, which yields good results during group work. According to Kate, pupils like to demonstrate their artistic skills when performing their role in a play. They organise the whole learning process through constant peer interaction and exert hard efforts to achieve distinguished results in their autonomous learning. Learners' excitement and their intensive engagement with drama plays indicate their considerable motivation, which is aroused by various factors, such as peer interaction, learner autonomy, etc.

In addition to peer interaction and learner autonomy, there are other motivating aspects of CL, such as follow-up projects. For instance, Kate organises a golden twenties party after pupils accomplish certain cooperative activities like the 1920s Berlin project.

> … what we also try to do, we try to be more creative (.); so, in the situation of 1920s Berlin project, we want to end that with a kind of golden twenties party with a dance class (excited), so there is always an extra motivation (...), so it's not just presenting in the end.

Pupils may feel motivated to realise their cooperative classroom activities and pursue their educational objectives to take part in follow-up projects. This kind of incentives may fuel CL by leading to pupils' keen interest in the subject matter and a more outstanding outcome.

Among motivating cooperative activities in CLIL history lessons, Kate has mentioned her experience of organising exhibitions and galleries to make lessons even more attractive.

> …we've also had activities where they weren't just supposed to do research and work together (.), but they were supposed to CREATE something hands-on. So, we once had a gallery (smiles) or the exhibition where the students were the creators of their own exhibit, and they had to create primary sources or objects (.) that they thought were relevant for the topic itself.

Pupils can learn better when producing something themselves, in this case, exhibits and gallery items. In this classroom milieu, pupils are encouraged to pursue self-directed learning. Throughout the learning process, pupils are to be physically active that can spur them on to

interact with peers and develop an attachment to group members. They mostly work autonomously in their groups, and the teacher's intervention is expected to be infrequent or rare. Accordingly, in this learning environment, pupils' motivation can increase, and they can intensively engage with cooperative activities in history lessons.

Besides the motivational influence of CL, pupils' self-esteem may also be enhanced since they all produce some work unless someone is reluctant to work and idles during the lesson. When creating their exhibit, learners deal with the sense of sight, hearing, smell and touch, which establishes an emotional connection with the task.

> So, we DO TRY to get all senses involved and really have hands-on activities as well and/, of course/.

Dealing with senses can arouse the feeling of joy and inspiration by increasing pupils' desire to immerse themselves in educational tasks.

In the meantime, Kate integrates interdisciplinary aspects to highlight the interconnection of the topics and subjects dealt with in CLIL history classes.

> …interdisciplinary aspects too/, to make them realise that it's not just isolated information (…). I think that's also important because often the students think or thinking a way where they put different subjects in different boxes, and they often don't see how interconnected these topics or subjects are (pensive) (…). And if they DO REALISE and RECOGnize that (.), then often it becomes more interesting and easier for them to grasp too.

It is indeed crucial for pupils to realise the importance of comprehending and developing skills in all school subjects. The failure to grasp the content in one discipline may cause difficulties when studying another school subject. In brief, pupils are more motivated to learn if they realise that school subjects and topics are interconnected. On the other hand, pupils have their favourite subjects and interests; therefore no one should compel them to master all the subjects. Instead, teachers should encourage learners to develop their skills in the areas of their interest primarily.

Based on Kate's statements, cooperative group tasks like talk shows, role-plays, group discussions, simulations, exhibitions, galleries, etc. are motivating for learners. Their motivation increases due to the interaction with peers and the autonomy they have in learning, to mention but a few factors. As for noise, it seems to be no threat to the implementation of a cooperative task in Kate's class. There is presumably not much din in the classroom that could disturb cooperative groups in the learning process.

> …if the students really participate well, noise level doesn't matter as much (..), and often we DO HAVE the advantage that we can spread out a little more (excited), sometimes, not always, but sometimes there is an EXTRA classroom that we can go to (…), or some of the students go outside and talk (smiles), and it also depends where in the building we are. If we are on a fifth floor (..), for instance, we have a library that the kids can go back to work on their group (.), so being able to/, geographically or from change locations is always a benefit and help students, and (…) you'll see that too often students come up to the teachers and ask, "Can we go outside, it's too loud here (laughter)?"

Kate thinks that pupils are engrossed in their cooperative assignments, and noise does not disturb them. However, this approach has been contradicted by many scholars since noise is an essential factor that may eventually decrease the learning outcome and demotivate learners. This problem may not often come up in Kate's class because learners may be interested in the lesson or may be disciplined. As for the teacher's permission to work in another room without her direct supervision, pupils may confront some issues. Firstly, they may not work as efficiently as in their classroom when entirely left on their own. Some pupils may even use the opportunity to engage with an inappropriate activity. Secondly, when having questions or needing some clarification and guidance, they cannot turn to the teacher. In this regard, allowing pupils to work in separate rooms may not always benefit learners.

On the other hand, Kate deems time to be a much decisive factor in CL.

> … the longer something takes, the louder it gets, (smiles), yeah (…), less focused the pupils get.

By setting certain time limits, Kate presumably arouses and retains pupils' motivation during CL in CLIL history lessons.

Kate also notes the must for teachers to be able to correctly and briefly explain assignments and their objectives to make sure the instruction is short but comprehensible for learners. Clear guidance and accurate explanation given by the teacher make the learning process smoother and more efficient by preventing noise and a waste of time in the classroom. There is a close link between the teacher's instruction and learner motivation in cooperative work. In her practice Kate has encountered some cases when pupils were simply stuck, unable to carry out a collective task as a consequence of the teacher's confusing directions and instructions. The result was pupils' idling and seeking ways to avoid the accomplishment of the assignment. This example shows how important task explanation and sometimes even role distribution among group members are for pupils' motivation. However, it would also be true that pupils'

understanding of their tasks and duties on their own would lower the intervention rate of teachers in the learning process.

As for the factors that negatively impact on pupils' motivation in CL/CLIL history lessons, Kate mentions learning in heterogeneous groups. For instance, if pupils are to make a presentation or a poster in groups where learners' level of knowledge and competences vary significantly, cooperative work often fails. Learners' motivation in heterogeneous groups may be unsuccessful when some weak learners cannot make an adequate contribution to cooperative work. In some cases, high-achievers can also feel demotivated if their learning pace is slowed down because of weaker pupils.

> It's not a good idea to have weak and strong students in one group (…), motivation is often little, well (pensive), and there are some problems during learning….

Therefore, CL in heterogeneous groups can be somewhat demotivating both for weak and advanced pupils.

Regarding group processes and intragroup communication, there is presumably considerable interdependence of group members during cooperative activities. On the one hand, this can be a positive phenomenon for group members to be reliant on each other and exhibit group unity. On the other hand, being overly dependent on the other members, having no desire or sometimes even being inept at contributing to group work is a disadvantage, which Kate has also noticed in her cooperative CLIL history lessons.

> … jigsaws, puzzles, role-plays, I think (.), can also be a problem because students do rely or depend on other people, who have the same topic, and (..) think that/ these are the people who will do/, they depend too heavily on other team members.

When carrying out cooperative tasks, there are always pupils in her CLIL history course that impose their responsibilities and duties on their teammates. It can respectively decrease other team members' motivation to make painstaking efforts for the task, realising that their peer will use teamwork results to his benefit without being conducive or helpful to the group in any way. As a consequence, interpersonal relations among learners may be negatively affected. In order not to damage the ties among learners, group formation has to take place in an optimal way to prevent pupils' idling or reluctance to engage with group work. In short, group diversity or heterogeneity in CL may not pay off and may result in a low outcome in some cases by somewhat diminishing pupils' motivation.

Besides group heterogeneity, other reasons might decrease pupils' motivation in cooperative history lessons. Pupils get easily demotivated if they are not interested in the topic touched upon in class. In this respect, regardless of the type and method of cooperative activities, pupils may demonstrate indifference to CL. Kate considers that overloading pupils can diminish their motivation. Overloading pupils is not an optimal didactic approach. Teachers usually apply differentiating methodologies in schools that allow keen learners to get more complex tasks and weaker pupils less challenging assignments to stay motivated in the lesson.

> Sometimes the kids have the feeling that they are overloaded for the projects, and they get tired of it (concerned), but then again (…) in the case of jigsaws and role-plays where they actually have the feeling that they/, I mean especially that they know how to do it (..), that's what they like most.

It is indeed important for learners to be accustomed to cooperative methods by regularly implementing collaborative activities like jigsaws, puzzles, quizzes, matches, etc. Otherwise, when receiving cooperative assignments very seldom, pupils will not know how to carry out their activities.

> As I said, you DO HAVE to practise these skills and these activities too (..), you can always expect students to know exactly what to do. So (.), the more you practise these things, the more you can rely on them to know (…) and the lesson structures you have to get/.

I can deduce that the continuous realisation of cooperative work in the classroom can yield beneficial results and motivate learners.

Furthermore, cooperative activities are generally designed for pupils with different levels of knowledge, whose involvement in group processes should be feasible. However, Kate does not always seem to succeed in ensuring the active engagement of all learners in group work.

> …well, we DO TRY to have other CL methods or activities like quiz, match, jigsaw and so on (…), it DOES DEPEND, I mean (.), in general (.), these cooperative methods are, of course, meant to get EVERYONE involved, no matter what level and what skills they have (..). Sometimes, it's a little difficult if you DO HAVE students that are absolutely reluctant to any kind of work (sighs), no matter HOW MUCH the other members of the group might motivate them or try to pull them along, Mhm (negative). So, it DOES depend on the different team members as well …

Even the efforts of group members to motivate their peers are in vain because of the absolute refusal of some pupils to contribute to cooperative work. Here it becomes obvious that individual learners in groups decide their engagement rate. Irrespective of the method, structure, type of cooperative work, the fluent implementation of collective activities can never

be guaranteed because of the individual factors of group members. In conclusion, even though peer interaction, learner autonomy and other mentioned aspects of CL motivate Kate's most learners, still some pupils are not affected and driven by cooperative methods.

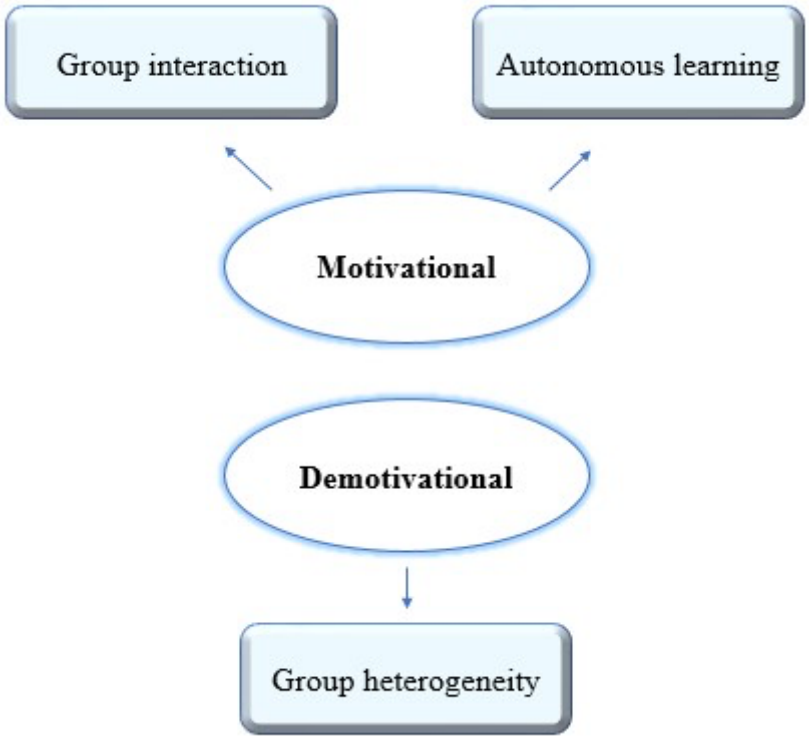
In sum, the effects of the three aspects of CL, i.e. group heterogeneity, peer interaction and learner autonomy, have different effects on learners' motivation. As stated above, pupils exhibit considerable motivation when carrying out collaborative activities like posters, presentations, talk shows, etc. due to the opportunity of interacting with peers and learning autonomously. Pupils' immersion in cooperative tasks is an outcome of their motivation to explore the field independently through mutual help and support. However, some pupils remain passive and do not actively participate in the learning process because of the factors mentioned above. Furthermore, learners develop their interpersonal relations with peers due to achieving cooperative task objectives with united efforts in the setting of interaction. Considering the benefits of cooperative methods and structures in the CLIL history course, Kate states the essential role of peer interaction and learner autonomy for pupils' motivation.

Cooperative activities presumably trigger Kate's learners' motivation for many other reasons and intriguing aspects of CL methods. As such, she mentions follow-up projects, theatrical performances, exhibitions and galleries, etc. As for noise, it does not seem to hinder the learning process. Besides, to retain pupils' motivation, Kate applies time management strategies during cooperative activities.

On the other hand, as far as group heterogeneity in CL is concerned, scholars have found out that the difference in pupils' knowledge causes some problems. First of all, weak learners are prone to withdrawing from cooperative activities when grouped with more intelligent learners. Hence, Kate states the importance of forming homogeneous groups where pupils would be equally knowledgeable or motivated to contribute to cooperative group learning. Group heterogeneity may somewhat spoil relations among team members with unequal knowledge. Some pupils lack subject and target language skills and incline to be wholly reliant on group members to accomplish assigned cooperative tasks. In most cases, this may damage the interrelation among learners and decrease the motivation of group members. In summary, Kate states that group heterogeneity negatively impacts on pupils' motivation in CLIL history lessons.

Altogether, Kate deems peer interaction and learner autonomy to be motivating factors in cooperative activities. Yet, group heterogeneity can demotivate learners. The following

diagram shows the effects of the three aspects of CL on learners' motivation in Kate's CLIL history lessons.



As an overview of Part 1, Patrick applies cooperative methods at least 60% of an entire lesson. His educational approach stipulates his passive role as a supervisor, organiser and facilitator. Complying with this form of passive teaching through pupil-centred methods, Patrick indicates how CL affects pupils' motivation.

> Was die Schüler SEHR GERN machen ist alles, was zu tun hat also mit Arts, also Postergestaltung, oftmals digitales Poster machen/. Sie machen Podcast bei mir oder Video Logs …
>
> English translation
>
> What pupils do with GREAT PLEASURE has to do with arts, that is, making a poster, often making a digital poster/. They make a podcast or video logs in my lesson … (E.B.).

Patrick gives an example of a typical cooperative activity that pupils are motivated to carry out in CLIL history lessons. To fulfil this task, each learner needs to make a correspondence as an

African journalist for a German TV broadcast in the English language. The assigned topic itself refers to the period of 1881 and 1914 when Africa was occupied, split and colonised by European invaders. This period is called Scramble for Africa or the Partition of Africa. For the mentioned cooperative task pupils should have a retrospect over the issue across the years and try to find out the consequences of these historical events in the African states nowadays. It is an example of a podcast that pupils can be interested in, mainly because they can use technologies and smartphones to acquire comprehensive information to include in their podcast.

> Wir haben entsprechende TECHNIK (..), sie können es über Smartphone machen, das ist ÜBERHAUPT kein Thema (.) und SO WAS machen wir sehr, sehr gerne (smiles).

> English translation
>
> We have the corresponding TECHNOLOGY (..), they can do it through the smartphone, it is ABSOLUTELY no problem (.), and we do SUCH THINGS with great pleasure (smiles) (E.B.).

Modern technology ought to be accessible for pupils in the classroom to increase their potential to obtain in-depth information for their projects. The use of technologies is vital in classroom practices, but it is necessary to restrict the use of certain websites. Still, teachers should take the primary information of a podcast from the textbook so that its content would be credible. Therefore, Patrick grants credibility to textbooks as a source of information but also allows pupils to use digital technology.

As for pupils' engagement with similar cooperative tasks, Patrick mentions that learners are very keen on producing and sharing their podcasts with the rest of their classmates. Pupils are mainly motivated to do an independent exploration of the lesson-relevant topic and acquire comprehensive information for their cooperative work. Some factors can decrease learners' motivation when autonomously dealing with collaborative tasks in CLIL history lessons. However, since Patrick's pupils attend an elite grammar school and stand out with their intelligence and developed abilities, they most probably effectively deal with autonomous learning difficulties. As a result, the independent research of a theme and autonomous learning in cooperative activities trigger them to study diligently. Hence, learner autonomy is a motivating factor in his cooperative history lessons.

Patrick's approach to explain to pupils the reasons for carrying out a particular collaborative task can focus their attention on education. As a result, pupils may exhibit an interest in cooperative work.

> Wenn sie wissen warum sie es machen, ist es das Entscheidende (..). Ich bin auch Forschungsleiter (.), und es ist etwas aus meinen Referendarinnen und Referendaren, die einige Einwanderinnen und Einwanderer haben, die nicht wirklich die Schulung hatten manchmal (…), sie müssen immer/, also für sie muss immer das Thema der Stunde, die Leitfrage, die beinhaltete Kategorie müssen klar relevant sein (clears the throat). Sie müssen für sich Gegenwartsbezug wo möglich anwenden (..), und spielerisches, quasi authentisches Setting gegen sie agieren und selber Entscheidung treffen ...

English translation

> If they know why they do it, it is the decisive factor (..). I am also the research director (.), and my trainees have some immigrant pupils, who did not get the respective education sometimes (…), they always have to/, well, for them the theme of the lesson, the leading questions, the included categories always have to be relevant (clears the throat). They have to apply the relevance wherever possible (..) and react to the playful quasi-authentic setting and make a decision themselves (.) … (E.B.).

Immigrant pupils can encounter difficulties when studying in the German educational system since they do not know the content of the subject matter that was covered in previous years and mostly lack German and English skills. Therefore, they may lack motivation. The learning environment should be authentic to foster pupils' immersion in classroom practices. As a rule, in the authentic environment learners are entitled to make their decisions as to what type of cooperative activity to realise, how to distribute roles among group members, what kind of methods and structures to use, etc. Learning autonomously in the cooperative CLIL history environment, pupils with an immigration background can design their learning method to be able to cope with potential difficulties. However, if pupils considerably lack knowledge and skills, learning cannot always turn out to be productive. Besides, those pupils would need far more help from their peers and the teacher. Assuming that most of Patrick's pupils are bright, the learning environment can be conducive for less knowledgeable pupils if they are also mutually helpful. In this case, autonomous learning in an authentic environment can enhance pupils' motivation and affect the final learning product. In this setting, pupils can also take responsibility for their learning process and result. Therefore, learner autonomy can increase the motivation of learners to carry out cooperative activities conscientiously.

Patrick has also referred to the importance of making cooperative activities relevant to learners.

> Und wenn sie das eben für sich als RELEVANT angenommen haben (…), dann ist die Motivation bei vielen Schülern nicht bei allen aber bei vielen Schülern relativ hoch.

English translation

> And if they have accepted that it is RELEVANT (...), then the motivation among not all the pupils but among many is relatively high (E.B.).

If a cooperative task is interesting for learners, and the setting is authentic, pupils can be more active in autonomous learning. The authenticity of a setting and learner autonomy may turn group members into active learners. They can have their decisive role in the choice of cooperative activity and take full responsibility for their learning. In this case, they can diligently complete their collaborative assignments. In brief, even though some learners have little background knowledge, they may feel motivated to pursue CL, given that relevance of tasks and the autonomy of learning are ensured.

Though pupils like short lectures, teachers should limit their speaking time; otherwise, learners may lose concentration, no matter how appealing a topic might be.

Cooperative activities generally follow short lectures, where pupils also act as co-teachers. Assigning high-achievers the role of co-teachers or counsellors is an innovative approach that may help pupils with limited knowledge and skills to participate in CL activities effectively.

> … kooperative Arbeit ist für die Schüler und Schülerinnen, die also sehr leistungsstark sind (…), oftmals/ und also wir haben das erfunden, dass sie allein SCHNELLER arbeiten können. Da also für die (.), die kooperative Arbeit ist auch nicht das was sie am meisten mögen, deswegen setze ich also zum Beispiel die besten Schülerinnen und Schüler oftmals als Counsellor sein (.), also Berater (…), die werden von mir vorher ALLE Arbeitsblätter bekommen (rubs the ear), und sie müssen dann eben sozusagen bei Problemen den anderen zur Seite stehen (.), müssen sie auch darauf achten und so weiter und so fort. Klappt es SEHR gut und vorher war es auch so Peer-teaching (smiles), weil dann die Schüler anderen Schülern manchmal anders erklären als Lehrer es erklären.

English translation

> … cooperative work is for learners, who are advanced (…), often/ and, thus, we have found out that alone they can work FASTER. Since for those (.), who do not like the cooperative work much, therefore, I often assign the best pupils as counsellors (.), well, advisers (…), for example, they get

> ALL the worksheets from me in advance (rubs the ear), and, let's say, they have to help the others if there are problems (.), they also have to pay attention to it and so on. It functions VERY well, and previously there was also peer-teaching (smiles) since pupils sometimes explain things to other pupils differently than teachers do (E.B.).

Due to the employment of this method, advanced learners can feel motivated to have a better understanding and in-depth knowledge of the theme to be able to transfer knowledge to peers accurately. The co-teachers or counsellors selected by Patrick will also presumably develop their sense of responsibility when paying close attention to the educational needs of their peers and assist them in succeeding in CL.

Peer teaching and peer interaction can increase pupils' motivation by enhancing their understanding of lesson content and triggering their contribution to cooperative work. Pupils who receive help from peers get the explanation of specific concepts and notions in a more comprehensible way. As for co-teachers, they may become more confident about their competences and abilities by helping their team members to cope with cooperative tasks. They play an active role in classroom practice and are a remarkable asset to their groups. Therefore, both co-teaching pupils and their group members in Patrick's class exhibit considerable motivation when using cooperative methods and continuously interacting with peers.

However, some cooperative activities may not arouse pupils' interest in learning. For instance, Patrick hints that his learners are not motivated when doing cooperative reading tasks.

> … lesen, WIRKLICHES LESEN von Texten, die nur auf halbe Seite zusammengefasst sind, die für sie auch spannend sind (..). Also da haben sie sehr starke Probleme (puzzled). Das Problem ist wirklich die Textarbeit (…), das ist was die Schüler am wenigsten mögen.

English translation

> … reading, REALLY READING texts that are summarised in half a page are also exciting for them (..). But there they have significant problems (puzzled). The problem is working on the text (…); it is what pupils like least (E.B.).

Reading assignments are an indispensable part of CLIL history lessons since pupils need to be acquainted with the lesson content for carrying out their classroom activities through cooperative or traditional methods. The reason why Patrick's pupils may dislike the reading activity is that it requires receptive skills. Some of them may not be good at comprehending or analysing a text. Whereas when producing something of their own, pupils can learn more

actively and quickly through interaction. In short, cooperative methods applied during reading activities in Patrick's CLIL history lessons do not motivate learners.

Pupils also encounter difficulties when doing cooperative tasks in heterogeneous groups. Because of learners' different level of language and subject knowledge in mixed groups, they have unequal participation in the CL process. The support received from peers or the teacher is critical to keep learners motivated; otherwise, pupils may be demotivated and may not take advantage of their team members' advanced knowledge.

> Also (.), es ist so, dass man sicherstellen muss, dass wirklich alle Schülerinnen und Schüler dort involVIERT sind (..) und AUCH die schwächeren wirklich davon profitieren, dass sie mit sehr guten Schülern arbeiten (pensive), manchmal tauchen sie ab, machen nicht viel und freuen sich auf die Arbeitsergebnisse.

> English translation

> Well (.), it is so that one has to make sure that all the pupils are really involVED there (..), and the weak pupils ALSO really benefit working with outstanding pupils (pensive), sometimes they hold back, do not do much and look forward to the work results (E.B.).

Besides, the inadequate language competences of group members can also slow down the learning process and demotivate pupils, especially in heterogeneous groups. As a result, weak learners may assume a passive role in group learning and benefit from others' work without performing their duties.

> Es natürlich so, dass die sprachliche/, also das sprachliche Niveau sehr unterschiedlich ist (concerned). Aber also das Grundproblem natürlich in jeder kooperativen Arbeit in der Klasse, die ich übernommen habe (.), meine bilinguale Klasse (…), es ist so, dass man natürlich sicherstellen muss, dass in der kooperativen Arbeitsform auch ALLE SCHÜLER arbeiten, und es ist so, dass eben einer, zwei, drei DIE GANZE Arbeit machen (.) und die anderen gucken ab (knits the eyebrows). Und dazu gibt natürlich auch Möglichkeiten/ es gibt keinen perfekten Weg, aber es gibt Teamleaders in jeder Gruppe (..), sie müssen auch die anderen danach einschätzen, sie müssen eine Zensur geben für Ihre Arbeit.

> English translation

> It is actually so that the language/, well the language level is very different (concerned). Well, but the primary problem, indeed, in every cooperative work in class, that I have taken up (.), my bilingual class (…), it is so that one has to make sure that also in the cooperative activity ALL THE

> PUPILS work, and it is so that one, two, three pupils do THE WHOLE work (.) and the others watch (knits the eyebrows). And there are also opportunities/ there is no perfect way, but there are team leaders in each group (..), they must evaluate the others afterwards, they must give a mark for their work (E.B.).

Having team leaders in cooperative groups is a good method to promote all pupils' engagement with CL tasks, regardless of their subject or language knowledge. As for pupils who do not have developed foreign language skills, they can benefit when working with advanced learners due to this method. Cooperative activities can be engaging and motivational both for strong and weak learners in heterogeneous groups.

In short, since group heterogeneity may cause some obstacles in the learning process, it would presumably be conducive to learners' motivation to implement creative approaches, such as peer assessment. All in all, working in heterogeneous groups can be useful and motivating, provided that Patrick assigns leaders or co-teachers to cooperative groups.

In conclusion, depending on the type of activity carried out in class, CL may not always arouse pupils' interest in Patrick's CLIL history lessons. Heterogeneous groups are presumably motivated to deal with CL tasks provided that learners do not receive reading assignments, and each group has a leader.

As far as peer interaction in CL is concerned, pupils enjoy each other's company and like setting up performances and assuming various roles in the context of CLIL history. The example of Scramble for Africa indicates pupils' motivation to carry out cooperative activities due to continuous interaction with peers. Thus, the interactive environment in the cooperative history classroom can be quite motivating.

Based on Patrick's statements, it can be assumed that cooperative activities increase pupils' responsibility for their learning. In traditional educational settings, the onus mostly rests on the teacher to cover the essential concepts of the lesson and impart lesson-related information to pupils. Whereas in cooperative environments, it is pupils' responsibility to do independent research and develop a comprehensive understanding of a topic for the successful fulfilment of collaborative task objectives. Therefore, learner autonomy in cooperative activities may increase pupils' motivation and their responsibility for their study results. Besides, pupils like interactive tasks, such as making posters, podcasts, video logs, etc. because it may be interesting to do an independent investigation and include the acquired data in their projects.

Hence, it is noteworthy that learner autonomy and independence in CL can enhance pupils' motivation.

Thus, group heterogeneity, peer interaction and learner autonomy can increase Patrick's learners' motivation in cooperative CLIL history lessons.

As for Simon, he comes up with his concepts about the integration of cooperative methods with CLIL history lessons. He also describes how the three main aspects of CL affect pupils' motivation in CLIL history lessons.

Simon's use of the cooperative methodology in history lessons exceeds that of the other interviewed teachers. During his experience with CL, Simon has found out what kind of activities promote fun-filled and motivating learning and which ones diminish pupils' motivation.

The task of working with cuts-up of paper pyramids relating to the history of Egypt is quite motivating for his learners. Pupils may be keen on similar activities because they can use their craft, artistic and imaginative mind; moreover, it is not required to produce a written text. From this point of view, pupils prefer to work on collaborative tasks, using their imagination and creativity but have a particular dislike towards writing activities. As for writing tasks, pupils can carry them out through cooperative methods in groups or pairs. Simon mainly uses them as follow-up assignments preceded by pupils' profound research of the lesson topic in class. Before composing their written texts, pupils should independently and autonomously investigate the theme and choose their learning strategy, aims and the focus of their research. Yet, even though autonomous learning can be motivating, it does not make writing assignments attractive to pupils.

In this respect, Simon points out that posters are popular with learners because they do not require intensive writing.

> Students like to do (..), as I said, the posters, anything that involves anything more than a pen and paper (…), you know if they can pull up the colours and scissors and work on posters (excited) or a few weeks ago we were doing a unit on ancient Egypt in the Pyramids, and I had triangle cut-ups for paper pyramids (…), and they love this because it's something they can do that doesn't involve writing sentences. Mhm (positive).

Pupils can voluntarily use pencils to transmit information through drawings in group work because they may be motivated to show the class how they see the world. Pupils' drawing of a

particular lesson-related scene, the transmission of information through cuts-up or other artistic work and craftwork indicate their method of working, their personal views concerning historical aspects and so on. I can deduce that the mentioned CL activity would not endanger pupils' individuality but may even contribute to it. This approach contrasts the hypothesis of some scholars who consider "group egoism" to destroy pupils' identity and not to allow them to come up as individuals within and outside the group context.

> Other kinds of activities that they like to do (..) preparing small presentations (rubs the chin), they like the preparation part (.), not so many like the presentation. Some students are a little bit of shy (smiles).

Preparing presentations also turns out to be among pupils' favourite cooperative activities. Getting access to several materials and resources at the library and online, using their selected content in their presentation can be a motivating factor.

> So (.), we'll prepare the materials they need and then have them (.), you know, prepare and present something from the materials that we have got.

Pupils may show a particular interest in finding relevant information to compose their presentation and do their best to have enlightening facts to present to the class. In contrast to common writing assignments, pupils can write down short phrases instead of full sentences, notes, keywords, titles, abbreviations for their presentations. To this end, their motivation should not decrease when dealing with similar tasks. In the meantime, learners can enjoy the autonomy they have got in learning. They can be keen on exploring the theme with their group members to acquire information required for the comprehensive understanding of the area. Simon states that autonomous work with peers pays off by increasing pupils' participation in a group activity.

On the other hand, learners can come up with their individualistic and original views regarding the theme of a presentation. Pupils can also have heated discussions regarding the background information to be included in their presentation. Considering each learner's opinions when making group decisions is an indispensable part of group work, which is stated by Simon to be part of his classroom practices. I can infer that most pupils enjoy the process of expressing their opinions, making their independent decisions, which can lead to autonomy and learner spontaneity.

Similar cooperative activities may also trigger peer interaction and active participation within groups. Accordingly, group interaction can increase Simon's pupils' self-esteem and develop a relationship among peers, which has a positive influence on learners' motivated work.

Cooperative tasks like presentations have certain demotivating aspects for Simon's pupils. Many pupils are reluctant to present their researched topic to the class because of being shy and sometimes feeling intimidated. This problem should be addressed adequately to prevent learners from being demotivated. For instance, Simon does not compel learners to do the presentation phase if they are not willing to. There is always a pupil in each group who presents group work with pleasure. In this way, it can be possible to retain pupils' motivation in CL.

Furthermore, Simon calls my attention to the fact that working in a computer lab is one of the most enjoyable activities for pupils.

> They like to use the COMPUter lab that we have in small groups as well. We try to keep them in pairs or small groups as well (..). First, they like to do whatever the assignment might be (.), doing some research, answering some questions. They LIKE to get out of the classroom to get on the computer.

It can be more comfortable and preferable for learners to do cooperative assignments in computer labs than in classrooms where lessons regularly take place. Using alternative informal learning settings, such as a computer lab, can contribute to pupils' motivation.

Furthermore, the use of high technology can also facilitate communication among peers who have different levels of knowledge. Pupils need to communicate the project planning, design and content preparation strategies before finalising a product which they later submit to the teacher or present in class. I assume that Simon's learners are usually motivated to interact with each other when realising cooperative activities on the computer in CLIL history lessons. Pupils can use technology, such as computers to acquire information and scaffold their knowledge. Thus, the gap of pupils' language and subject knowledge can become less significant. As a result, group members' differences, relating to their understanding, interest and learning strategies, may not negatively impact on pupils' motivation in the CL process.

Some learners may have considerable motivation to engage with cooperative tasks successfully. In comparison, there are pupils in the same class who may exhibit an intangible interest in cooperative activities. Therefore, those learners need more encouragement to be involved in group learning processes.

> I think that motivation really depends upon the students (pensive). You know (..), some students are very motivated with all assignments. Then they do not need a lot of encouragement from outside because they get that elsewhere. Whereas we have some students who (..), you know, constantly have to be COACHED and MOTIvated, encouraged to finish their assignments (sigh). Well (…), I think that when we do these cooperative elements, usually or sometimes (.) students motivate each other to do a little bit better.

Simon's pupils lacking motivation seem to be encouraged by their teachers and peers to be active in cooperative pair or group work. Active participation of each learner is necessary to maintain the team spirit and to ensure active learning. Thus, advanced learners play a considerable role in promoting their group members, especially unmotivated pupils, and establishing a more favourable, enjoyable learning environment. Teamwork and the interaction among team members are essential since they presumably affect CL outcome and raise pupils' motivation.

Besides, group formation plays an essential role in the CL environment. Notably, arranging groups in a way that weaker pupils receive the guidance of more knowledgeable learners can be advantageous. Simon's experience shows that in heterogeneous groups, pupils with different levels of knowledge can effectively carry out a cooperative activity and yield good results. Furthermore, Simon's pupils' motivation for learning seems not to suffer because of having heterogeneous team members. On the contrary, pupils' motivation increases due to their promoting each other and somewhat reducing their knowledge gap through continuous support and assistance.

CLIL history teachers consider it somewhat impossible to avoid having mere spectators and idlers in cooperative groups. However, Simon hints that only a few pupils in his class are not actively involved in the CL process. In this case, the learning environment would not suffer, and cooperative work in heterogeneous groups may run smoothly.

> Activities, yeah (…), that cause more difficulties (pensive), if groups are too big, that tend (..), you know, to cause more conflict than anything else (..), and results are diminished if groups get BIGger.

CL in large groups may consequently decrease learners' motivation since fast and intelligent learners are impatient to achieve a positive result, which is not possible when working in big teams. It is also important to mention some pupils' timidity to perform in big groups who eventually give up their active role in group discussions and discourse, preferring to remain

unnoticed and passive. Pupils' motivation may go down as a consequence of enrolling in group work with more than four participants.

> And, you know (…), computer work can cause difficulties if students aren't more carefully monitored (concerned), there is just too much on there (..), they are very fast on keyboards, and they can fool around more than they should if they are not watched. But, fortunately, (..), as I have said (…), Herr Zeh and I work together as a team (pleased), so we can monitor PRETTY carefully (.), keep that kind of thing from happening.

In truth, pupils have diverse interests that they may quench by surfing the net. Unfortunately, those interests mostly have nothing to do with the school curriculum or the lesson. If misused, computers may do learners a bad turn by deviating their attention from studies. During cooperative tasks completed on networks, such as making a poster or a presentation on the life of ancient Greeks, CLIL history teachers should facilitate the learning process to help pupils to concentrate on their tasks and use the technological resources for educational purposes.

On the other hand, Simon does not seem to favour the idea of giving pupils much independence in CL/CLIL history lessons. Giving excessive guidance, instruction and carrying out close monitoring in cooperative pairs or groups, though, would deprive pupils of autonomy, as he states.

> Other things that cause difficulties for them, Mhm (negative), you know (..), if we leave them too much independence, they have a hard time (pensive), they like to be reassured, they like to be guided, and (..), you know, that giving them too much guidance/ it's hard to find the balance (.), you know. If you DON'T GIVE them enough, they gonna get LOST and start to fool around (…), so they need help (raises his eyebrow). That way, they need pretty clear instructions. If you leave it too open (.), it's not gonna work for them.

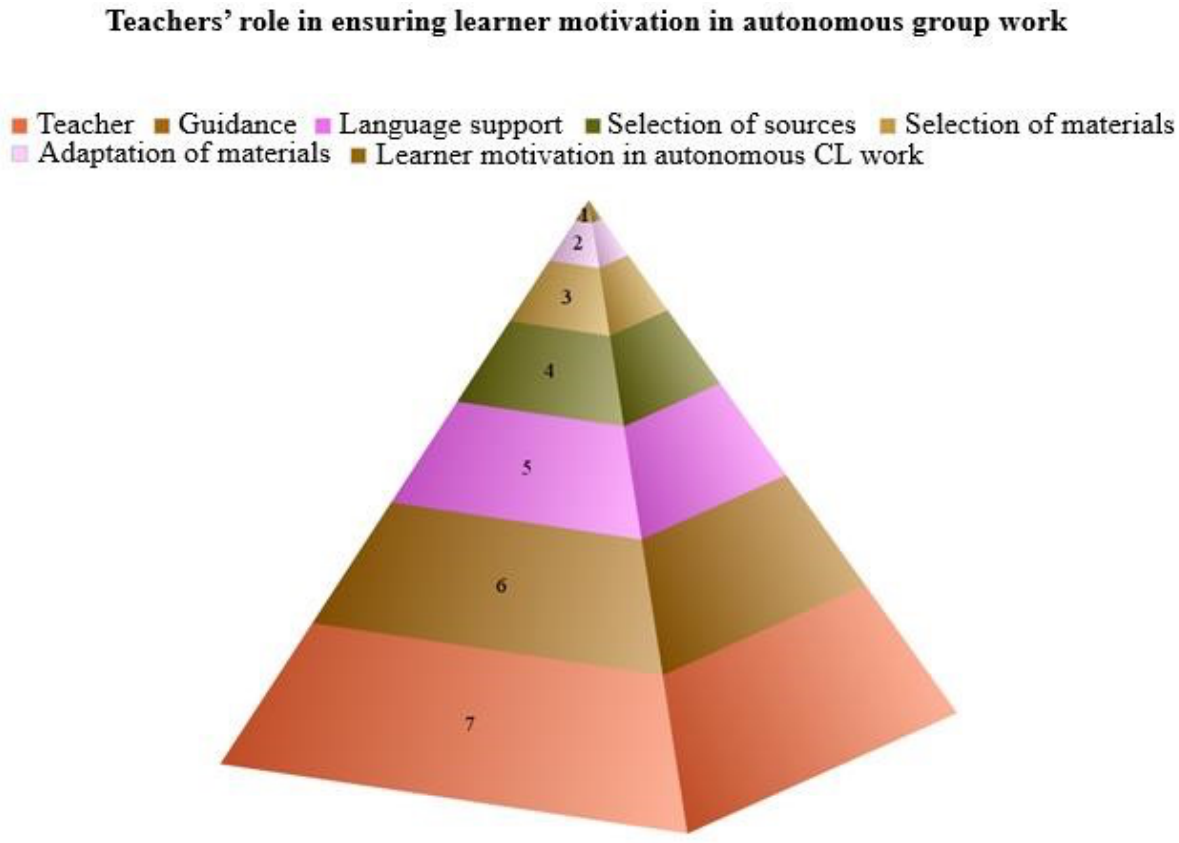
If pupils do not realise a cooperative task and its implementation process, their motivation may decrease, irrespective of the fact as to how much autonomy they have in teamwork. To this end, Simon does his best to provide pupils with the necessary support and assistance to make sure they understand their lesson-related topic and task. In this way, Simon tries to retain pupils' motivation during teamwork.

Simon's following statement makes me assume that the quality of education at xxx school is high, and there is a gap of skills between pupils who started to attend this school from lower and higher grades.

> And, oh (changes the sitting position), we have to be sometimes careful that the level of English is not too high (..), I mean most of the students (.), if they have been at school here since the FIRST

> grade, their English is pretty GOOD (smiles), I would say they are pretty fluent at speaking and also at reading and writing, but not all of them. So, we DO HAVE to watch the level of English (…), things like if we show them video or an extra text or source where can give a view on history (..), and we use original source material (.), we have to be careful to make sure they can understand that.

Since the teacher conducts history lessons in the target language, i.e., English, pupils' incompetence in the foreign tongue can cause misunderstanding and considerable hindrances to the learning process. Those hindrances are especially challenging to overcome in pair or group work where a certain level of foreign language competences is required to understand the content and realise cooperative assignments with peers. Pupils can experience language problems when watching lesson-relevant videos, dealing with original texts or other source materials. Because of the inadequacy of source materials for some pupils concerning their language skills, the teacher may have to adapt the materials to learners' knowledge. Accordingly, the teacher's active role can be necessary as an important precondition for smooth and motivated autonomous CL learning, as one can see in the following chart.



In the following chart, it is important to note that learners' motivation in autonomous CL learning is dependent on the teacher's role. Thus, I show the teacher at the bottom of the pyramid, whose lesson facilitation methods may contribute to efficient and autonomous learning. Teachers can considerably affect learners' motivation by giving guidance, language support, selecting sources and materials and adapting them. As shown in the pyramid, the teacher's assistance to pupils can result in motivated autonomous learning in cooperative CLIL history settings.

> And obstacles (pensive). Well (.), I think giving them too much freedom can present obstacles. You know, they NEED to have guidelines (.), when we give them assignments to work on in the small groups or pairs. Obstacles arise when everything is not clearly prepared or laid out and explained for them.

Guidelines provided to pupils by the CLIL instructor can promote the smooth flow of CL in pairs and groups. Yet, exceedingly given help and guidance to learners may increase teacher intervention and decrease learner autonomy. Simon's approach seems to be in contradiction to cooperative principles since he tries to limit pupils' independence and freedom in learning. It is also essential to have laid out lesson plans to keep pupils concentrated on their assignment. The lack of clarity in guidelines and unstructured lesson plans can diminish pupils' involvement and interest in cooperative activities.

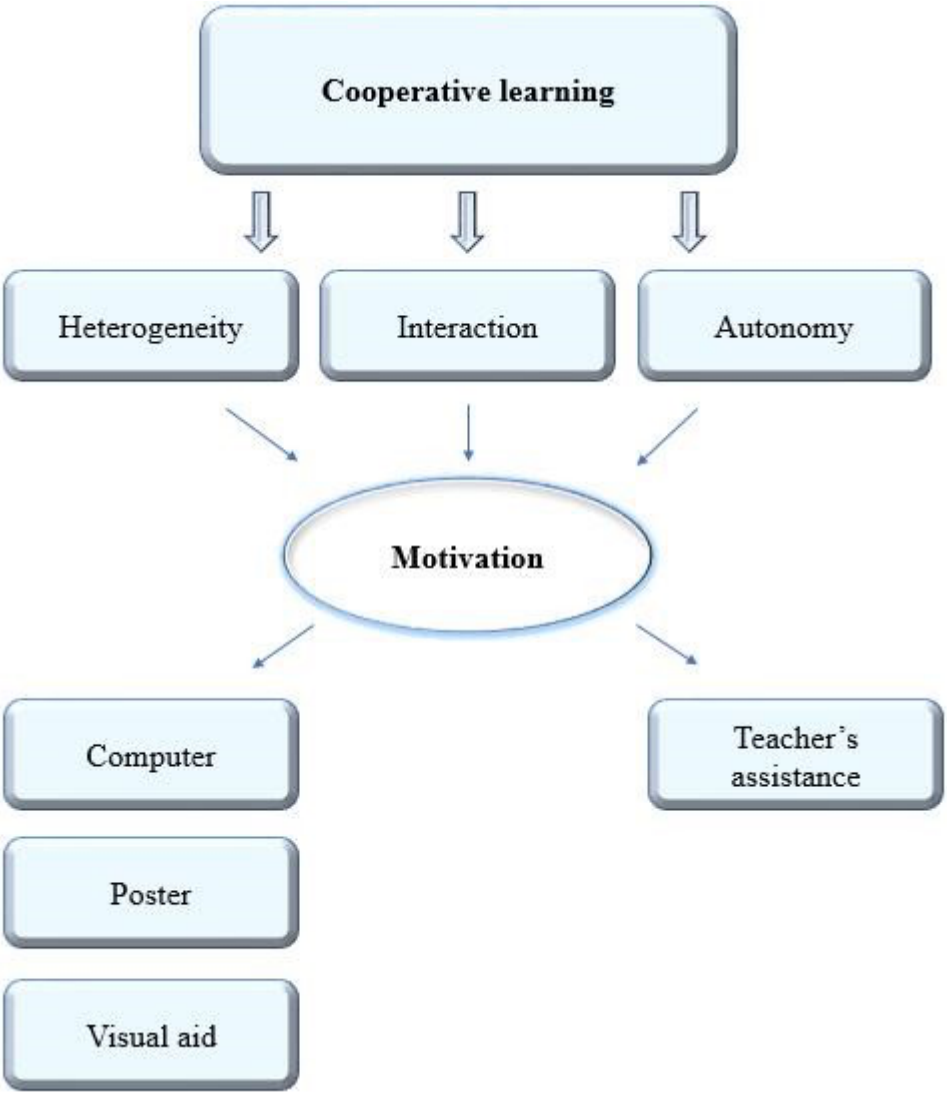
Depending on a cooperative lesson structure, it may be somewhat noisy in the classroom. Like Kate, Simon does not consider noise to reflect negatively on pupils' motivation.

> Well, we DO HAVE clamour and noise in all the classes when they are working together (..), that's unavoidable (laughter). But that doesn't always mean (.), you know, things aren't working out (smiles). Sometimes that can be POSItive. You just have to keep an eye (.), you know.

In several scholarly works, noise is a consequence of disorganised lessons, where pupils' motivation rate is low. There is sometimes no significant relationship between noise in the cooperative classroom and pupils' motivation. A reasonable level of noise can imply that pupils are motivated and actively engaged with collaborative tasks.

Although I assume that Simon prefers traditional methods, group heterogeneity, learner autonomy and peer interaction can overall have positive effects on pupils' motivation. However, some assignments reduce pupils' motivation, such as writing tasks, which should be one of the main activities in CL/CLIL history lessons. Moreover, some learners' motivation can increase due to the support of peers and the teacher but not through CL methods. The

favourite activities of learners may include cut-ups, posters and other types of digital or visual projects.



As shown in the diagram, computer-based tasks, posters and visual aids are necessary to ensure a motivating learning environment in history lessons. The teacher's assistance and guidance to learners are also needed to provide motivational and favourable learning conditions for pupils.

Now I will proceed to the discussion of Jack's model of cooperative teaching and analyse the influence of the CL essential components on learners' motivation.

As presented in the earlier part of the chapter, Jack dedicates around 50% of a history lesson to CL. He prefers to organise cooperative work in pairs rather than in groups to avoid problems, which generally arise during group activities. Furthermore, Jack has shared his experience as to how the three aspects of CL, i.e. group heterogeneity, peer interaction and learner autonomy, influence pupils' motivation in history lessons.

Jack states that not all the aspects of this method meet learners' expectation and interest. Some pupils have a knowledge gap in the foreign language and the subject matter. Therefore, when the teacher introduces a new topic and requires them to deal with new concepts in groups, pupils can come across difficulties.

> I think the students HAVEN'T YET reached the level that they could work independently. In some cases (..), I have the impression that their academic level is not enough (…); they need help; they need support. I said also before that they can't understand the content in English so well (presses the lips together), and without help, they just fail to do their group work. So (.), cooperative exercises are difficult for them.

From the interview, it can be assumed that Jack's pupils are not motivated to take up the responsibility for their learning. Considering themselves to be unable to cope with CL tasks may increase their expectation from the teacher to be an active contributor in classroom activities. Unless the teacher transforms them into active learners in CL tasks, the teacher's active support may be necessary for pupils to achieve the educational goals during CL. In a word, the interview with Jack makes me infer that most pupils do not demonstrate autonomy in learning and are not motivated to perform cooperative tasks in CLIL history lessons independently.

Considering the learning difficulties that pupils encounter when realising cooperative activities, Jack takes some necessary measures. First, he uses suitable materials and conforms assignments to the academic level of learners to make sure that pupils can successfully carry out CL in CLIL history lessons. In the meantime, Jack continuously assists groups and helps them accomplish their team assignments. Once group members understand the contextual issues of a topic, peer interaction and CL supposedly take place more smoothly. Thus, the main prerequisite of successfully organising and coordinating cooperative group activities is to increase learners' comprehension of their task and topic. When necessary, the teacher should lower collaborative task requirements and content complexity to establish an engaging learning environment in the classroom.

> Yes (..), from my experience, from what I have seen in the classroom, it is clear that students just can't do a lot alone (…), they ALWAYS need me to be there when they don't understand the exercise (smiles).

In similar cases, it is essential to assist pupils in understanding lesson-related concepts and to take part in group processes. When assigning cooperative activities like group puzzles, dialogues, role-plays, etc., the teacher should try to promote interaction among peers. Provided that pupils' comprehension of a topic and study materials is facilitated, learners can display motivation towards group learning.

Peer interaction in cooperative settings can also be boosted due to the use of modern technologies and facilities in CLIL history lessons. Jack has mentioned the use of projectors, smartboards and so on in his lessons. They can also contribute to effective communication among team members. As mentioned earlier, the knowledge gap of most learners turns out to hinder interaction among peers even if they are using the mentioned technological devices. That is why Jack's active teaching may be necessary to promote peer interaction through the use of high technology in CL.

In general, pupils like to communicate with their group members and use their learning strategy to complete a cooperative task. Most importantly, learners should grasp the main concept of the lesson so that they could do a collective assignment with peers. The understanding of a task can increase learners' motivation and enhance their lesson participation.

> … they often have significant difficulties if I give them group assignments, but it doesn't mean they/ I mean (..) they also like some part of it (smiles). They like to communicate with the others most (.), and it happens when they receive enough help. I can say, if they have any chance to communicate (.), they enjoy the lesson, and they work harder.

The interaction among peers can motivate learners in the CL/CLIL history setting and benefit them in many ways. The exchange of information and knowledge among group members is supposed to strengthen their relations, focus their attention on educational tasks and alleviate their learning difficulties. Through pupils' united efforts in group activities, their achieved results can be higher and more motivating.

Despite the positive influence of peer interaction on learners, there is an aspect of CL that can pose a threat to motivational and practical learning. Group formation has a significant influence on intragroup relations, peer interaction and final group results. In many cases, pupils can be whimsical and refuse to interact with their group members. It is undoubtedly a threat to group

work; therefore, Jack tries to have reasonably formed groups to avoid a demotivating learning atmosphere, misunderstanding among learners and conflicting situations.

The teacher has witnessed how some pupils have developed a liking for and tolerance to each other when exposed to a CL environment consistently. Still, many pupils cannot get along with their group members in heterogeneous groups. The results may be conflict among group members, pupils' idling and being distracted from their CL assignments. Therefore, it may be reasonable to allow his pupils to choose their cooperative work partners or team members. I can deduce that group work in homogeneous groups in Jack's lessons is motivating unlike CL learning in heterogeneous groups.

Jack experience shows that involving relatively advanced learners with low-achievers in one group leads pupils to have little or no desire to engage with group processes. Pupils who lack knowledge in the foreign language and subject matter may be reluctant to interact with strong learners. They may either be left out from group work or watch knowledgeable pupils completing a cooperative assignment. They can eventually feel demotivated and be distracted from the CL lesson, causing noise in class. It may negatively impact on other pupils' motivation and group results.

> Mhm (negative) some students start to talk with each other (…); they don't work because it is difficult for them to learn with strong students (sighs). Yeah (pensive), they feel less confident (.), maybe even left out from the group, and what's more (..), the GOOD students do the task for them, THEY MAke the group decisions….

All in all, learners' differences regarding their knowledge and learning potential can hinder and slow down the learning process in heterogeneous groups to some extent. Yet, some learning groups can use their differences to their advantage by having more varying approaches and strategies for completing CL tasks. The unwillingness to cooperate with peers who have different abilities and views may lead to intolerance to others in and outside the classroom. Therefore, Jack's efforts to mainly organise CL/CLIL history learning within homogeneous groups cannot always be useful. On the other hand, pupils of absolutely differing learning potential and mental development are often enrolled in integrated secondary schools. A few learners are even diagnosed with some kind of mental disorders in such schools. They may have a reading, writing incapability, can be hyperactive, suffer from autism, etc. Serious issues may arise in such a setting during independent group learning. Jack's tendency to avoid such learning problems can be reasonable in some cases.

Another difficulty concerning cooperative groups is the inclusion of pupils with different age profiles and nationalities in one team. Jack's experience has indicated that most pupils do not like to carry out cooperative lesson-related assignments with learners of different age and nationality. It may indeed cause difficulties in the learning process by entailing misunderstandings and a lack of motivation. Having acknowledged the downsides of forming heterogeneous groups in his lessons, Jack predominantly organises homogeneous groups to increase learners' motivation. In short, Jack considers group heterogeneity in CL to be demotivating.

In sum, group heterogeneity and learner autonomy turn out to cause certain impediments in the study process because of Jack's learners' incapability to do independent and autonomous work. Some learners' lack of target language and subject knowledge can also impede fluent and balanced interaction among peers in heterogeneous groups. Thus, cooperative tasks in mixed groups presumably decrease pupils' motivation.

On the other hand, Jack notes the importance of providing active support to learners and adapting study materials (Campillo, 2016: 13), cooperative activities and methods to pupils' level to engage them with motivating group learning. The intensive help he provides weak pupils supposedly fosters CL and increases learners' motivation in CLIL history lessons. Provided that Jack contributes to CL through continuous assistance to pupils, interaction in pairs or groups seems to take place successfully. Interaction during teamwork presumably encourages pupils to participate in group processes actively and demonstrate more responsibility for their learning. Thus, peer interaction can increase pupils' motivation and promote the establishment of a conducive learning environment in Jack's lessons.

In brief, Jack states that group heterogeneity and learner autonomy decrease learners' motivation, whereas peer interaction increases the motivation of pupils in CL in the context of CLIL history.

As for the interview with Jane, I should restate that she devotes at least 40% of an entire lesson to the use of cooperative methods.

Jane's pupils mostly like think-pair-share tasks, the reason may be their familiarity with such tasks. In general, the liking for an activity develops with time and practice. Whereas a newly introduced method, may it be relevant to the cooperative or traditional school environment, can

discourage learners. Even sophisticated tasks may appeal to pupils if the learning process and method are already familiar to pupils. To cut it short, pupils' familiarity with cooperative tasks and methods can determine the motivation rate of learners.

> Students mostly LIKE think-pair-share since they're used to it. Besides (…), they like to share their answers and ideas with other students (..), it does not matter that their neighbours may have different opinions and different answers to the questions (smiles).

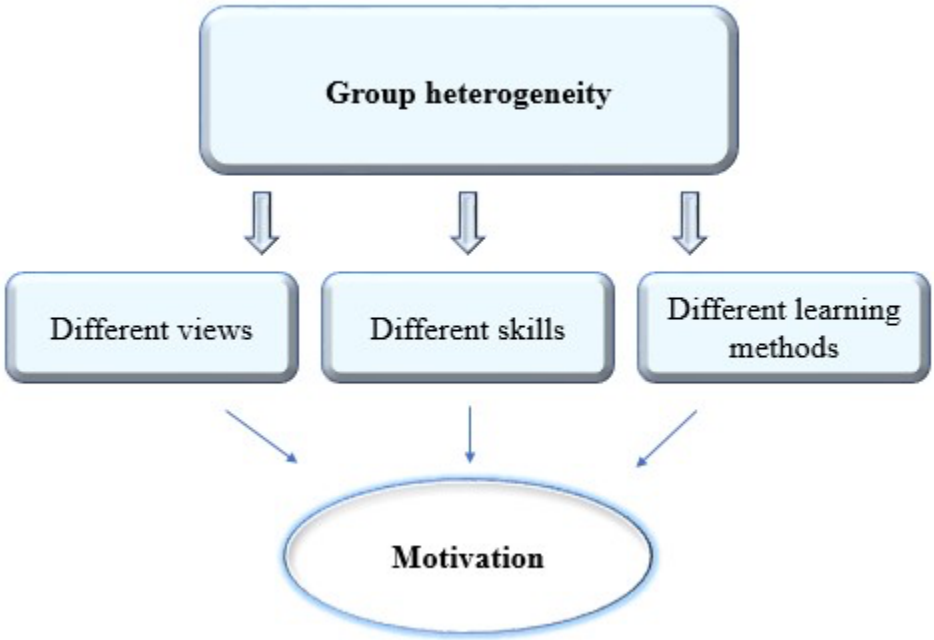
Exchanging views with peers who may even have opposing standpoints and learning methods seems to be motivating for Jane's pupils. Apart from this, the teacher states that in heterogeneous groups, high-achievers and low-achievers mutually assist each other, which can actually scaffold active and motivating learning. Although Jack and Jane work at the same school, they have different experiences with and attitudes to group heterogeneity. On the one hand, Jane seems to encounter fewer problems regarding CL in heterogeneous groups, and the learning environment tends to be more conducive. On the other hand, though Jane shares Jack's opinion that pupils lack skills, and they need the more direct intervention of the teacher, the intergroup relationship in Jane's class is supposedly more favourable for learning. Pupils seem to be willing to help and work with each other. It may also be connected with a personal factor of the pupils; therefore, the learning atmosphere in classes within the same school may also differ. It is also possible that Jack's method of using CL in the integrated secondary school might not be well suited for learners, which eventually causes problems and affects pupils' motivation.

In brief, heterogeneous group work is assumed to be motivating for Jane's learners. Therefore, she has stated that both mediocre and advanced pupils benefit from the cooperative environment.

> … so far, it has been working (…). Learners help each other, and what I have also noticed (.), they feel proud when they can be of any help to others. Then the learning itself is motivating for all kinds of students (excited).

Low-achievers take advantage of their peers' knowledge and turn to them for further explanation and help, which would otherwise not be done so intensively by the teacher. Hence, weak learners can develop their knowledge, followed by an increase in their motivation and contribution to teamwork. At the same time, more intelligent learners can hone their skills and deepen their understanding due to peer teaching, which may increase their motivation in CL.

In a word, Jane deems that her pupils' motivation in heterogeneous groups generally grows due to the conducive cooperative environment.



The diagram above indicates three important elements of group heterogeneity, i.e. different views, skills and learning methods. Those elements have a positive influence on learners' motivation in Jane's CLIL history lessons.

In addition to group heterogeneity and its motivational influence on learners, Jane has similarly expounded upon peer interaction that considerably affects pupils' attitude to learning. Jane says that pupils are keen on cooperative activities that allow them to carry out intensive interaction with each other. Peer interaction in CL presumably allows them to establish strong bonds with peers, enlarge their circle of friends and increase their acceptance in class. Furthermore, there is another upside of interaction among learners in cooperative groups. In contrast to traditional classrooms where learners are compelled to do individual work without much exchange of ideas or communication with classmates, cooperative methods help learners to organise their learning through mutual support and interaction. Indeed, interaction with other learners during the realisation of cooperative tasks can be motivational for pupils.

> Cooperative learning definitely has a HUGE impact, since students love talking to each other (.), contrasted to writing and reading (laughter).

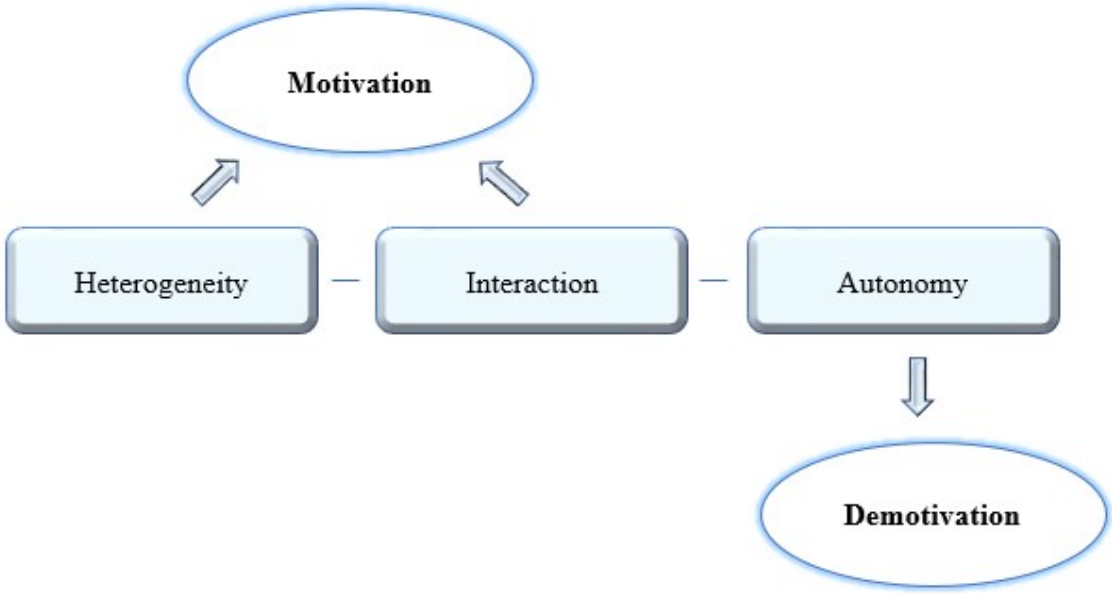
Writing and reading assignments are not engrossing for pupils, maybe because they might not promote cooperation as much as other types of CL activities would. Still, as discussed in the case of Patrick and Simon, both reading and writing tasks are crucial and are inevitably included in most CL/CLIL history lessons. Pupils' lack of interest in such activities can affect their motivation. Jane further mentions that any pair or group work that fosters interaction among learners is appealing and motivating for pupils. Yet, successful communication in CL pairs or groups also requires some independent and autonomous work. Unless pupils can work independently, or they receive enough help from the teacher, peer interaction cannot be very motivating. Jane's opinion relating to the positive effects of peer interaction and group heterogeneity on pupils' motivation makes me assume that she applies appropriate methods and teaching techniques to scaffold learning.

As for the impact of learner autonomy, considering pupils' poor knowledge in the foreign language and the learning difficulties encountered in the subject matter, the implementation of classroom assignments in an autonomous manner cannot yield the desired outcome without Jane's active intervention. The reason may be pupils' insufficient aptitude to carry out independent learning according to cooperative methods. The extensive help and assistance of the teacher would be required to realise collective work in CLIL history lessons.

> Station learning causes difficulties because it requires a lot of self-REGULAting (…); they need MORE guidance through rote cards (.) and well-structured handouts to fill in….

Because of pupils' assumed inability to carry out entirely self-regulated learning, more guidance, structured materials and support would ultimately be necessary to be provided by the teacher. Learner autonomy as an indispensable aspect of CL is not exhilarating for Jane's pupils. It somewhat demotivates and discourages learners in her CLIL history lessons.

To sum up, unlike group heterogeneity and peer interaction, learner autonomy does not trigger pupils' active engagement with cooperative activities and does not increase their motivation. Jane's pupils are not keen on carrying out autonomous learning because of their lack of academic competences and self-regulating skills. They need more support and intervention on the part of the teacher; otherwise, independent learning can be subject to failure. On the contrary, pupils are motivated to interact with each other in CL. Moreover, pupils' motivation can also be high when they work in heterogeneous groups with learners who have different development levels, interests and views. The mentioned information is indicated in the following diagram.



Below is the summary of the teachers' interview regarding the motivational influence of CL, particularly group heterogeneity, peer interaction and learner autonomy, in CLIL history lessons.

Motivational effects of group heterogeneity on CLIL history learners

Firstly, I should mention that all the interviewed teachers consider CL to be influential on pupils' motivation to some degree. As far as the first discussed aspect of CL is concerned, that is to say, group heterogeneity, half of the interviewed teachers consider it to be motivational. Hence, three teachers out of six, i.e. Patrick, Simon and Jane, can successfully implement pair or group teaching methods, ensuring pupils' increased motivation in heterogeneous groups. According to Patrick, Simon and Jane, cooperative groups of varied learners with a different level of knowledge, skills, learning strategies and views, etc., are deemed to be advantageous for weak and strong learners alike. Thus, group heterogeneity tends to enable mutually beneficial learning and raises pupils' motivation.

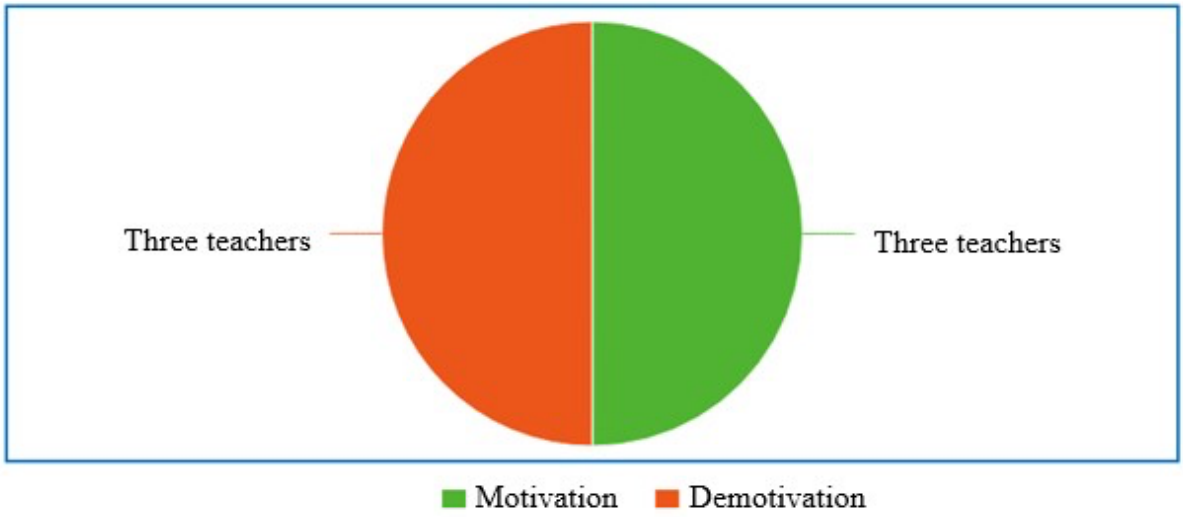
Yet, none of the mentioned teachers state that cooperative activities in heterogeneous groups run smoothly at all times since learners may come across some impediments. On the one hand, Patrick has indicated that mixed group members' motivation is somewhat at risk, depending on learners' diligence rate and knowledge. Since groups encompass learners with diverse

backgrounds and approaches, there may always be some pupils to attempt to idle and use the work results of their team members. Therefore, Patrick establishes rigorous rules, assigning group leaders to monitor and assess their team members' performance and knowledge. Through selective coding, I have identified and analysed other reasons that determine pupils' motivation in heterogeneous groups, which is not directly related to group heterogeneity (Atmowardoyo, 2018). For instance, Jane tends to intervene in CL to ensure active independent learning and increase the motivational effect of peer interaction. On the other hand, Simon has pointed out that cooperative activities can be challenging and demotivating if assigning writing tasks to learners. Simon and his co-teacher could also provide the necessary help to pupils to increase and retain learners' motivation in heterogeneous cooperative groups, especially when giving writing assignments.

As to Sam, Kate and Jack, they have claimed that group heterogeneity decreases pupils' motivation in CL to some degree. Thus, half of the interviewed teachers have had a bad experience when organising CL in heterogeneous groups. The chief reason for heterogeneously formed groups to cause impediments in the CL process is related to the gap of pupils' knowledge in the target language and the subject matter. As stated by Sam, Kate and Jack, the contribution and results of group members in cooperative work are dissimilar, taking into consideration the significant differences in pupils' knowledge and skills. In this respect, lowachievers' motivation and confidence may decrease because of their ineptitude to cope with cooperative task requirements as efficiently as more knowledgeable learners. Furthermore, high-achievers in heterogeneous groups feel their group work results to be deteriorated, and the learning process considerably slowed down because of having weak pupils in the same group. As a consequence, there can arise noise in cooperative classrooms when some weak pupils withdraw from group activities and display indifference to group learning.

The following chart indicates how group heterogeneity influences pupils' motivation in CLIL history lessons.

The motivational effect of group heterogeneity on CLIL history learners

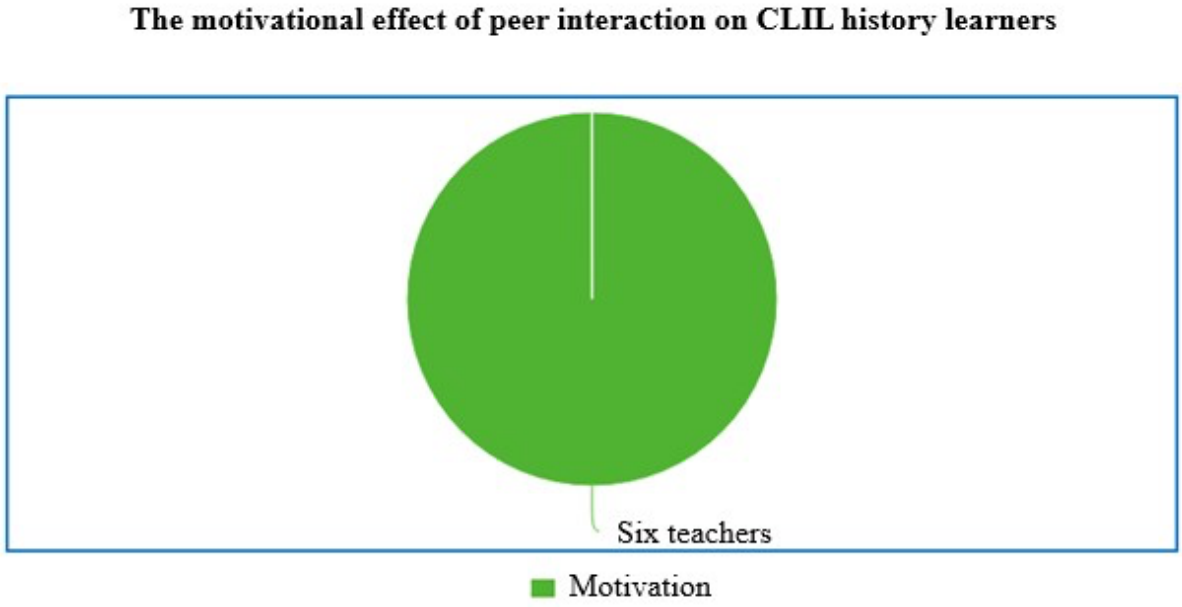


In summary, three of the interviewed teachers confirm the positive influence of group heterogeneity on CLIL history learners' motivation. At the same time, the other three teachers try to avoid the implementation of CL in heterogeneous groups because of its negative impact on CLIL history pupils' motivation. Based on these analysed data, I infer that the heterogeneity of CL groups is a partially positive phenomenon and may partly increase learners' motivation in CLIL history lessons. It is due to one-to-one interviews that the teachers' approaches regarding various aspects and factors of organising heterogeneous group learning in CL/CLIL history lessons have become apparent and understandable (Ryan et al., 2009: 309). I have done the analysis and discussion of those factors and relevant phenomena descriptively, remaining close to the interviews (Sandelowski, 2000: 336).

Motivational effects of peer interaction on CLIL history learners

The interaction among peers taking place during dyadic or group learning determines pupils' motivation rate. The six interviewed teachers, i.e. Sam, Kate, Patrick, Simon, Jack and Jane, are unanimous in their standpoint regarding the positive effect of peer interaction on CLIL history learners' motivation. However, the motivated communication carried out among Jane's and Jack's CLIL history learners is somewhat dependent on the support provided by the teachers. Moreover, Jack needs to adjust CL tasks and materials to pupils' level of knowledge and skills. On the whole, all the teachers have expounded that peer interaction allows pupils to enjoy the learning process by communicating with classmates, exchanging opinions on the

theme and establishing a good relationship with peers. The pie chart below shows the coinciding views of the six teachers regarding the increased motivation of pupils triggered by peer interaction in CL.

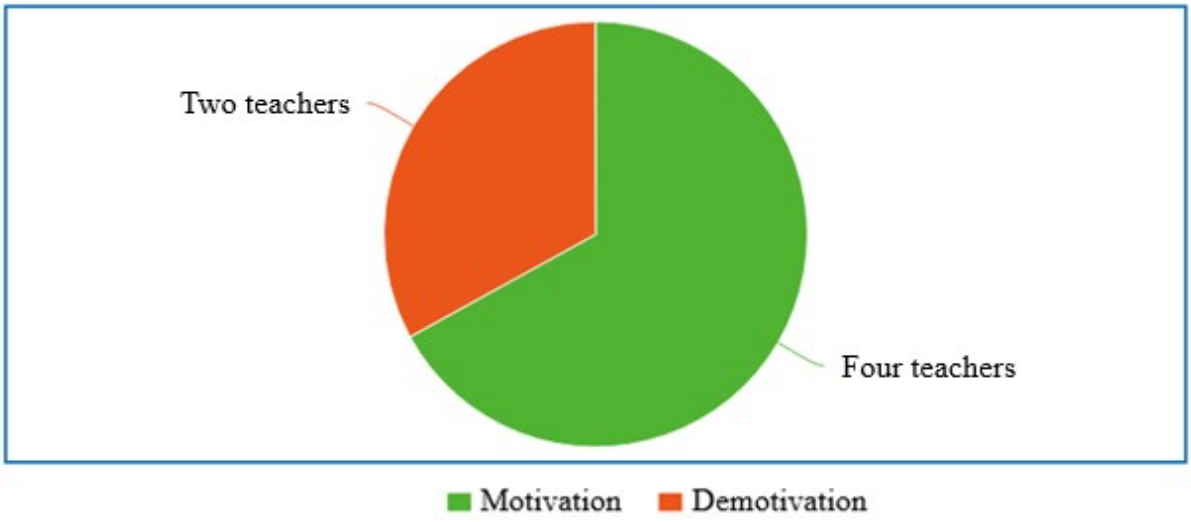


Motivational effects of learner autonomy on CLIL history learners

Unlike peer interaction, the teachers' standpoint is different concerning the motivational influence of learner autonomy. Autonomous learning is an important part of the cooperative methodology. Pupils study independently with peers taking responsibility for their education. Based on the learning environment and pupils' academic level, the motivational effect of CL autonomy may differ. When comparing the feedback of the interviewed teachers, it turns out that two teachers out of six, i.e. Jack and Jane, consider learner autonomy to be a hindrance to CL and demotivational for pupils. As mentioned earlier, the type of school and the specific factors, such as mental disorders of some learners enrolled in integrated secondary schools can significantly matter in this case. Teachers should take special measures like reducing the size of the class or instructing with a co-teacher. It can enable them to use CL methods efficiently and increase the motivational effects of autonomous learning on CLIL history course takers. The other four teachers, namely, Sam, Kate, Patrick and Simon, state that pupils are considerably motivated to have autonomy in learning and independently explore the assigned theme within their groups. Patrick's learners tend to dislike reading assignments and Simon's pupils dislike writing tasks. In this respect, learner autonomy is not an entirely positive

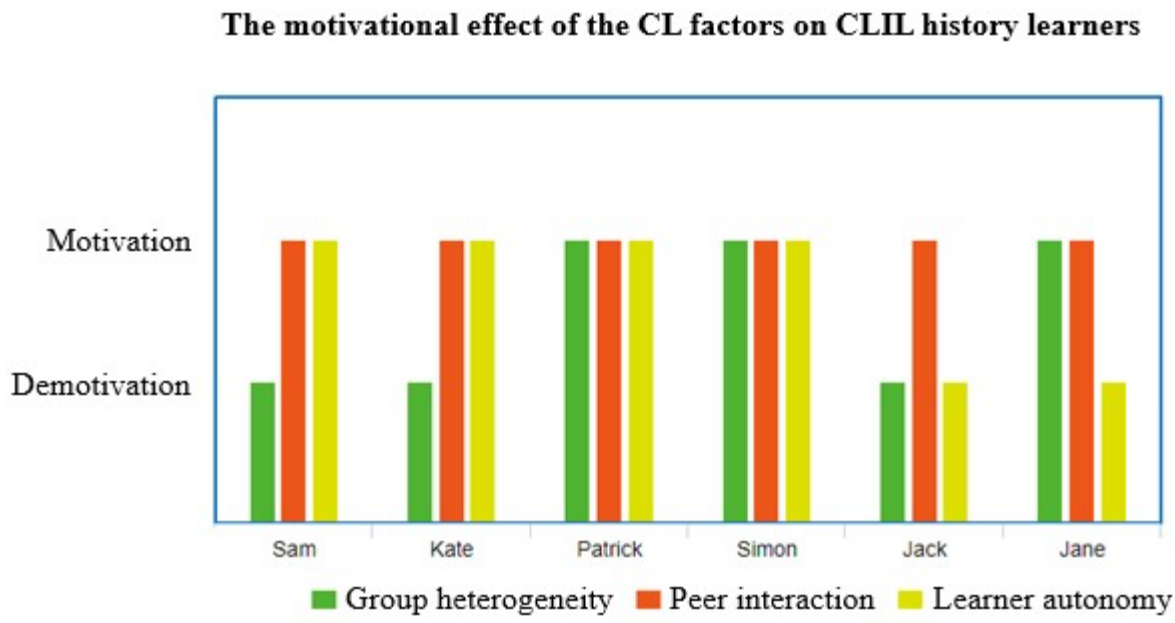
phenomenon in their CLIL history lessons, but some adjustments and actions are necessary to promote their learners' engagement with autonomous activities. Overall, two of the teachers deem the influence of CL autonomy to be demotivational. In contrast, four of the teachers consider learner autonomy to be a motivating factor, as one can see in the pie chart.

The motivational effect of learner autonomy on CLIL history learners



Taking into consideration the interview results, learner autonomy in cooperatively conducted CLIL history lessons mostly increases pupils' motivation.

I have presented the overall information regarding the effects of group heterogeneity, peer interaction and learner autonomy on pupils' motivation according to the six teachers' reflections in the following bar graph.



Based on the graph, group heterogeneity, peer interaction and learner autonomy are equally motivational in Patrick's and Simon's lessons. While in the case of the other teachers, at least one aspect of CL turns out to be demotivational. For instance, group heterogeneity does not trigger pupils' motivation in CLIL history lessons but somewhat decreases it. Meantime, Jane has had a bad experience with learner autonomy because of pupils' decreased motivation in autonomous CL. Finally, Jack is the only interviewed teacher whose experience shows that two aspects of CL, that is, group heterogeneity and learner autonomy, entail pupils' demotivation, and only peer interaction increases their motivation. In this respect, Jack's experience with cooperative methods points out some motivational problems relating to CL in the context of CLIL history. In contrast, Patrick and Simon have had a considerably good experience in terms of pupils' relatively high motivation in the cooperative CLIL history setting.

Hypothesis IV – There is not a significant relationship between the research hypothesis and the analysed interview data. Though I purported that group heterogeneity increases pupils' motivation in CL in the context of CLIL history, the results obtained from the teachers' interview are a little different. Not all the teachers consider that pupils' motivation grows in heterogeneous groups. Three of the interviewed CLIL history teachers deem the influence of group heterogeneity on learners' motivation to be positive. Thus, there is only partial relevance between the research hypothesis and the teachers' standpoints. Considering that group

heterogeneity can only partially be an asset to pupils' motivation in the CL/CLIL history setting, I can neither reject nor confirm this hypothesis.

Hypothesis V – There is a significant relationship between the research hypothesis and the analysed interview data. I initially stated that peer interaction enhances pupils' motivation in CL in the context of CLIL history. Accordingly, all the interviewed teachers emphasise that peer interaction increases learners' motivation due to the exchange of opinions and communication among pupils. In brief, peer interaction can contribute to an increase in learners' motivation in CLIL history lessons.

Hypothesis VI – There is a significant relationship between the research hypothesis and the analysed interview data. I put forward the conjecture that learner autonomy fosters pupils' motivation in CL in the context of CLIL history. The majority of the interviewed teachers, that is to say, four of them, state that learner autonomy raises learners' motivation in CLIL history lessons. Hence, I confirm this hypothesis.

PART 3

The third part of the research regards the effects of cooperative CLIL history lessons on pupils' knowledge of the foreign language and the subject matter, with an additional focus on the honing of non-academic skills.

Research Question 3: How does CL affect CLIL history learners' knowledge of the foreign language, subject matter and their non-academic skills?

The third research question includes the following sub-questions: 1) What is the influence of cooperative activities on CLIL history learners' foreign language skills? 2) What is the impact of cooperative activities on CLIL history learners' knowledge of the subject matter? 3) How does CL affect CLIL history learners' attainment of non-academic skills?

Below, I present and analyse all the six teachers' standpoints relating to this issue.

Sam, who dedicates a quarter of a CLIL history lesson to cooperative methods, considers pupils' knowledge to be considerably affected by CL. Pupils learn to use English outside of the classroom. They hone their foreign language competences; they can interact and deal with

different contexts relating to various fields, such as sport, science, music, etc. Sam notes that cooperative activities increase pupils' foreign tongue competences in CLIL history lessons. Pupils can apply their foreign language skills when carrying out intercultural communication with people of different nationalities, getting in touch with foreigners not only via the internet but also personally. Besides, it can help pupils during their stay abroad when participating in conferences, language exchange programmes, class trips, etc. Overall, Sam affirms the positive outcome of his pupils' learning through cooperative methods in CLIL history lessons.

On the other hand, pupils' knowledge of the subject matter can suffer to some degree if the focus is on applying the foreign tongue in the context of CLIL history during pair or group work. It can distract pupils' attention from the subject matter. Besides, using CL methods in history lessons where the language of instruction is a foreign tongue, pupils' subject learning can also be retarded.

> The content outcome is not as good AS IF the lesson is done in German. Despite having an English skill above average (..), the focus is more on English and NOT on the content (discontent). They learn how to use the English language outside of English, science, sport or music (.), and therefore they get the ability to speak in different contexts.

The amount of content assimilated through cooperative methods differs in CLIL and non-CLIL history lessons. Pupils may not comprehend lesson content in a foreign language as quickly as they would in their native tongue. They may fall behind the programme envisaged by the curriculum. Although learners enlarge their stock of words, expressions, grammatical structures of the foreign language in CLIL history lessons, the learning of the subject matter can slow down. Besides, when coming across language difficulties, pupils need extra time and assistance from their teacher and peers before proceeding with the implementation of their cooperative tasks. It can take more time and efforts to assimilate content, especially when using CL methods than in traditional lessons. To conclude Sam's feedback, CL does not enable pupils to make considerable progress in the subject matter in CLIL history lessons. Their attention is on the foreign tongue rather than on the academic subject.

As a way of improving pupils' knowledge of history through CL, Sam also suggests differentiating and adapting materials. It can minimise the cases of pupils' misunderstanding and misperception of content caused by language difficulties. Furthermore, another recommendation made by Sam is to transfer pupils the knowledge of history in English lessons to compensate for the time spent on language learning in history lessons.

> We have many subjects that we teach in English (.), but not in all subjects, my colleagues use partner work and group work (discontent). I suppose if we had more cooperative learning (..), the results would be better too. At least students could get the RIGHT technique and could learn MOre easily.

Pupils can become more apt to grasp cooperative structures and methods and effectively use them in their CLIL history lessons if CL is integrated with more CLIL courses, for practice makes the master. I can infer that not all the subject teachers conduct lessons through the cooperative methodology in xxx Grammar School. Therefore, pupils may not be very familiar with cooperative tasks and learning processes. It can cause particular difficulties and slow down CL learning in CLIL history. At the same time, the instruction of CLIL through CL in more subjects could also help learners to overcome their language barrier.

Apart from the effect of cooperative methods on pupils' knowledge of the foreign language and the subject matter in CLIL history lessons, Sam has also referred to pupils' acquisition of nonacademic expertise and skills.

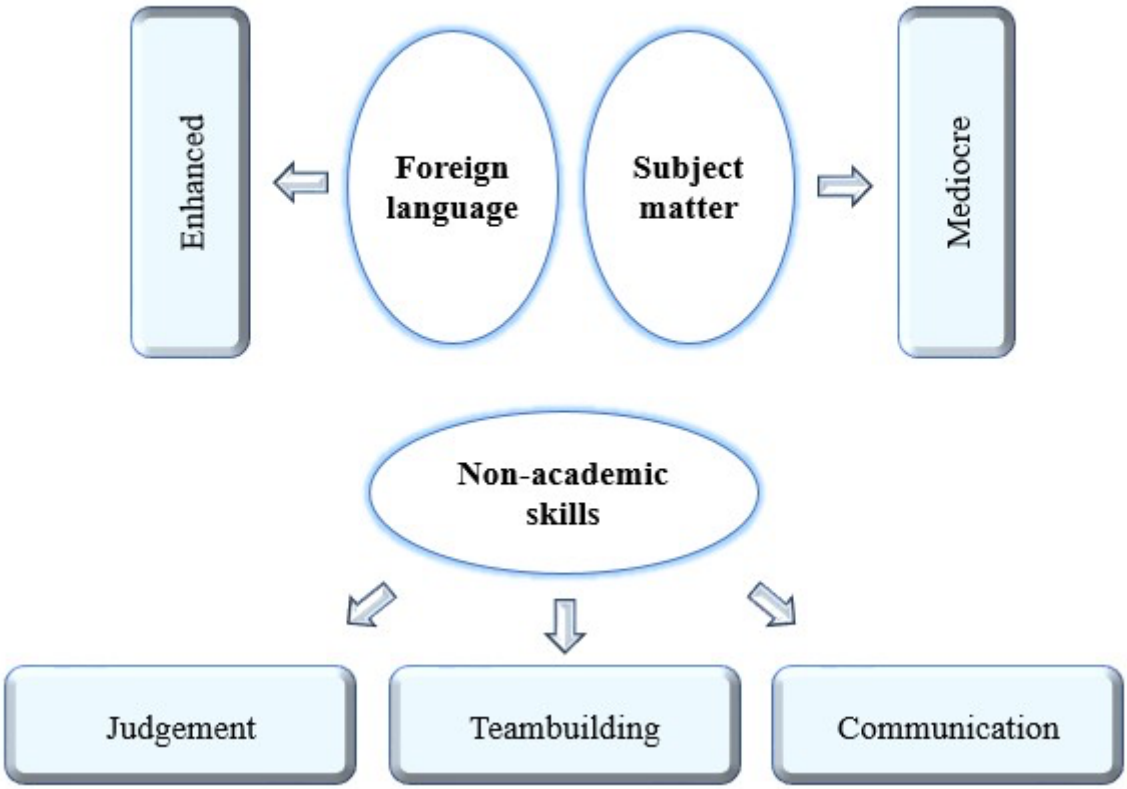
> As the material/ it makes no sense to read translated sources of English in German. If they are in English, it shows the British or in general the English view on different historical events and processes (…), they get a different perspective on history. This helps to develop their competence in doing judgments (smiles).

If using the source in the English language, pupils would have the chance to read and analyse historical events from the British perspective. Teaching CLIL history through cooperative methods in the original language can develop pupils' critical thinking and analytical skills. Learners can also become capable of forming and expressing their personal views on historical accounts.

However, original texts are more challenging to understand than translated ones. The teacher cannot ensure that pupils have perceived the important content of the original material to analyse the main aspects in groups or pairs. Besides, reading CLIL history-related texts in their native language, pupils can also form their opinion on historical events and develop their analytical mind. Pupils may develop these skills by communicating with peers and reflecting on different aspects of history through CL methods both in CLIL and non-CLIL lessons (E. Meyer, 1981: 49). In this regard, CL can play an essential role in enhancing pupils' nonacademic skills and not the language of instruction.

Sam's pupils are also said to hone their team-building and communication skills, etc. in the process of partner or group work (Weidner, 2003: 23). These skills are an asset in any aspect of life, may it be in school education, career or personal **experience**.

The effects of CL on pupils' knowledge and skills in Sam's CLIL history lessons



The diagram shows that CL positively affects CLIL history pupils' foreign language skills. On the contrary, learners only develop common knowledge in the subject matter when using cooperative methods in Sam's CLIL history lessons. As for non-academic expertise and skills, it follows from the diagram that pupils develop their critical thinking, team-building and communication skills.

Below, I present Kate's standpoint on the influence of CL on her CLIL history pupils' knowledge and skills. Regardless of the foreign language skills of Kate's pupils, most of them presumably participate actively in cooperative activities, which can hone learners' skills of the target language.

> If you have highly motivated students that aren't as fluent in a language, they still want to get involved SO BADLY that they would do anything … (rejoices).

The lack of fluency and knowledge in the target language may lead to pupils' restrained participation in group work. Pupils' insufficient understanding of the foreign language can be a hindrance to the implementation of cooperative activities in pairs or groups. Active participation in group discourse can be possible if pupils can use the target language to deal with CLIL history tasks. As previously stated, I assume that Kate's pupils do not have considerable difficulties with learning through a foreign language. Therefore, they can effectively use CL methods to hone their foreign language skills in CLIL history lessons.

> In these cooperative activities, they (.), of course, also get key terms and language that they need (..), so either way, yes (pleased), sure (...), if it's in German or in English, depending on the mother tongue of the students. But they definitely GET that through these cooperative learning activities (..), and they are also forced to use these key terms too (.), so they practice that. And in many cases, as I said (pensive), we have extra language support too (..), so they might even in smaller groups go through certain topics, and that's where they strengthen their language skills as well. Even the ones at a LOW level ALso develop their language skills.

I can infer from Kate's standpoint that pupils develop key language terms and increase their vocabulary. The newly learnt vocabulary practised in cooperative groups can indeed scaffold language acquisition. Besides, it should be due to the language support pupils receive from peers or by accessing dictionaries that they successfully get acquainted with new concepts and lesson-related topics in cooperative groups. I can deduce that CL enables even low-achievers in Kate's class to improve their foreign language skills.

Language skills include four significant aspects, i.e. reading, listening, speaking and writing. Kate mentions that her pupils develop all these critical aspects due to cooperative methods. Out of the four elements of foreign language skills, Kate has mainly expounded the factors and activities that develop pupils' writing skills.

> Well (..), we also have activities where they practise skills like writing responses to exam questions, where they work together (…), or one student starts off with the introduction, and then the next student writes the main body (.) and then they work together. I think it DEFInitely develops writing skills (smiles).

Kate's statements imply that different pair or group activities in CLIL history lessons avail pupils of the opportunity to improve their writing skills. A similar CL activity can certainly

ameliorate pupils' writing skills since it mostly involves the practice of content knowledge through CL writing.

Summarising the points regarding the outcome of CL on pupils' language skills, the use of the target language does not presumably impede active learning. In contrast, when dealing with new concepts and themes, pupils learn new terms and expressions. They tend to improve their overall foreign language skills during **CL** in CLIL history lessons.

Furthermore, cooperative methods presumably increase Kate's pupils' knowledge of the subject matter.

> Well (.), if you think about jigsaw activities, for instance (..), then, of course, by giving MOre PERspectives, you DO GO into more depth in a SUBJECT matter or in a unit (…), so the students are confronted with more aspects, and, in the end, that DOES IMPROVE their knowledge of the subject (smiles), or even (.), as I said (.), with role-plays and simulations/.

I can deduce from the quotation above that cooperative activities contribute to pupils' assimilation and acquisition of in-depth knowledge in the field. Pupils' familiarity with various perspectives of the particular historical aspect and their understanding of the theme can increase due to the realisation of the jigsaw (Felder and Brent, 2007: 38-39), role-play (Cottell, 2010: 28) and simulation activities. The mentioned types of activities can give pupils an insight into multifaceted aspects and theoretical accounts regarding the theme by helping learners identify with the topic. It can eventually contribute to pupils' knowledge of history.

> The fact that they have to get involved in their research (..), and based on their motivation (.), they, of course, want to do a good job (smiles), because if it's a trial like simulation (.), they, of course, want to win this trial as well (smiles). So (.), they put even more EFFort INTO IT (..), and by doing that, they have done incredible research to just get a bigger picture of the subject (pleased). So (..), absolutely these cooperative methods do help.

Most pupils may feel motivated to assume various simulation roles and perform their duties in classroom learning. They could also be keen on achieving outstanding results in their group work. Still, simulation games like hot seat (University of Cambridge, 2009: 7) require developed communication and speaking skills and background subject knowledge. For instance, unless a pupil is aware of historical accounts concerning Rosa Parks and feels comfortable to speak freely in class, he/she cannot be motivated to assume her role and answer the peers' questions during a simulation game. Therefore, though cooperative methods can

encourage pupils to get profound knowledge of the subject matter, the teacher should adjust the specific nature and requirements of some CL tasks to pupils' knowledge and skills.

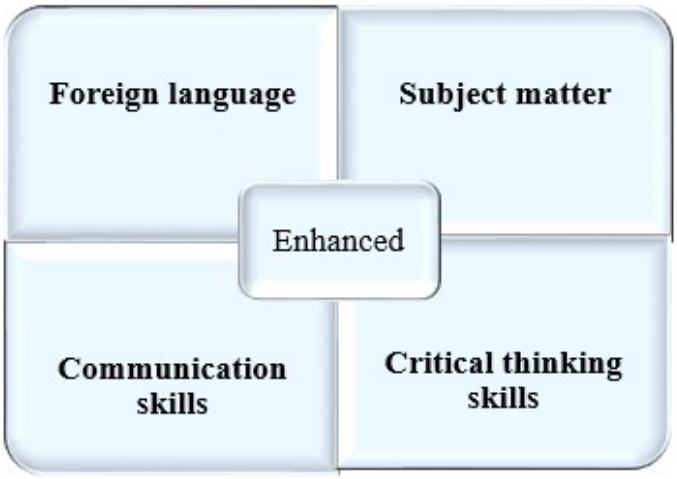
On the whole, the influence of CL on Kate's pupils' subject knowledge can be quite beneficial. In the meantime, like Sam, Kate also mentions a few skills that learners develop when employing cooperative methods in history lessons. As such, Kate notes communication and critical thinking skills.

> I think it certainly develops communication skills and critical thinking skills (…), absolutely (…), and I think that's it (…), I can't think of anything else right now (pensive).

Most CL tasks require learners to speculate on historical events and analyse narratives that can lead to the development of their communication and critical thinking skills. Therefore, Kate's pupils can presumably benefit from cooperatively realised CLIL history lessons by acquiring and improving the mentioned skills.

To cut it short, Kate has presented certain factors and aspects of the CL methodology that contribute to the improvement of pupils' language skills and subject knowledge. Furthermore, secondary school pupils also get the opportunity to improve their communication and critical thinking skills, which is a significant asset to learners not only in the educational milieu but outside the school environment. The following diagram indicates that pupils enhance their academic and non-academic skills in cooperatively conducted CLIL history lessons.

The effects of CL on pupils' knowledge and skills in Kate's CLIL history lessons



Patrick states that, in general, cooperative methods in the context of CLIL history positively affect learners' foreign language skills. During a "writing conference" where pupils compose a work together, summarise or write an article and essay on a particular lesson-related theme, they develop their writing and speaking skills. In contrast to a traditional classroom, pupils can play a central role in the cooperative learning environment. They design their study methods and get actively enrolled in collaborative work. Thus, learners are enabled to increase and assess their target language skills according to specific criteria.

> Also haben mir Schülerinnen und Schüler gesagt sie lernen im bilingualen Geschichtsunterricht mehr Englisch als im Englischunterricht (laughter). Aber das ist für mich noch nicht verifizierbar (smiles). Aber auf alle Fälle ist sicherlich der Erfolg höher, weil sie selber agieren, sehr viel selber sprechen müssen, als wenn ich dann hier eben irgendwas erzähle (..) während Unterrichtsgespräche/ 3-4 Schüler antworten und der Rest ist da und schweigt (..), ja (pensive)

> English translation

> Well, the pupils have told me that they learn English in the bilingual history lesson more than in the English lesson (laughter). But it is not verifiable for me yet (smiles). However, at any rate, the success is undoubtedly higher since pupils act themselves, they have to speak themselves, rather than if I tell something (..) during a lesson/ 3-4 pupils answer, and the rest remain silent (..), yes (pensive) (E.B.).

I can infer that pupils' increased speaking and learning time in CL gives them the advantage to hone their foreign language skills. Patrick assumes that they considerably improve their foreign language skills due to the use of cooperative methods.

Also, Patrick expresses his standpoint that the use of cooperative methods in CLIL history lessons also fosters pupils' knowledge of the subject matter. CLIL history is mostly designed for competent pupils. It should be partially due to this factor that Patrick's pupils tend to make noticeable progress by successfully applying CL methods in their CLIL history lesson. Patrick works in xxx Grammar School that boasts an excellent reputation in Berlin. Meantime, Patrick mentions the feedback given by an outstanding bilingual guru based in Berlin, who has also conducted a lesson in Patrick's class. According to the said foreign guru, his pupils' knowledge of the subject matter is considerably high and outstanding when compared with their peers in a concurrent educational system where the CLIL and cooperative teaching methods are not employed. Since both Patrick and the mentioned specialist hold the same view regarding the

knowledge of Patrick's learners, this part of the qualitative research can be deemed reliable (Sandelowski, 1993: 3). Thus, I deduce that Patrick's learners have profound knowledge of the subject that they might have developed due to cooperative methods in CLIL history lessons.

> Die Schülerinnen und Schüler haben in der Regel oder ist es eben meine Schüler, die bessere Kenntnisse (.), Sachfachkenntnisse haben als vergleichbare Schüler aus dem DEUTSCHEN Geschichtsunterrichts (pleased).

> English translation
>
> As a rule, pupils or maybe just my pupils have better knowledge (.), subject matter know-how as compared with similar pupils from a GERMAN history lesson (pleased) (E.B.).

Patrick is himself convinced that cooperatively realised history lessons entail desirable results. Pupils learn new concepts, theories and grasp more topic-relevant information through cooperative methods that enhance their capabilities in the subject area. Patrick evaluates their knowledge through tests and other assessment methods. Formal assessments of pupils' skills acquired in history indicate that Patrick's use of cooperative methods produces desirable learning results.

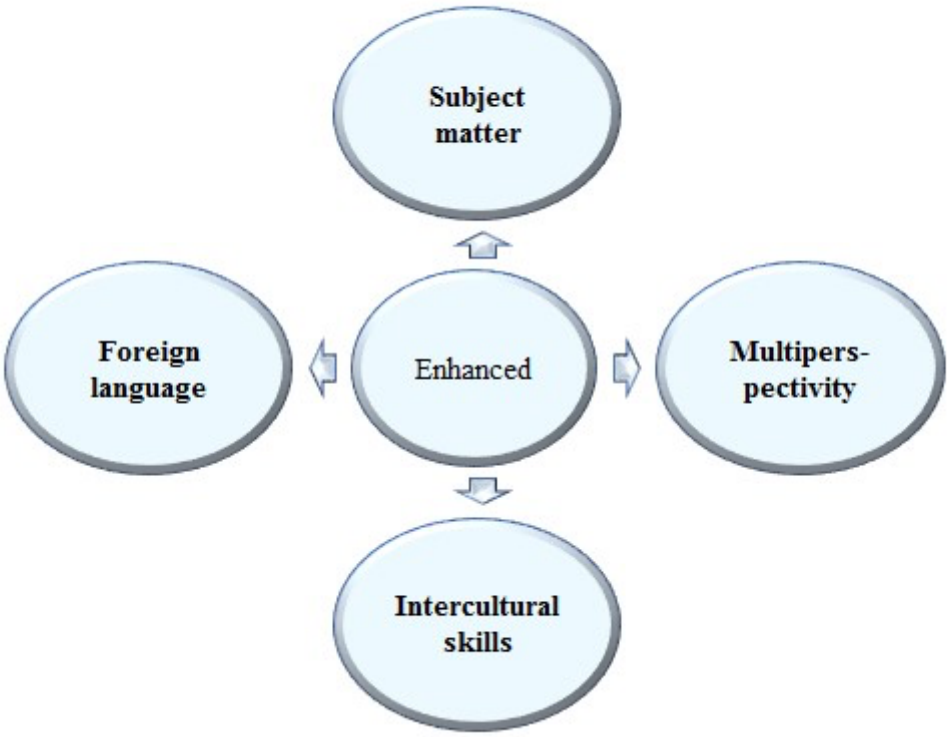
CL/CLIL history learners are assumed to develop the ability to view historical events from multiple perspectives. For example, Patrick transfers the information about the First World War to pupils through textbooks composed by the British. Analysing the particular historical period and successive events rendered from the perspective of the British can enable pupils to develop multiple perspectives on the topic and analytical skills. In this way, pupils can interpret historical events from another cultural perspective.

> Also gibt es hier auch/ wie sagt man (…), interkulturelle Kompetenz, Multiperspektivität (..) …

> English translation
>
> Well, here there is also/ as one says (…), the intercultural competence, multiple perspectives (..) … (E.B.).

I assume that learners discuss lesson-relevant topics with peers and exchange ideas. They may develop their intercultural competence due to dealing with historical concepts and events from the perspectives of other cultures.

The effects of CL on pupils' knowledge and skills in Patrick's CLIL history lessons



In short, cooperative methods promote Patrick's pupils' language, subject and non-academic skills like multiple perspectives and intercultural skills.

Based on Simon's feedback, weaker pupils turn out to benefit from CL learning. If carried out consistently and efficiently, peer assistance in CL/CLIL history settings can help less keen learners and resolve their language issues to some extent. Moreover, it can also contribute to the learning environment. In this case, pupils' lack of foreign language competences may not hamper the interactive learning process organised in a dyadic or group manner.

> Well (..), I think cooperative lessons help those students who are weaker in their foreign language. They can get help from other students … (.), translate for them. So (…), for those students who are weaker in English (..), I think cooperative lessons are productive AND helpful because they have peer ASSISTANCE here (smiles).

The coaching and guidance weak pupils receive from their peers may help them to overcome learning difficulties and to hone their language skills. Simon mainly stresses the potential to

develop pupils' reading and writing skills in cooperative history lessons. Reading a historical text in small groups organised in Simon's CLIL history lessons may enable pupils to improve their foreign language skills. Simon states that they pay close attention to language accuracy in those activities. His assistance to pupils during CL reading tasks can make sure learners read correctly, with a focus on pronunciation. However, CLIL history lessons should not be focused on language accuracy but on content, and the foreign language should be a means of communicating meaning. Besides, correcting each other's work and giving feedback can also be motivating for them.

Simon regards the effects of cooperative methods on learners' subject knowledge to be positive too. As also discussed earlier, pupils are mostly motivated when granted the opportunity to choose the topic of their cooperative activity.

> I think it's very good for that/ for subject matter (.) because often in cooperative learning students are given a chance or a more chance to choose what they want to concentrate on in lesson (..), what kind of content they want to concentrate on. And as soon as they have an option of choosing something (.), students are a little bit more motivated (smiles)".

If pupils have the chance to select the content they are going to deal with in cooperative groups or pairs, they can generally feel motivated to explore the theme. As a result, their knowledge may increase due to their intensive independent work. For instance, Simon's pupils are motivated to deal with topics like ancient Egyptian gods and goddesses, the god of death, the god of mummification, etc. They are curious to find out in-depth information about their favourite topic and make a poster on it. The high motivation demonstrated towards cooperative activities on their desired topic will most likely turn into a pleasant experience and ultimately foster pupils' knowledge of history.

However, some impediments can be caused by the selection of a topic for cooperative activity. Pupils have diverse interests, and their favoured items may not always coincide. In this respect, some difficulties and sometimes also conflicts may arise. Therefore, I may not take for granted that all the topics selected by pupils are similarly exciting for the whole group. At any rate, cooperative activities can encourage pupils to acquire comprehensive information for a pair or group project that may increase their subject knowledge.

There can be contrasting views on the instruction language of history. Therefore, many parents in Simon's class consider that the use of a foreign language in cooperative CLIL history lessons impedes the assimilation of content.

> This is what concerns many PAREnts (..), but I am not convinced of that (shakes his head). I don't see it (…). I think that the knowledge of subject matter is affected more by the individual nature of the student than by the language presented. You know (..), some students who are motivated to learn everything and some are not motivated (.), and there are lazier students, and I think this is MORE of a factor than LANguage proficiency. I DON'T really see that much problem (pensive), especially for cooperative learning methods that we do. If anything/ you know (..), we put them in small groups and let them work with peers (…), if everybody is on track (.), if it's a good group (.), if everybody is working where they are supposed to (.), this can be beneficial (…), that's been my experience (smiles).

It is actually decisive as to whether pupils are motivated, demotivated or are lazy to deal with their assigned cooperative tasks efficiently. On the one hand, pupils who lack motivation cannot considerably benefit their learning in both CLIL and non-CLIL history lessons. However, motivation is not the only factor for a successful learning process. Pupils need to have sufficient skills in the target language to be able to learn in the CL/CLIL history setting. Since previous discussions state that most of Simon's pupils can effectively learn history in English through CL methods, parents' concern about this issue seems to be unjustified. Besides, Simon has stated that most pupils have sound English skills due to the good quality of language instruction in the school. In this case, the foreign language in CL/CLIL history lessons would not hamper the subject learning process. Provided that learners are focused on their teamwork and conscientiously carry out their CLIL tasks, learning through CL can benefit learners.

Despite some difficulties that relate to the collision of pupils' opinions when choosing a topic for cooperative work, cooperative methods in the context of CLIL history most probably increase Simon's pupils' subject knowledge. It can be due to their motivation and interest in most cooperative activities.

In addition to language and subject knowledge, pupils also obtain other relevant knowledge and skills. As stressed by Simon, social skills are essential that learners presumably develop due to CL in his CLIL history lessons. The acquisition of social skills can enable pupils to interact with their classmates, adhering to social norms.

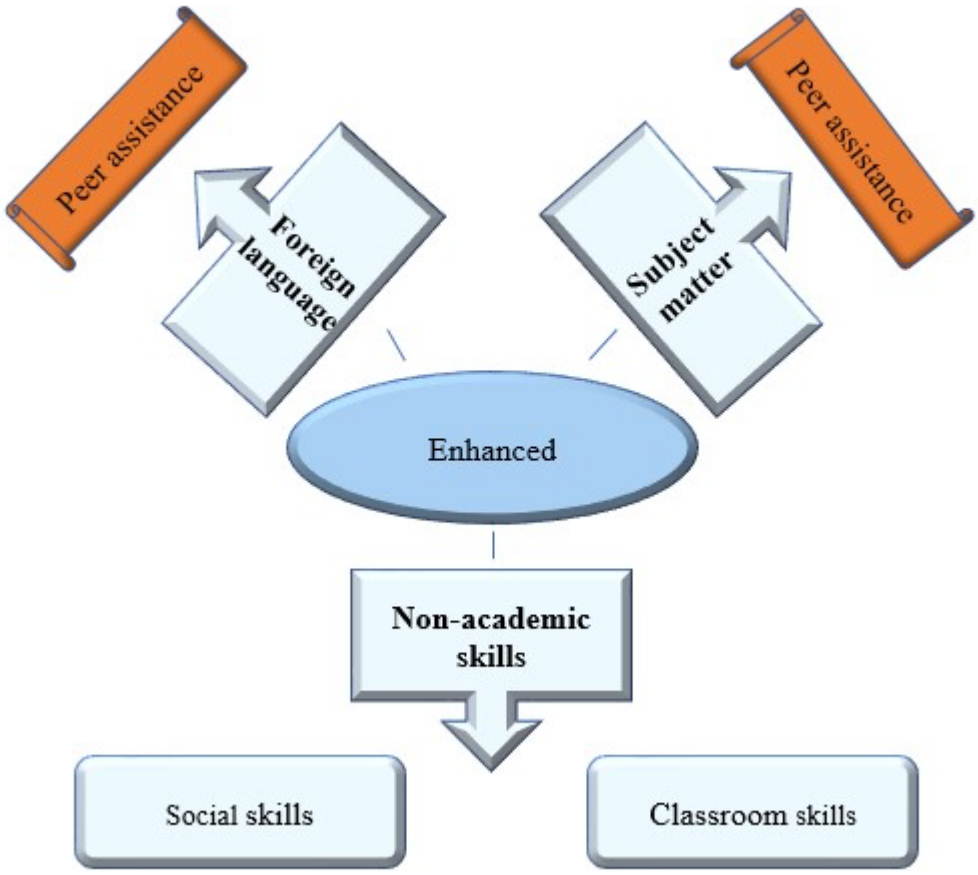
> … but you know (sighs), then the classroom skills (..), I would say more classroom behaviour is important here, and a lot of these behaviour skills are really developed in these cooperative elements (..), how to work in a small group, how to work in a bigger group, how to give and take and accept criticism and hear "no" from peer, these kinds of things. So (.), I think these are all important.

Cooperative methods in history lessons promote pupils to work in groups, give each other feedback and accept criticism from their peers. It would otherwise be challenging to hone these skills in traditional teacher-centred classrooms where pupils' interaction and group work are scarce.

Apart from this, Simon mentions that pupils become shrewd and quick when they study in the CL environment. Cooperative work may enable learners to be quick on the draw, react promptly to classroom or group changes, follow lesson processes, such as changing the book, writing something on the whiteboard, etc. These are necessary skills that allow pupils to benefit from the lesson time due to becoming reflective, smart and quick on the draw. In a nutshell, basic classroom and social skills are two paramount skills that pupils tend to develop due to learning in Simon's lessons.

The diagram below shows the three main aspects that are positively affected by the cooperative methodology in CLIL history lessons. These are the following: pupils' knowledge of the foreign language, of the subject matter and their non-academic skills, notably social and classroom skills. Additionally, especially weak learners enhance their foreign language skills due to peer assistance and peer coaching. Similarly, pupils' knowledge of the subject matter also presumably increases partially due to learners' choice of the content of cooperative activity.

The effects of CL on pupils' knowledge and skills in Simon's CLIL history lessons



Simon is optimistic about the prospects of CL in CLIL history and considers it a beneficial teaching method.

In the following, I will present and analyse Jack's experience regarding the influence of CL on pupils' academic and non-academic skills in CLIL history lessons. As discussed earlier in this chapter, regardless of the difficulties that pupils have in cooperatively organised history classes, Jack bases approximately half of his teachings on cooperative methods. During the implementation of cooperative methods, pupils experience difficulties when using the target language in the learning process. Therefore, Jack's pupils may often switch to their mother tongue.

> …many students switch to their mother tongue in the cooperative phase. I can't ALWAYS prevent it. Maybe, if we were two teachers in the classroom (..), it would be possible to make sure students

> use English more. But now I don't feel that they get better skills in English (presses the lips together).

Pupils' tendency to use their native language when carrying out group activities cannot be utterly regulated and prevented by the teacher. It can sometimes be impossible to monitor group work strictly and manage group processes. As a result, pupils can take advantage that the teacher may not always hear them and switch to their native language. Learners can certainly comprehend and discuss lesson concepts more efficiently in their mother tongue; therefore, they tend to carry out their cooperative tasks in German. In this case, CL may not develop Jack's pupils' foreign language skills in CLIL history lessons. Their language skills supposedly remain unaffected and not fostered when employing cooperative methods.

The lack of language and subject expertise of many pupils in Jack's lessons may slow down the learning process. Pupils' reliance on the teacher's assistance for the realisation of their collective activity and their inferred ineptitude to pursue independent and autonomous learning may not produce prominent results in lessons. In this case, pupils' subject knowledge acquired in cooperatively conducted CLIL history lessons would not outweigh their academic knowledge obtained through traditional teaching methods.

> You already know that it is often noisy in lessons when we do anything with cooperative methods. They also need my help to do their tasks (…), different things come up, and afterwards, we have what we have. I don't think they get better knowledge in history in cooperative lessons than in normal lessons (..), in teacher-centred lessons. In cooperative lessons, they learn something, but it IS NOT much, NOT enough (pensive).

Conflicts caused within groups as a consequence of collisions of pupils' views and interests and the noisy cooperative classroom may not be beneficial for learners. In the CL setting, where not all pupils participate in group processes because of their incompetence and lack of motivation, the disturbance rate of some pupils is presumably high. The mentioned factors can considerably slow down the learning process in the cooperative CLIL setting and entail insufficiently assimilated history content in comparison with teacher-focused methods. In short, I can infer that CL does not develop Jack's pupils' knowledge of the subject matter. Still, I believe that CL in CLIL history can be manageable and productive for subject learning even in integrated secondary schools. Teachers can provide differentiated materials to weak learners. Besides, offering them some rewards for their successful participation in group or pair learning can also be motivating. Depending on the type of CL task in CLIL history, they may receive answer sheets from their teacher to help their group with the assignment. Thereby, they can be

encouraged to be more active in the lesson. There are numerous methods to motivate less advanced learners and help them achieve good results in history through CL. Supposedly, Jack does not use those methods in his class; therefore, subject learning results turn out to be mediocre.

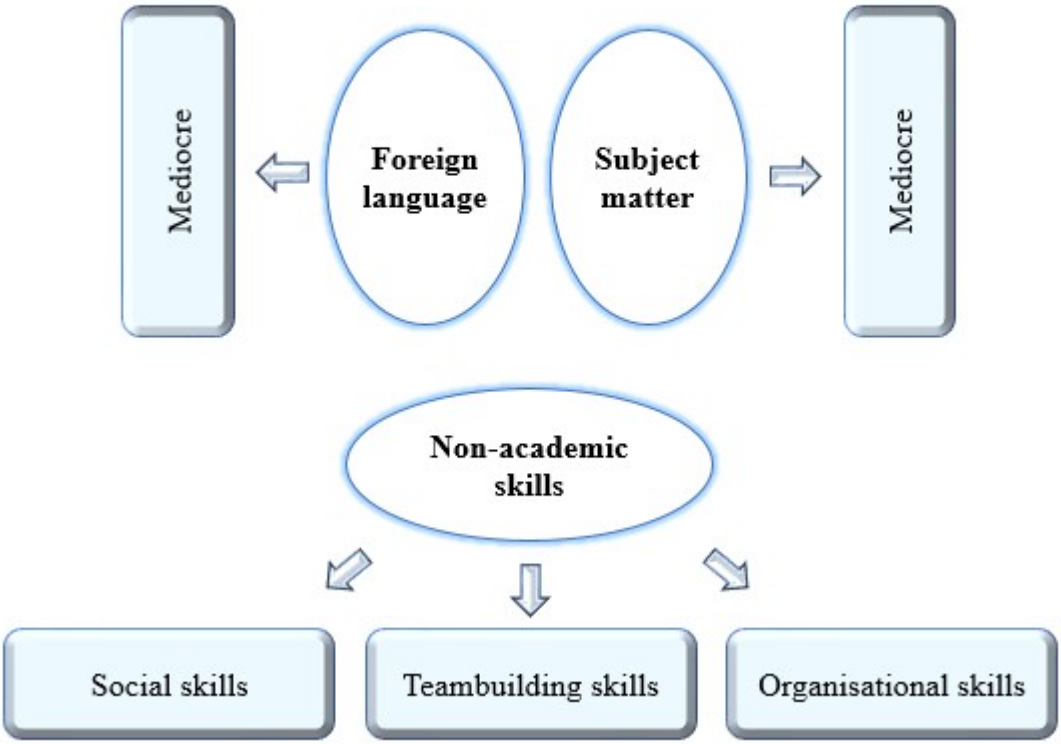
To sum up the main points of Jack's statements, I can deduce that cooperative methods do not promote the acquisition of pupils' foreign language and subject knowledge but may sometimes hinder the learning process to some extent.

However, CL boosts interaction among team members in pair and group activities; therefore, pupils can hone their social skills. In addition to pupils' social and communication skills developed through cooperative methods in CLIL history lessons, pupils also presumably improve their team-building skills. Team-building skills are one of the paramount skills that pupils ought to improve in school education. Jack assumes that the cooperative environment develops his learners' abilities to communicate and collaborate with peers easily. Besides, debates and discussions that take place in group activities supposedly encourage peers to be more tolerant and open to new ideas put forward by team members. However, since interaction among Jack's learners in CLIL history lessons does not take place smoothly, but there occur some learning obstacles, it would be challenging to develop their teamwork and communication skills to a great extent. I assume that CL is somewhat useful for the mentioned skills of Jack's learners. Still, they are unlikely to benefit from CL methods considerably compared with classes where pupils carry out CL effectively.

Jack also states that CL contributes to his pupils' organisational skills. Teamwork in the CL environment enables pupils not only to cooperate and collaborate but also to take up some regulatory role in group work. Teammates need to organise specific processes of CL. They should design a course of action and allocate tasks to group members. In short, the cooperative teaching methodology can presumably promote pupils' social, team-building and organisational skills in Jack's CLIL history lessons.

Jack's feedback makes me infer that the results of CL in pupils' knowledge of the foreign language and the subject matter are mediocre. Yet, pupils tend to develop their non-academic expertise and skills, such as social, team-building and organisational skills. I have indicated the mentioned statement in the following diagram.

The effects of CL on pupils' knowledge and skills in Jack's CLIL history lessons



The last interviewed teacher, Jane, has expressed her standpoint about the effects of CL on pupils' foreign language, subject matter and non-academic expertise and skills.

Like Sam, Kate, Patrick and Simon, Jane also favours the view that cooperative lessons positively affect pupils' foreign language skills. As stated previously, the intervention rate of the teacher is quite high as she designs and structures collaborative activities and gives necessary help to pupils. Considering the language difficulties pupils encounter in CL tasks, Jane intensively provides them with assistance. Through her continuous support, pupils are presumably able to interact with teammates and do CLIL history-related assignments in the foreign tongue, which may improve learners' English skills in the long run. I can infer from Jane's feedback that pupils increase their foreign language skills when engaging with cooperative tasks in her lessons.

However, the progress made in the foreign language can be linked not only to favourable learning conditions provided through the cooperative methodology but also to the CLIL method itself. CLIL can be advantageous by enabling pupils to learn content and the foreign language

better. Therefore, it is also the application of the CLIL instructional approach that leads to the development of Jane's pupils' language skills. It is also essential that the language evaluation takes place not only by the teacher but also by learners. Jane's pupils assess their knowledge of English, and their opinion that CLIL is conducive to learning a foreign language may confirm the teacher's standpoint regarding the matter.

> Pupils recently said they learned more English in the cooperative CLIL lessons than in their actual English lessons (laughter), though only the medium of instruction/ apparently CLIL is an effective way to improve foreign language skills (rejoices) since it is context-oriented, and it is ABSOLUTELY required to understand concepts/.

English lessons cannot supposedly hone pupils' language skills as successfully as CLIL lessons can because they do not provide content. Accordingly, Jane's pupils presumably develop their English language skills through the use of the cooperative methodology in CLIL history settings.

However, it seems to be difficult for Jane's pupils to comprehend the lesson content in spite of her intensive help. Difficulties in dealing with subject-specific sophisticated information and in acquiring profound knowledge in the target language may lead to the superficial and limited understanding of the content.

> …difficulties with the language ALSO affect the understanding of complex historical contexts, especially in history (…), no deep understanding is possible (pensive), always scratching on the surface of things.

I can infer that Jane's pupils would make better progress in the subject matter in a noncooperative classroom, where the instruction language is German. As for specific terms and expressions in CLIL content that are better identified and perceived in the original, they can lead to unnatural learning.

> Learning the subject with cooperative methods is especially difficult since the German history is also taught in English. There is NO AUTHENTIcity when talking about the Reichstag fire (..), originally Reichstagsbrand (coughs). Special phrases should be kept in German (.); otherwise, students feel alienated (…), also applies to teaching person who is German. Would favour to teach German topics as the Weimarer Republik in German and those related directly with English speaking world (..) - World War I and II, industrial revolution, American history in English.

Cooperative activities carried out in the foreign language turn out not to yield the expected outcome in terms of somewhat constraining Jane's pupils' subject understanding. This may be

because of her pupils' restricted knowledge of the target language and sometimes even because of the inadequacy of teaching German history in a foreign tongue.

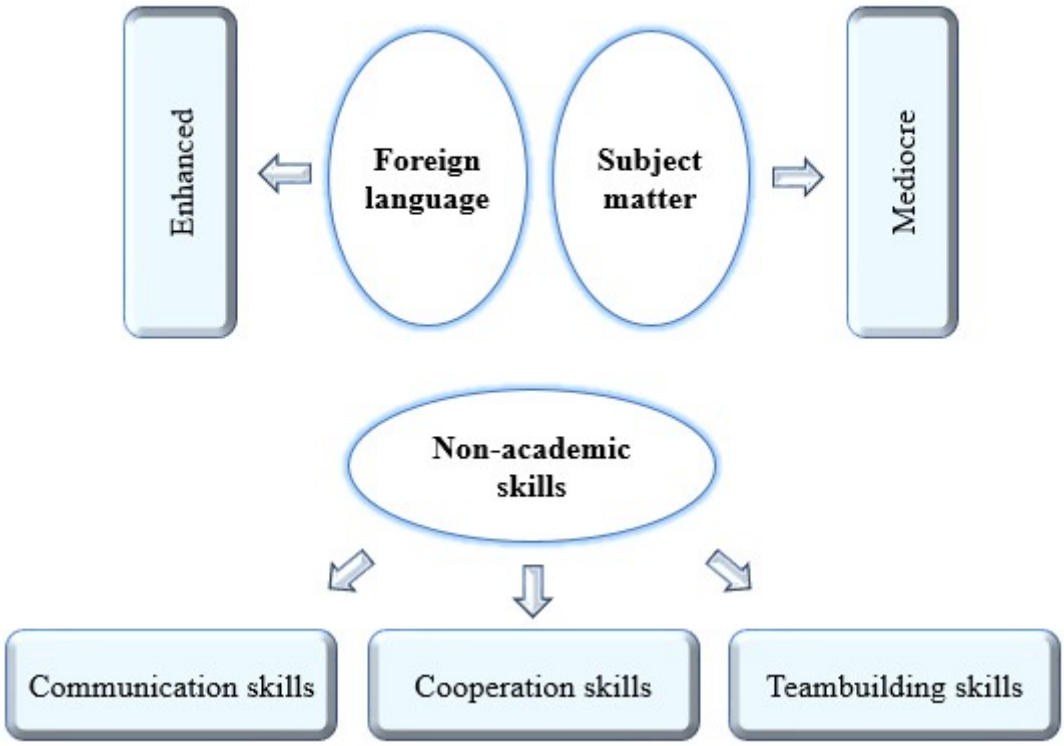
Although the cooperative teaching approach does not yield a positive outcome for Jane's pupils' knowledge of the subject matter, the teacher deems the method to increase pupils' nonacademic expertise and skills. When monitoring and observing how the cooperative methodology affects pupils' non-academic skills, Jane has found out that learners end up developing their communication and cooperation skills. In fact, communication and cooperation skills are a means of survival since we are Homo sapiens, and our survival mechanism is ultimately based on communication with other human beings. Communication and cooperative skills are a significant asset to learners both in the educational and noneducational environment.

Pupils develop a lot of skills, like (.) communication and cooperation, team-building …

Jane's learners develop team-building skills due to cooperative teaching methods. Learners supposedly hone the mentioned skills as a result of their regular involvement in group and pair work with peers.

To conclude Jane's standpoints, CL helps her CLIL history learners to improve their foreign language skills. Presumably, pupils' understanding of the subject matter does not increase. Because of pupils' lack of foreign language skills and other factors, pupils only obtain superficial subject knowledge through CL. As for pupils' acquisition of non-academic knowledge skills, they can hone their communication, cooperation and team-building skills due to cooperative methods. Below, you can see the influence cooperative methonds on Jane's pupils' academic and non-academic skills.

The effects of CL on pupils' knowledge and skills in Jane's CLIL history lessons



Effects of cooperative CLIL history lessons on pupils' skills in the foreign language

The analyses of the six teachers' feedback have indicated that CL positively affects pupils' foreign language skills in CLIL history lessons. Five teachers out of six, namely, Sam, Kate, Patrick, Simon and Jane, point out the positive influence of applying CL in CLIL history lessons. All the five teachers consider that dealing with history-related content and assimilating new concepts in a foreign tongue may cause some difficulties. However, the continuous exposure of pupils to CL may help them overcome language problems.

Kate's pupils benefit from their participation in cooperative work by learning new terms and phrases in English daily and improving their language skills. As stated by Kate and Patrick, CLIL history learners hone their writing and verbal skills. According to Patrick and Jane, pupils enhance their target language skills far more in their CL/CLIL history lessons rather than in regular English lessons. Moreover, Simon and Jane consider that it is through peer assistance and teachers' active support to pupils that both strong and weak pupils may equally benefit and develop their language skills in cooperative lessons. Simon even states the paramount

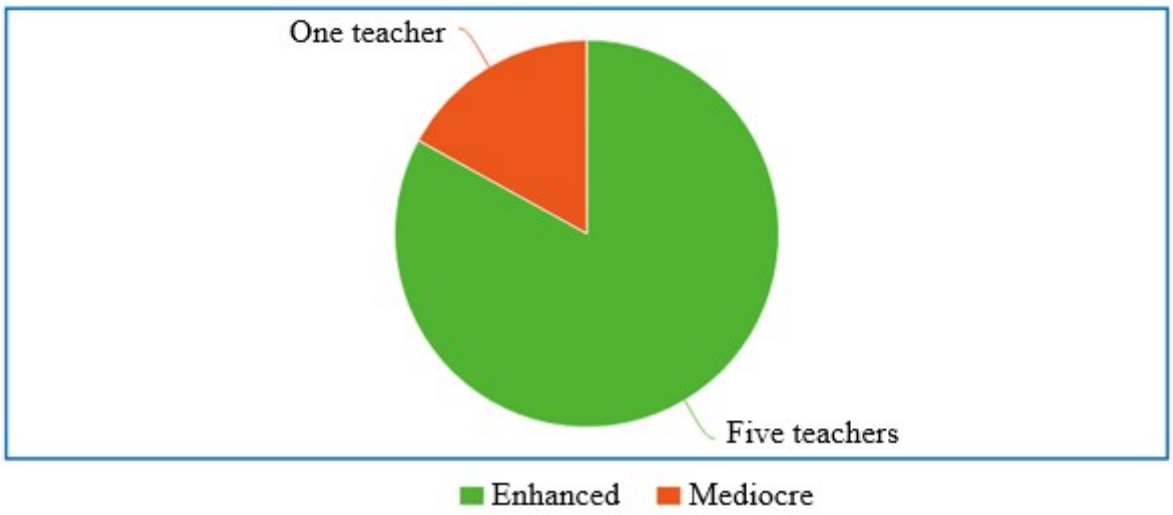
significance of language accuracy during pupils' interaction in the target language. Therefore, both teachers and pupils pay close attention to the correctness of learners' writing and oral speech and make corrections when necessary.

Overall, the five interviewed teachers make efforts to assist pupils in overcoming their language difficulties. Due to pupils' exposure to the cooperative environment regularly, they presumably develop their foreign language skills in CLIL history lessons.

Yet, Jack contradicts the beneficial role of the CL approach in pupils' skills in the foreign language. The reason for his learners' incapability to be effectively involved in cooperative CLIL history activities can be the instruction language. Besides, Jack's teaching methods and some mental issues of learners can also retard the learning process. Their lack of foreign language competences presumably hinders the comprehension and application of new CLIL history concepts and the realisation of their cooperative tasks. In a nutshell, it is assumed that cooperative lessons do not entail a productive outcome concerning Jack's pupils' target language skills but may hamper the learning process to some extent.

Below is a pie chart that shows the effects of cooperative methods on pupils' target language skills in CLIL history lessons according to the interviewed teachers.

CL effects on CLIL history learners' target language knowledge



In conclusion, five teachers consider CL influence to be very positive. At the same time, CL effects on pupils' knowledge of the target language are mediocre and unfavourable according to one interviewed teacher.

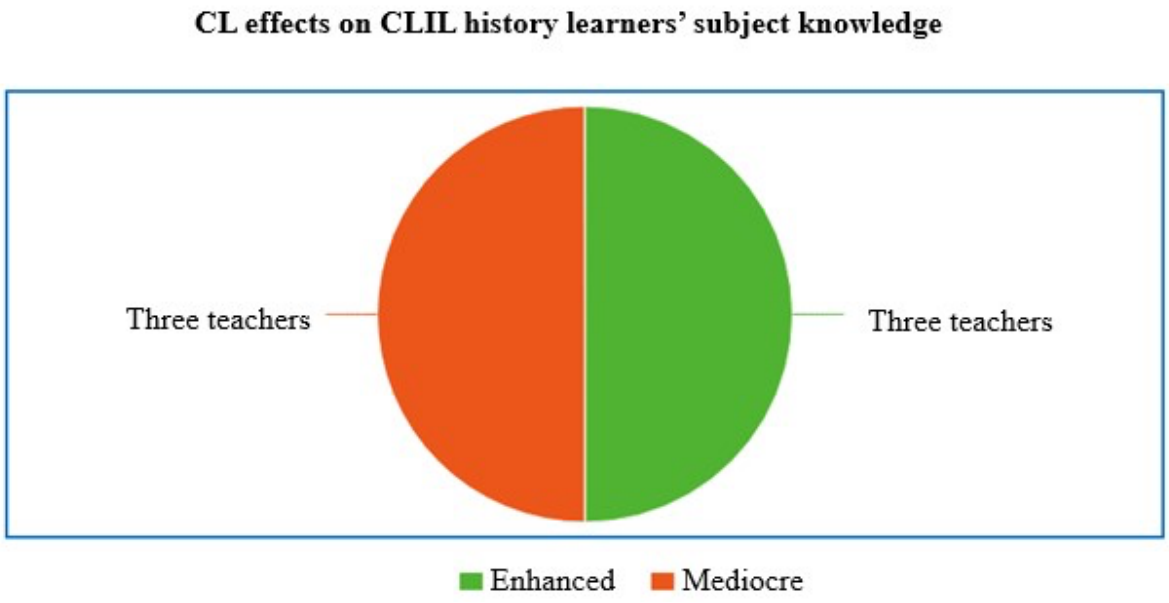
Effects of cooperative CLIL history lessons on pupils' knowledge of the subject matter

The instruction of CLIL history lessons through cooperative methods has an immediate influence on learners' subject knowledge. The subject teachers of my research have presented different views on the effects of cooperative methods on pupils' academic education. For instance, three out of six teachers, i.e. Kate, Patrick and Simon, point out the advantages of the cooperative methodology in terms of enhancing pupils' knowledge in the subject matter. Pupils in Kate's class are supposedly keen on competing with rival groups and becoming winners in contests organised in CLIL history contexts. Due to learners' motivation to immerse themselves in cooperative activities and produce outstanding results, they presumably develop their academic knowledge. From Patrick's standpoint, pupils' academic achievements in the subject area are particularly due to pupils' interest in independent research in the CL environment. Simon, in turn, has stated that the foreign language does not cause difficulties in comprehending subject content. Moreover, subject learning is accelerated and facilitated through cooperative methods.

The other three teachers, i.e. Sam, Jack and Jane, point out some factors that slow down the subject learning process and negatively impact on pupils' academic knowledge in cooperative lessons. Pupils' lack of understanding of the subject matter and the foreign language is a paramount factor that can impede subject learning in the collaborative CLIL environment. Because of pupils' lack of academic knowledge in Jack's and Jane's lessons, collective activities may not promote the acquisition of learners' subject knowledge. They assume learners not to be capable of using the foreign language to understand unfamiliar concepts. As a result, their expertise in the subject area may suffer since they need far more time, efforts and support to be able to comprehend and discuss content in the foreign language. Besides, since pupils often have a misunderstanding regarding major lesson-related concepts and encounter difficulties when realising cooperative activities independently, it becomes noisy in the classroom that can also hinder the learning process. Furthermore, the collision of pupils' views

and interests during cooperative activities in Jack's CLIL history lessons also presumably causes impediments to subject learning.

I can conclude that only half of the interviewed teachers consider cooperative methods to be conducive to the accumulation of pupils' subject knowledge in CLIL history lessons. The remaining three teachers emphasise the factors that can impede active learning and negatively impact on pupils' understanding of history, which is shown in the following pie chart.



Effects of cooperative CLIL history lessons on pupils' non-academic skills

There is a unanimous approach maintained by the interviewed teachers towards the influence of cooperative methods on pupils' attainment of non-academic skills in CLIL history lessons, which makes the qualitatively and descriptively analysed research data reliable (Sandelowski, 1993: 3). All the six teachers, i.e. Sam, Kate, Patrick, Simon, Jack and Jane, have expounded the advantages of the cooperative teaching approach in terms of developing various nonacademic skills of pupils. Accordingly, pupils may hone their communication and social skills due to intensive and frequent interaction with peers in the CL/CLIL history setting. Pupils also turn out to develop team-building skills due to cooperative methods, as stated by Sam, Jack and Jane. Furthermore, when discussing different themes and analysing historical events within groups in Sam's and Kate's classes, pupils supposedly start to view things from different perspectives and develop their critical thinking skills. Working independently and having to

comment on diverse events and situations relating to history, learners are expected not to take historical accounts or historians' perspectives for granted but analyse past events. Besides, learners can become more acceptant and aware of foreign cultures and values due to discussing various historical accounts, getting acquainted with the peculiarities of other nations, playing simulation games, etc. I can infer that Patrick's CL/CLIL history learners also develop multiple perspectives and intercultural skills. Apart from communication, social, team-building, critical and intercultural skills and multiple perspectives, pupils can similarly develop their organisational skills since they need to organise different phases of their cooperative work and design their learning strategy. After all, from Simon's standpoint, pupils also develop basic classroom skills in CL that foster pupils' quick thinking and prompt reaction to the learning environment.

In a nutshell, all the interviewed teachers consider CL to be beneficial to pupils in terms of developing various non-academic skills among them, such as multiple perspectives, communication, social, team-building, critical, intercultural, organisational and basic classroom skills. The table below presents each teacher's opinion concerning the non-academic skills developed in CL in the context of CLIL history.

CLIL Teachers	Non-academic skills
Sam	critical thinking, reasoning, team-building and communication skills
Kate	communication and critical thinking skills
Patrick	multiple perspectives and intercultural skills
Simon	social and basic classroom skills
Jack	social, interaction, team-building and organisational skills
Jane	communication, cooperation and team-building skills

Furthermore, the following table indicates as to how CL affects pupils' knowledge and skills, according to the six teachers.

CLIL Teachers	Sam	Kate	Patrick	Simon	Jack	Jane
CL effects on the foreign language	enhanced	enhanced	enhanced	enhanced	mediocre	enhanced
CL effects on the subject matter	mediocre	enhanced	enhanced	enhanced	mediocre	mediocre
CL effects on nonacademic skills	enhanced	enhanced	enhanced	enhanced	enhanced	enhanced

Hypothesis VII – There is a considerable relationship between the conjecture put forward through the research and the results of the interview with the CLIL history teachers. I assumed that CL in CLIL history lessons establishes favourable conditions for increasing pupils' competences of the target language. Taking into account the fact that English is regularly used to implement classroom activities with peers, pupils' foreign language skills develop due to the cooperative teaching method. As far as the interview data are concerned, in the vast majority of cases, the application of cooperative methods leads to the enhancement of pupils' foreign language skills. To be more explicit, five teachers out of six confirm the beneficial role of CL in learners' English skills. Thus, I can confirm this research hypothesis.

Hypothesis VIII – There is a partial coincidence between the research hypothesis and the teachers' responses concerning the influence of CL on CLIL history pupils' subject knowledge. I put forward the supposition that dealing with cooperative activities in the context of CLIL history, pupils become active in the learning process. Therefore, the subject knowledge of pupils increases due to cooperative methods. Yet, not all the interviewed teachers support the same view. Three teachers state that pupils improve their subject experience as a result of learning history through cooperative methods. The remaining three teachers, i.e. Sam, Jack and Jane, mention the drawbacks that impede the subject learning process and negatively impact on pupils' subject knowledge. In summary, this hypothesis has not been affirmed through the interview data, but it has not been rejected either.

Hypothesis IX – There is a significant relationship between the research hypothesis and the interview data. I put forward the assumption that despite the drawbacks of CL in CLIL history

lessons, CL benefits pupils by developing their non-academic skills. Thus, all the teachers point out the improvement of pupils' non-academic knowledge and abilities, resulting from the implementation of cooperative methods. In this regard, there is considerable relevance between the research hypothesis and the teachers' standpoint regarding the ultimate positive effect of CL on pupils' non-academic skills. As such, the teachers have mentioned communication, social, team-building, critical, intercultural, organisational and basic classroom skills and multiple perspectives that pupils presumably develop in the CL/CLIL history environment.

Summary

The chapter presents and describes the six interviewed teachers' standpoint on the three critical aspects of the research, i.e. the practice of CL in CLIL history lessons, the effects of certain aspects of CL on pupils' motivation and the influence of CL on pupils' academic and nonacademic skills, respectively.

As far as the first focus of the research is concerned, the teachers have shared their experience with cooperative methods, stating the approximate amount of time dedicated to CL teaching, the role they play and their intervention rate in collaborative lessons. Accordingly, the obtained research data make it clear that all the interviewed teachers realise CL methods in CLIL history lessons. However, there is a marked difference in the rate of CL applied by the teachers. Sam is the teacher who is least prone to including cooperative assignments in CLIL history lessons. His use of CL makes up 25% of an entire lesson. In contrast, Simon has the most frequent use of cooperative methods and structures in CLIL history lessons, that is, around 75% according to the teacher's estimation. The remaining teachers – Kate, Patrick, Jack and Jane, employ cooperative methods on average 40-60% of a CLIL history lesson.

Moreover, three teachers, that is to say, Sam, Kate and Patrick, play the role of facilitators in contrast to Jack and Jane, who act as active knowledge contributors by directly transferring knowledge to pupils. As for Simon, his role is more flexible, requiring him to be a facilitator and knowledge contributor in different situations.

Finally, the mentioned teachers who take up the role of facilitators have a low intervention rate in CL. On the contrary, Jack and Jane emphasise the importance of their frequent intervention in pair and group activities. As for Simon, his changeable role also affects his intervention rate, making his intervention flexible.

As for the research hypotheses, there is no relevance between the conjectures stated and the current practices in the six interviewed teachers' CLIL history classrooms. In fact, they considerably use cooperative methods in their lessons. As for the hypothesis concerning the teachers' role in cooperative history classrooms, there is a little correspondence between my conjecture and the acquired data. Though I supposed CLIL history instructors to do active teaching with a high intervention rate in CL, it turns out that the majority of the interviewed teachers act as facilitators and do not participate in group processes but monitor and guide pupils. In a nutshell, these research hypotheses have been rejected.

The second focus of the research relates to the influence of certain aspects of CL, i.e. group heterogeneity, peer interaction and learner autonomy, on learners' motivation in CLIL history lessons. When it comes to group heterogeneity, only half of the teachers, that is to say, Patrick, Simon and Jane, consider it to be motivational. At the same time, the other three teachers consider the mentioned aspect of cooperative teaching to negatively impact on CLIL history pupils' motivation.

Unlike group heterogeneity, all the six CLIL history teachers deem peer interaction to enhance learners' motivation for cooperative activities and learning.

Finally, four of the interviewed teachers have expressed their positive attitude to the influence of learner autonomy on pupils' motivation in CL in the context of CLIL history. Thus, the majority of teachers - Sam, Kate, Patrick and Simon, believe that CL enables pupils to pursue independent and autonomous learning with high motivation. On the contrary, Jack and Jane point out some obstacles caused by autonomous learning in the cooperative setting that decrease pupils' motivation.

Taking into consideration the feedback received from the teachers, these hypotheses mostly coincide with the interview data. According to the hypotheses, pupils' motivation in CL increases due to the three essential elements of group heterogeneity, peer interaction and learner autonomy. Thus, the teachers' responses confirm that peer interaction and learner autonomy contribute to the enhancement of learners' motivation. In contrast, only half of the teachers consider group heterogeneity to increase pupils' motivation. All in all, the correspondence between the research hypotheses and the interview data is evident.

The third focus of the research relates to the influence of CL on pupils' foreign language, subject matter and non-academic expertise and skills. Only one teacher – Jack, deems the

cooperative method to be detrimental to pupils' knowledge of the target language. The other five interviewed teachers – Sam, Kate, Patrick, Simon and Jane, confirm the increase in pupils' language skills due to cooperative methods.

Three teachers - Kate, Patrick and Simon, believe that pupils' subject knowledge increases in the cooperative environment. Whereas Sam, Jack and Jane state that CL negatively impacts on their content understanding in CLIL history lessons.

Finally, the six CLIL history teachers have affirmed that CL enables pupils to develop various non-academic skills, such as communication, social, team-building, critical, intercultural, organisational and basic classroom skills and multiple perspectives.

Thus, according to the research hypothesis, CL increases pupils' understanding of the foreign language, subject matter and their non-academic skills. When it comes to pupils' expertise of the subject matter in CL, the responses of three interviewed teachers refute the research hypothesis. In contrast, the other three interviewed teachers point out the positive effects of CL methods on pupils' knowledge of history. As for the language and non-academic skills of learners, there is a strong belief among most teachers that the cooperative teaching method positively affects learners.

In summary, the chapter has discussed the standpoints of the six interviewed teachers on the three main aspects of the research, and it has analysed the teachers' feedback concerning the research hypotheses.

CHAPTER 6

FINDINGS, CONCLUSIONS AND IMPLICATIONS

Introduction

School education plays a vital role in a child's life. Therefore, it is of prime importance to pay close attention to the pedagogical methods used in secondary education. In the everchanging world of education, groundbreaking technological devices, innovative ideas and approaches are introduced and implemented in schools to provide high-quality training. For instance, content and language integrated learning is a progressive teaching approach that started to spread since the 1960s. Moreover, cooperative methods have been introduced to complement CLIL and scaffold learners' secondary education. CL offers a wide range of benefits to learners. For instance, it enables them to acquire subject-related information through peer interaction and independent research. This teaching approach gives a central position to learners, allocating far more time to their peer and group work. As a result, pupils get a chance to develop life skills, such as critical thinking, reasoning, analytical and communication skills. Due to having more time for independent learning with peers or within groups, pupils design their learning strategies and get more immersed in learning. Therefore, I investigated and analysed six teachers' opinions on the effects of the cooperative methodology on CLIL history learners' motivation, academic and non-academic skills. The research focuses on the teachers' opinion regarding the current practice of CL in CLIL history. Furthermore, it discusses the main aspects of the cooperative approach based on the standpoint and feedback of the interviewed teachers.

The chapter comprises five sections. The first section discusses the objectives, hypotheses, methodology and findings. I present the conclusion of the investigation in the second section. Furthermore, the third section focuses on the educational implications of the study, followed by proposed recommendations for practice in the fourth section. The fifth section is about suggestions for further research. In the end, I give the summary of the chapter. Overall, chapter six is a summary of all the previous five chapters and presents essential and relevant information concerning the research.

1. Summary of the study

The current research is a study of cooperative methods in CLIL history lessons in six secondary schools in Berlin. I attempted to respond to the following questions addressed in the research: (1) What amount of pair and group activities are carried out in CLIL history lessons in the secondary programme? (2) What kind of role do teachers assume in CL/CLIL history classrooms? (3) How often does teachers' intervention take place in the CL process? (4) What is the effect of group heterogeneity, peer interaction and learner autonomy on CLIL history pupils' motivation? (5) How does CL affect CLIL history learners' knowledge of the foreign language and the subject matter, and how does it influence pupils' attainment of non-academic skills? I investigated the practical application of CL in CLIL history lessons, teachers' role and their intervention rate in the organisation of cooperative activities. I also studied the teachers' opinion regarding the effects of CL methods on pupils' motivation, academic and non-academic skills. The section contains the objectives, hypotheses, methodology and findings of the research.

1.1. Objectives

The research is to fulfil the following objectives:

1. To find out the amount of time dedicated to CL in CLIL history lessons.
2. To find out the role of CLIL history teachers in CL.
3. To find out the rate of CLIL history teachers' intervention in CL.
4. To find out the teachers' opinion regarding the influence of group heterogeneity on learners' motivation in CLIL history lessons.
5. To find out the teachers' opinion regarding the influence of peer interaction on learners' motivation in CLIL history lessons.
6. To find out the teachers' opinion regarding the influence of learner autonomy on pupils' motivation in CLIL history lessons.
7. To study the teachers' opinion regarding the effects of CL on learners' knowledge of the target language in CLIL history lessons.

8. To study the teachers' opinion regarding the effects of CL on learners' knowledge of the subject matter in CLIL history lessons.

9. To study the teachers' opinion regarding the effect of CL on learners' non-academic skills in CLIL history lessons.

1.2. Hypotheses

I have put forward the following hypotheses.

Ho.1: There is a little amount of CL implemented in CLIL history lessons.

Ho.2: Teachers act as active knowledge contributor rather than facilitators in the CL/CLIL history environment.

Ho.3: Teachers frequently intervene in CL/CLIL history lessons.

Ho.4: Group heterogeneity increases learners' motivation in CLIL history lessons.

Ho.5: Peer interaction increases learners' motivation in CLIL history lessons.

Ho.6: Learner autonomy increases pupils' motivation in CLIL history lessons.

Ho.7: CL fosters pupils' knowledge of the target language in CLIL history lessons.

Ho.8: CL fosters pupils' knowledge of the subject matter in CLIL history lessons.

Ho.9: CL fosters pupils' non-academic skills in CLIL history lessons.

1.3. Methodology

For the description and analysis of the implementation peculiarities and effects of CL methods, I mostly applied the qualitative research method. However, I carried out descriptive analyses at times to point out figures and descriptions and to compare percentages regarding certain aspects (Avedian, 2014: 4; Seixas et al., 2018: 779), such as the amount of CL in CLIL history lessons or teachers' intervention rate in cooperative work, etc. I considered credible any opinion held by the majority of teachers. Yet, I collected and analysed most of the research data through the qualitative interview research method, according to Mohajan (2018: 10) and Atmowardoyo (2018: 198). I also referred to the experience and method of Sandelowski and Barroso since their style allows variations and alternatives, triggering researchers to select and implement

methodologies that could be adapted to their research instead of conforming the investigation to the method (Chenail, 2009: 9). Sandelowski and Barroso also encourage to use the research data to create a correlated theory or study that could connote validity, accuracy and credibility. In this case, scholars unite distinct qualitative features of the researched aspect and elaborate fundamental and valuable theories (Chenail, 2009:10).

Sandelowski's qualitative method was also used in the research as far as it renders accuracy and validity to the interpretation of facts and events. This method assists in producing a pinpoint description of meaning and events, remaining close to the acquired research data (2000: 336). It enabled me to pose relevant questions to teachers and elicit their approaches towards the educational teaching method. Along with this, qualitative and descriptive methods made it feasible to draw conclusions about the practical applicability and effects of CL in CLIL history lessons by comparing statements and standpoints and not only figures and numbers.

As for the quantity of the interviewed CLIL teachers, they are six in number from five different schools. The types of subject schools are different, such as grammar school, international school and integrated secondary school. The quality of the education, mental development and the academic level of pupils may vary, depending on the type of school. Interviews in different kinds of schools aim to get a comprehensive view of the issue.

1.4. Findings of the study

The findings that I obtained through the study are the following:

1. According to the interviewed teachers, cooperative teaching methods are integrated with the CLIL history lessons of the six interviewed teachers. To be more precise, teachers dedicate at least 25% of a lesson to cooperative methods; the average amount of collaborative activities is around 50% of an entire lesson.

2. The data analysis led to the finding that three teachers act as facilitators, monitoring and regulating CL. Conversely, two interviewed teachers take up the role of active knowledge contributors. Whereas one teacher takes up both functions, depending on the need of learners at the time. Thus, in most cases, the interviewed CLIL history teachers assume the role of facilitators and monitors in CL.

3. Since this finding is interwoven with the previous one, the acquired results are similar. Three interviewed teachers rarely intervene in pair and group activities but perform organisational and monitoring duties. In contrast, two of the teachers play an active part in organising and implementing cooperative work. All in all, most teachers have a rare intervention rate, while fewer teachers carry out a frequent intervention in CL activities in CLIL history lessons.

4. Only half of the interviewed teachers deem group heterogeneity to have a positive effect on CLIL history learners' motivation. The remaining three teachers expounded upon the negative influence and unfavourable outcome of group heterogeneity on CLIL history pupils' motivation in CL.

5. Unlike the previous finding, all the teachers consider that peer interaction increases CLIL history pupils' motivation by enabling pupils to continuously exchange views and opinions, carry out communication and unitedly perform their cooperative tasks.

6. Learner autonomy, in turn, is considered to contribute to the increase in CLIL history pupils' motivation, according to four interviewed teachers. Its positive motivational effects are due to its arousing pupils' natural interest in the subject area and allowing learners to design their learning method.

7. Five interviewed teachers deem CL to foster CLIL history learners' target language skills. Solely, one teacher considers the effects of CL on pupils' foreign language skills to be undesirable.

8. The CL effects on pupils' knowledge of the subject matter are positive only according to three teachers. Thus, half of the interviewed teachers have emphasised the negative impact of cooperative teaching methods on learners' subject knowledge in CLIL history lessons.

9. The application of cooperative methods is considered by the interviewed teachers to contribute to the development of pupils' non-academic skills, such as communication, social, teambuilding, critical, intercultural, organisational and basic classroom skills and multiple perspectives.

2. Conclusion

I used the feedback of the six teachers from five different secondary schools in Berlin to address the major issue of the research. Through the interviews, it was possible to find out as to whether the CL approach is familiar to CLIL history teachers, and what portion of the lesson they dedicate to teaching via CL methods. Apart from this, it is of paramount importance to understand the role of teachers and their intervention tendency in pair and group work. This information can reveal as to how teachers apply the cooperative methodology, whether CLIL history lessons are primarily pupil-centred or carried out through teachers' active support or assistance. Furthermore, this information can help understand if CLIL history teachers are the main role-players and active knowledge contributors in CL. Apart from these aspects, I analysed the motivational effects of CL in CLIL history lessons. Namely, the teachers emphasised that the elements of group heterogeneity, peer interaction and learner autonomy play a significant role in determining learners' motivation. Finally, I used the interview data to find out the influence of CL on CLIL history pupils' knowledge of the target language, the subject matter and on their non-academic expertise and skills. To confirm or refute the relationship between the hypotheses and the research data, I analysed the teachers' feedback according to qualitative and descriptive analysis methods.

The findings of the research indicated that the interviewed CLIL history teachers in Berlin have a certain degree of awareness of cooperative teaching methods and activities. The application of collaborative activities makes up at least 25% of a lesson. Five teachers claimed to devote on average 50% of a lesson to cooperative activities. This means that the teachers employ both teacher-centred and pupil-focused teaching methods by directly imparting knowledge to learners and then allowing them to realise CL activities.

The role that the CLIL history teachers assume in CL was also investigated. The interviewed teachers mostly act as supervisors. Thus, three instructors take up organisational and facilitating duties that enable pupils to accomplish cooperative tasks with united efforts. Besides, those teachers who mostly act as facilitators avoid imparting knowledge to pupils in CL but aid pupils to design their learning strategy and fulfil task objectives through cooperation and collaborating with peers. In this regard, three teachers claimed that their intervention rate in cooperative work is low. They assist pupils by giving guidance and explaining assignments to help them realise their CL tasks. The role of one interviewed teacher is expressed as being changeable and adjustable to pupils' need in his CLIL history classroom. Therefore, his intervention is also

flexible. Two interviewed teachers act upon as active knowledge contributors. These teachers not only give guidance but also actively take part in group processes to help pupils to carry out cooperative work and fulfil its objectives. Accordingly, the same teachers state their intervention in collaborative tasks to be frequent and consistent. Two of the interviewed teachers assume the role of active knowledge contributors and consistently contribute to pair and group work. Whereas according to theory, the CL approach should allow pupils to carry out independent and autonomous work without teachers' intensive intervention. Yet, the mentioned two interviewed teachers do not comply with this norm but provide considerable help to pupils in cooperative lessons.

Also, the interviews with the six CLIL history teachers indicate the somewhat motivational effects of the three factors of CL, i.e. group heterogeneity, peer interaction and learner autonomy. I found out that the teachers do not unanimously consider group heterogeneity to increase pupils' motivation in CL. Three of the teachers deem group heterogeneity to positively affect pupils' motivation and further their interest in the lesson. The remaining three teachers emphasise the adverse motivational effects of implementing cooperative work in heterogeneous groups. The unfavourable influence of group heterogeneity is caused by group members' different level of knowledge, mental and academic development, different interests, the type of CL tasks, methods, themes, etc. The teachers unanimously claimed that peer interaction is an asset to pair and group work. It motivates most learners to do their CL tasks through peer support, communication and collaboration. However, all the six teachers stated that during peer interaction, there may emerge various issues like conflicts, misunderstandings, unequal participation, etc. that can hinder learning and diminish pupils' motivation. Eventually, learner autonomy is also a positive phenomenon in terms of increasing learners' motivation according to the feedback of four interviewed teachers. Two of the teachers deem learner autonomy to decrease pupils' motivation because of pupils' ineptitude to cope with CL tasks independently. Thus, cooperative work is considered by the interviewed teachers to contribute to the enhancement of pupils' motivation in CLIL history lessons. There is some exception in the case of group heterogeneity since only half of the interviewed teachers claimed that cooperative work organised in heterogeneous groups raises pupils' motivation.

The research data indicated that learners develop their target language due to their engagement with cooperative activities. Five teachers out of six stated the positive effects of cooperative work on pupils' knowledge and skills in the foreign tongue. Only one of the interviewed

teachers does not consider cooperative methods to be beneficial on pupils' foreign language skills. He pointed out the lack of learners' skills to deal with subject content in a foreign tongue, using cooperative methods. Three of the teachers mentioned the positive effects of cooperative methods on CLIL history learners' knowledge of history. The remaining teachers consider that CL does not increase pupils' understanding of the subject matter. Accordingly, pupils encounter difficulties and hindrances, which can entail their withdrawal from cooperative work or other undesirable consequences, such as wasting time, falling behind the programme, etc. As far as the influence of cooperative methods on CLIL history pupils' non-academic skills is concerned, all the teachers confirmed the beneficial role of the CL approach for pupils. They claimed that due to cooperative methods, pupils start to think outside the box, develop communication, social, team-building, critical, intercultural, organisational and basic classroom skills and multiple perspectives. The cooperative method is considered by the teachers to be conducive to learning a foreign language and acquiring various non-academic skills. In the meantime, CL in the context of CLIL history can also lead to the acquisition of subject knowledge according to half of the interviewed teachers.

I obtained these findings by analysing the teachers' opinion of cooperative methods in CLIL history classrooms. Therefore, they may be considered up-to-date and relevant to contemporary school education. The results indicate that CL is integrated with CLIL history lessons of the six interviewed teachers, but traditional teacher-centred methods are also sometimes used by the teachers. According to Heathwooth's theory (2014: 202), considering that most interviewed teachers have favoured the effects of CL on CLIL history learners, I can describe their attitude to CL as positive. I conclude that CL is a promising methodology for future learners as it can positively affect learners' motivation, their academic and non-academic skills in CLIL history lessons.

The research implies that most problems associated with CL occur in Jack's lessons. Jack is younger than the other interviewed teachers and works in an integrated secondary school. Accordingly, both the experience of the teachers and the type of school play a significant role in determining the process and benefits of CL. In grammar and international schools where selected pupils are enrolled, CL runs more smoothly and is considered by the interviewed teacher to entail the desired outcome. On the contrary, pupils in integrated secondary schools seem to come across more difficulties and impediments when carrying out CL in CLIL history

lessons. Still, teachers' experience with CL within the same school may somewhat differ, as observed in the case of Jack and Jane.

This study has implications, recommendations and suggestions for practice and further research that I have discussed in the subsequent sections.

3. Educational implications of the research

The finding regarding the first aspect of the research helps to see the efforts teachers make to integrate CL with classroom practices. The amount of the time dedicated to cooperative activities signifies a trend to switch to collaborative classrooms, leaving behind teacher-centred methods. Teachers should increase the tendency to use cooperative methods in CLIL lessons to make CL the main instruction method in school education. Furthermore, the finding about the role that teachers assume in CL indicates the marked tendency to conform to the established rules of cooperative educational models. Accordingly, most interviewed teachers act as facilitators and hold back from having an active role in pupils' learning process. It implies that pupils need to learn their school subjects autonomously with constant peer interaction and collaboration, and they should take responsibility for their learning. Most of the interviewed teachers do a good job by directing their pupils' action towards autonomy and independence in learning. At the same time, some teachers actively impart knowledge to pupils, which can deprive pupils of the opportunity to develop their learning strategy. Their frequent intervention can be necessary due to many factors that impede independent learning in their classes. The gaps in pupils' knowledge and teachers' approaches to the realisation of cooperative tasks should be kept in view. Thus, I would suggest increasing teachers' awareness of cooperative methods, activities, aims and goals through training programmes. To educate and develop competent pupils, one ought to have skilled specialists. Therefore, ongoing programmes could improve CLIL teachers' educational perspectives and teaching methods that would lead to the use of cooperative methods with greater efficiency and output orientation.

The findings obtained from the theoretical investigation and interviews show the teachers' positive attitude to the link between CL and CLIL history pupils' motivation. The teachers' standpoint regarding the motivational effects of CL is a signal to educationists and school authorities, such as the Senatsverwaltung and Schulamt in Berlin, that cooperative methods need to be propagated in school education. Besides, well-functioning and smoothly

implemented cooperative programmes and activities should be established in schools. Still, the issue concerning the motivational influence of group heterogeneity needs further research and analysis since half of the interviewed teachers consider it to be demotivational. I recommend more intensive research to find out the reasons and factors that decrease learners' motivation in CL. Furthermore, other aspects of CL, e.g. peer interaction and learner autonomy, can also be further studied to make sure cooperative education caters for pupils' needs and enhances their motivation.

Finally, the findings about the teachers' opinion on the influence of CL on pupils' academic and non-academic skills prove the cooperative method to be efficient and worthwhile. Education is considered by most of the interviewed teachers to benefit from CL in CLIL history, especially in grammar and international schools. Though some issues hamper learning in cooperative classrooms, the benefits of this teaching method are considered to outweigh its shortcomings. Therefore, it has the potential to be fully integrated with school education. Besides, as mentioned in the previous section, more in-depth exploration still needs to be done to find out the effect of CL on pupils' subject knowledge. Taking into account that half of the interviewed teachers consider pupils' subject knowledge to suffer to some extent because of cooperative activities, scholars ought to thoroughly research as to what kind of factors hinder pupils' learning potential. As for pupils' non-academic expertise and skills developed through CL, educationists should value the benefits of this teaching approach and foster it in schools. Accordingly, schools should provide education that develops not only pupils' academic expertise but also their non-academic skills. In this respect, it becomes clear that if implemented more intensively and propagated in schools, CL can enable pupils to achieve educational, professional and personal success in life.

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