



**PROFESSIONELE BACHELOR IN HET SECUNDAIR
ONDERWIJS**

Bachelorproef

Immersion Education in history classes
How and why acquire a second
language through immersion?

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Preface

This dissertation is submitted as part of my Bachelor's degree as a teacher in secondary education at PXL-college. It was a huge opportunity to take part in the European CLIL-project, which has put its efforts into immersion education for the past 20 to 30 years. The initial challenge came from my promotor, Kris Gillijns, who regularly works together with Mrs. Gandoul, who is in charge of the CLIL project in the Koninklijk Atheneum Plus in Hasselt. Mrs. Gandoul was open to initiate me on the workings of CLIL and gave me the opportunity to develop and try out materials for her history classes.

The first part of this thesis will cover the theoretical findings on CLIL, immersion and bilingualism in general. The main focus of this work is on the materials that were developed over the course of several months. My hope is that those materials can be used as tools or as a source of inspiration for future immersion teachers. The entire process has been extremely gratifying for me, to have the experience to combine my two subjects of expertise: English and history.

I would like to thank my family and friends for the continuous support throughout the entire process. A special thanks to Mrs. Gillijns and Mrs. Gandoul for giving me this opportunity and for guiding and assisting me throughout the year(s). I also would also like to thank all the people from the onset of my school career such as Mr. Simons, my history teacher in senior years, and Mr. Aelbrecht for teaching me everything about the historic field.

Voorwoord

Dit eindwerk werd ingezonden als deel van mijn Bacheloropleiding als leerkracht in het secundair onderwijs in de PXL-Hogeschool. Het was een enorme kans om deel te nemen aan het Europese CLIL-project, dat zich de laatste 20 tot 30 jaar heeft gefocust om immersie educatie te bevorderen. De kans om mee te doen kwam aanvankelijk van mijn promotor, mevrouw Gillijns, die nauw samen werkt met mevrouw Gandoul, wie de leiding heeft over het CLIL-project in het Koninklijk Atheneum Plus in Hasselt. Mevrouw Gandoul stond ervoor open om mij te initiëren in de werkwijze van CLIL en heeft mij de kans gegeven om nieuwe materialen te ontwikkelen en uit te proberen voor haar geschiedenis lessen.

Het eerste deel van dit eindwerk ontfermt zich over de theoretische bevindingen van CLIL, immersie en tweetaligheid in het algemeen. De grootste focus van dit werk ligt op de materialen die in de loop van meerdere maanden werden ontwikkeld. Ik hoop dat deze materialen gebruikt kunnen worden als hulpmiddelen of als inspiratiebron voor toekomstige immersie leerkrachten. Het hele proces was zeer bevredigend voor mij, omdat ik mijn beide onderwijsvakken van expertise, Engels en geschiedenis, kon combineren.

Tenslotte wil ik al mijn vrienden en familie bedanken voor de voortdurende steun doorheen het hele proces. Een speciale dank gaat uit naar de dames Gillijns en Gandoul om mij deze kans aan te bieden en mij te ondersteunen doorheen het jaar/ de jaren. Ik wil verder alle mensen bedanken sinds de aanvang van mijn schoolcarrière, zoals meneer Simons, mijn geschiedenisleerkracht in het laatste jaar, en meneer Aelbrecht om mij alles te leren over het historische veld.

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Introduction

Genessee (2004) defined bilingual education or immersion as *'education that aims to promote bilingual (or multilingual) competence by using both languages as a medium of instruction for significant portions of the academic curriculum'*.

Immersion education struck me as an extremely interesting topic for many different reasons. The idea of learning a second language through immersion is one that has been investigated over the years, but not many have ventured into the classes themselves. With this thesis, I wanted to explore and test my own capabilities as an English history teacher as well as to push the limits on immersion education. The chance to actually teach in immersion education was pretty rare considering the fact that immersion education has been an idea that has either been completely enforced or, on the contrary, completely neglected. Only in recent decades have societies been open to the idea of voluntarily teaching content-based subjects in a foreign language.

In this paper, we show that Content and Language Integrated Learning (CLIL) has had a profound impact on immersion education, especially within the boundaries of Europe. We explore the up- and downsides of the project. However, to understand the context of CLIL, a broader view is given on the entire concept of immersion education in and of itself. I have explored where the idea started and which countries and communities have since followed suit. A key part of this paper gives special attention to the overall effect immersion education has on those specific communities as well as individual people. As such, I have delved into the advantages and disadvantages immersion education and bilingualism has to offer.

An essential component when talking about a new form of education, is how curricula are developed to properly support it. Since Belgium is special in the case of immersion, with only a pilot-project to date, we have not yet formulated specific objectives for immersion education and thus it is important to learn from other countries such as Canada, who have innovated on a curriculum that perfectly fits the mould of immersion.

Last but definitely not least, I have, over the course of the year, developed a series of lesson plans and a variety of materials that were actually used in a full-immersion setting. Those materials show future teachers the effort, creativity and dedication it takes to develop quality materials for a relatively new form of education. I was fortunate enough to have the chance to see which methods of teaching were effective in the CLIL-project and to give my own views and opinions on what we could improve on the project itself. Without further ado, how does the CLIL-project and immersion in general operate and function, and why is it becoming an increasingly popular medium to acquire a second language?

1 CLIL

The one major immersion experiment that has been supported by the European Union, CLIL, is essential in terms of execution of the idea of immersion. The term 'CLIL' stands for 'Content and Language Integrated Learning' and has been used since the 1990s. One of the first pieces of legislation in terms of integrating CLIL with European support is the '1995 Resolution of the Council'. This particular piece acknowledges and promotes the teaching of classes in a second language to provide bilingual education. Aside from the general support it gives to CLIL, it also states that the European Union should work on providing and improving teacher training programmes regarding foreign language education. The European Commission has accentuated the importance of innovation in this regard and has provided support ever since.¹

CLIL, as a project, aims to provide quality education both in terms of content and language proficiency in schools all over Europe. The project itself is also extremely aware of the new approaches and techniques teachers have to apply in order for CLIL to succeed. Language has to be completely integrated into the content subject, which means that the subject is not taught *in* the second language, but *through* it. Essentially, the second language becomes a tool to support the entire educational process. For the sake of this thesis, CLIL is going to encompass all *CLIL type provision*.²

1.1 Current status

Although for many countries an immersion programme is relatively new and experimental, in Europe, the project has become extremely popular. In the majority of Europe, CLIL is integrated into the mainstream school education. Countries like France, Ireland, Sweden, Finland and a series of countries in Eastern Europe have fully adopted the programme into their educational systems. For others, such as Belgium and Lithuania, CLIL is still a pilot project up for review and debate, and takes up only a limited amount of time in the curriculum. This is mainly because those regions are influenced a lot by politics, causing the full implementation of CLIL to be delayed. However, the countries that have indeed fully integrated CLIL, have still not applied it to all schools throughout the country. In most cases, CLIL is only integrated in *some* schools and only to a minority of students. So although the project is becoming increasingly popular, it is far from being widespread.³

The only countries that have fully implemented CLIL type provision into all schools are Luxembourg and Malta, which have done so as early as the 19th century. In general, countries like Luxembourg, Malta and Belgium have been the first to implement a CLIL type way of teaching because of the multitude of official languages in those countries. The first official immersion programme was established by Canada in the 1960s, but more on that later.⁴

¹ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

² idem

³ idem

⁴ idem

From that point on, CLIL became increasingly popular in Eastern Europe (1950s-1960s) and later on in Western Europe (1980s-1990s) as well. Generally speaking, we can say that most countries have passed official legislation for this type of teaching since the 1990s. The foreign target languages that are most used throughout Europe are German, French and of course English. However, countries that adopt CLIL have the option to choose whatever languages they want to include for instruction. Some countries opt to use a bilingual system whilst others choose a trilingual system which consists of either the use of the national language and two foreign languages or the national language, a foreign language and possibly a minority language. ⁵

- **Koninklijk Atheneum Plus in Hasselt:**⁶

As was said before, I had the unique chance to teach in CLIL in function of this bachelor thesis. I have been able to receive some information from Mrs. Gandoul regarding the early discussions and meetings to start up the project. Although the information is somewhat limited, it gives an idea of the problems and obstacles that a school and a team of teachers has to go through to make a project like this actually work. One of the biggest problems the team encountered is one that will be mentioned multiple times in this paper, namely books and materials. The overall agreement is that the curriculum and the books remain exactly the same, but in English. However, they came to the conclusion that this was rather difficult since the overall level of competence is very different from Dutch, meaning they could not technically take over the exact same objectives.

After months of trial and error, the English and history teachers did another meeting in which they evaluated to overall state of the project. They came to the conclusion that, based on scientific evidence, pupils experienced an enormous benefit from immersion which eventually stabilised. The learning process is heavily supported by immersion, which is something that will be proven even further in the following chapters. However, once again, the team speculated that teachers should be properly prepared for the task of immersion teaching. The overall consensus is that every teacher should have a C1-certificate, which proves their linguistic capabilities. The problem with the C1-certificate is that the cost price is rather high, making it rather inaccessible for teachers to be qualified enough. Another concern was the choice of history as the main focus point of the CLIL-project. Since history is a linguistically challenging school subject, it becomes very difficult to teach it effectively in an immersion setting, not to mention that many of the topics within history are very open to interpretation, causing confusion among teachers as well as students.

⁵ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

⁶ Two reports from Mrs. Gandoul I received concerning the state and progress of the CLIL project within KA+. Included in attachments, no official citation possible or URL-link available.

The team responsible for CLIL came to the conclusion that, in order for CLIL to be successful within the school, they had to have a well-oiled team of CLIL-teachers who communicated with the entire school team. Together they would be responsible for the policies and the ideology that they would follow. Another important note that I personally recommend as well is: encouragement for schools to actively work together. Teachers from all over Flanders and the rest of Europe could visit other schools and learn from their practises and views on immersion, improving the quality of their own schools back home. Although CLIL in Hasselt (and Flanders in general) is still considered to be a pilot project, the success of the project has been evaluated over the past months and years, and will hopefully continue to grow for a long time.

1.2 Organisation

- **Goals:**

The overall goals of the CLIL project are reasonably clear and will be broadened even further in the following chapters regarding *immersion*. CLIL wants to create a strong learning environment in which students are able to acquire content knowledge and language proficiency in a language different from the one in standard instruction. However, the goals of CLIL have been broadened with the help of other European countries and can focus on a range of different things. This is one the reasons why CLIL might be experienced differently depending on the country, because each country decides which objectives should be considered more important than others. In total, we can distinguish four different kinds of objectives:⁷

1. Linguistic objectives: Students are given the chance to develop competence in a second language with the eventual goal to become bilingual.
2. Educational / Content objectives: Through immersion and CLIL, students are able to learn the subject matter and improve their overall knowledge and learning abilities.
3. Socio-economic objectives: CLIL prepares students for a labour market that has become internationalized as a result of globalisation. A second language study gives students better job prospects.
4. Socio-cultural objectives: As mentioned before, immersion educates students on the culture directly connected to the target language. It has the positive effect of overall cultural tolerance, which has enormous value in a world without borders.

These values are pretty universal throughout Europe and rarely differ depending on the level of education (primary / secondary). Some countries just accentuate different values depending on their economic and political situation.⁸

⁷ Eurydice, the information network on education in Europe (2006), *Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

⁸ idem

- **Subjects and teaching time:**

When it comes to the subjects that are being taught in the different CLIL schools around Europe, there are also some minor differences to be noted. For both primary as well as secondary schools it is advised to teach *multiple subjects* in the second language. Depending on the country or region, schools will choose different subjects. In Belgium, where CLIL is still an experiment, history is often chosen as a viable subject. In reality, schools are able to pick subjects from the entire curriculum and teach them in a foreign language. In much of Scandinavia and the Netherlands the primary focus is on the sciences or any artistic subjects. However, some countries prefer to do literature or geography as their main choice. For countries that have fully integrated CLIL, such as Hungary or Austria, they allow any possible subject to be taught in the foreign language. Subjects like religion or ethics are usually left out.⁹

In primary schools the situation is quite different because of the way the curriculum is laid out. Using Europe as an example, we can see that primary schools mostly prefer to use artistic or physical subjects. In some cases they also include environmental activities. Once again, it is the school's responsibility to choose which subjects will be included. The general trend seems to be that countries that only provide limited access to CLIL type provision (i.e. England) usually choose to involve only one subject. Other countries, that have fully integrated CLIL (i.e. Malta) into their educational systems tend to prefer science subjects. However, each country has different preferences and as such there is a lot of variety in the CLIL atmosphere.¹⁰

Also, based on the prominence of the CLIL project within a certain region or country, a different amount of time of the curriculum will be dedicated to teaching the foreign language of choice. These differences can be apparent from region to region but also from school to school, as is the case in Wallonia. CLIL does not officially recommend a certain amount of time that immersion should be applied to the curriculum. Once again, this is completely up to each individual school or region to decide. Some regions only spend 50-100 minutes each week on immersion whilst others decide to spend half the curriculum in a foreign language. Although this freedom to integrate the programme in their own way is potentially very beneficial for schools, research has found that there is a direct correlation between increasing the amount of teaching time dedicated to the foreign language and improved linguistic skills.^{11 12}

⁹ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

¹⁰ idem

¹¹ idem

¹² Bournot-Trites, M., Tellowitz, U., (2002) *Report of Current Research on the Effects of Second Language Learning of First Language Literacy Skills* Geraadpleegd op 7 maart via <http://www.acpi.ca/documents/report.pdf>

- **Evaluation and certification**

One of the issues of immersion education, which is a reoccurring theme throughout this paper, namely assessment, is also one of the major aspects of the CLIL project which has not been fully worked out yet. In most countries there is no special way of assessment and as such most, if not all, assessment happens in the native language of the pupils. This also means that, in most cases, countries work with their original subject curriculum to assess the students. However, countries like the Netherlands give pupils the chance to take an additional exam in the foreign language used during immersion. In the case of Ireland, Hungary and Austria, pupils have the complete freedom to decide whether they want to take the exam in their native language or the target language.¹³

Regardless of all the factors above, the students who take part in the CLIL project are rewarded with a special certificate at the end of either primary or secondary school. Any additional efforts made by the students themselves to improve on their skills of the target language are also included on the certificate. Furthermore, there is also an agreement between 'CLIL-countries' that students who have a certificate are able to pursue further studies in higher education in the partner countries. This means that students from, for example, Germany are able to enrol in universities abroad without taking any additional language tests.¹⁴

1.3 Teachers

- **Qualifications:**

In the majority of countries involved with CLIL type provision, it is required for teachers to be 'qualified' for the job. This essentially means that the basic requirements of a primary or secondary school teacher are sufficient to be qualified for a job in immersion. However, in many cases, the teachers involved in immersion have knowledge of at least two non-language subjects or one language subject and one non-language subject. In only a small number of countries there is a demand for teachers to show evidence of further specialisations on top of the standard teaching qualifications. In other words, none of the necessary requirements to be qualified for CLIL type provision directly relate to the specific methodology of immersion. As mentioned before, only a handful of countries such as Finland, Spain and France demand extra qualifications. These extra certificates usually relate to the linguistic skills the teacher possesses, since the basic qualifications already cover the content-related knowledge. Although one country may have different demands in terms of qualifications compared to another, generally speaking, the two basic areas of expertise, namely knowledge and language skills, are always covered to guarantee a good standard of education.¹⁵

¹³ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

¹⁴ idem

¹⁵ idem

Although most countries do not take (m)any precautionary measures to ensure that their teachers are qualified for the job, they do apply certain strategies to make sure the teachers have the necessary skills for immersion. Once again, the strategies that are applied vary from region to region and from country to country. One country may set completely different standards and may demand more in terms of the necessary skills, whilst others may decide to be more relaxed when it comes to the requirements. These decisions can be made on different variables such as whether or not CLIL is fully integrated, the teaching time and the foreign language used in class. Generally speaking, CLIL teachers should adhere to one or more of the following four criteria:¹⁶

1. The teacher has followed and completed a course in the target language, meaning they are competent enough to teach the language.
2. The teacher speaks the target language natively.
3. The teacher has taken a language test or exam, usually organised by the school itself, that proves the linguistic capabilities in the target language.
4. The teacher follows in-service training to acquire the necessary capabilities.

Strategy three and four are most often used when recruiting teachers for the very first time, whilst strategy one and two are generally used to make sure the teachers are appropriate for the job. Norway, as an example, makes sure that none of its teachers are qualified in *just* languages and ensures that every teacher is also qualified for the content-related subject they will be teaching. In other words, either the teacher has multiple degrees or has studied a combination of a language and non-language subject.¹⁷

- **Initial and in-service training:**

The term 'initial training' generally refers to the provision of courses or postgraduate degrees prior to actually teaching in immersion. As with most factors that have been discussed so far, the initial trainings that school authorities provide are usually very limited. In some areas like the Netherlands and the United Kingdom, a postgraduate is a possible qualification to teach a foreign language in an immersion setting. However, in countries like Austria only a few classes or courses are organised over the course of one or two semesters. In some cases, even cultural centres and embassies have been reported to play an important role in initial teacher training, such is the case in Poland and Bulgaria. The fact that this element, among others, varies so widely means that the general effect and organisation of CLIL is vastly different depending on the area.¹⁸

¹⁶ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

¹⁷ idem

¹⁸ idem

Aside from initial teacher training programmes, which is the preferred option, some countries and regions also provide something called 'in-service training'. This type of training tries to train teachers whilst they are in the course of teaching in CLIL type provision. In some countries, special bodies and groups will be organised to educate teachers on the specific techniques of immersion. The general consensus is that highly experienced teachers could and should play a significant role in supporting in-service training for new teachers. A similar vision was used in Sweden in the 1990s, where teachers cooperated with teaching training institutions to provide and organise better programmes.¹⁹

1.4 Obstacles of implementation

The problems or obstacles listed below are specifically true for the CLIL-project in particular. However, immersion and, ipso facto, CLIL experience a series of different implementation problems apart from the ones listed in this sub-chapter. These issues are explored and covered more thoroughly in Chapter 4.3. : *'functional disadvantages'*.

- **Resources:**

According to the European Union, one of the main issues a CLIL type way of teaching faces is the fact that making it widely available is really difficult. It requires more resources, materials and a well-trained 'army' of teachers. When a country has wanted to implement CLIL type provision in the past it has, in most cases, been confronted with problems in terms of organisation and legislation. For most of these countries, providing the necessary financial and material resources is a reasonably large challenge. A shortage in teachers is the most prominent problem facing immersion education. Most of the teachers are not properly qualified to teach in the first place and, as was mentioned above, most countries or regions do not provide extensive training to prepare them.²⁰

- **Legislation:**

Another issue worth mentioning, apart from a shortage in teachers and materials, is the supportive legislation of CLIL type provision. The problem is not necessarily implementing new legislation, it is more about making it work with current legislation. As we are going to see in the case of Belgium, legislation is so strict that introducing another language of instruction becomes virtually impossible. The use of any other language could even be considered 'illegal'. The complex linguistic landscape of some countries prevents them from easily allowing another language to be introduced. However, in recent years more and more countries have been flexible in terms of their legislation to allow for CLIL type provision.²¹

¹⁹ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

²⁰ idem

²¹ idem

- **Financial support:**

Lastly, certain countries have also stated that the potential cost of integrating CLIL type provision is considerably high. Countries such as Spain, Austria, Poland and Denmark emphasized that providing schools with the necessary materials whilst also making sure every teacher is properly trained, is becoming increasingly more difficult because of budgetary reasons. One the problems is that secondary schools that decide to make the step to CLIL type provision cannot legally demand financial support. In other words, project CLIL is not obligated to support the schools, making the integration of the programme considerably more difficult.²²

²² Department of Education, Educational programs & Services Branch: Foundation for French Language Arts in French Immersion in Atlantic Canada (2001) French Language Arts in French Immersion Geraadpleegd op 20 maart 2017 via <http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/FrenchLanguageArtsInFrenchImmersion.pdf>

2 Origins of immersion

2.1 Canada

As was mentioned before in the introduction, Genessee (2004) defined bilingual education or immersion as *'education that aims to promote bilingual (or multilingual) competence by using both languages as a medium of instruction for significant portions of the academic curriculum'*. Meaning that the second language becomes a tool to learn another subject and to be completely immersed into it. The concept is easy to grasp, but in practice there are quite a few challenges for both teacher and pupil to face. Explaining and teaching a variety of subjects in a different language can be very difficult for certain students. Immersion education, in the modern sense of the word, is something relatively new and found its origins in Canada. Canada and the other early birds in immersion education will be thoroughly covered.²³

Language immersion in and of itself is a very interesting concept. As was mentioned before, the original idea for immersion originated in Canada as early as the 1960s. Parents wanted their children to learn French through various means, one of which was immersion. At the time immersion was something very experimental and to this day it is something that has not quite found its place in society. For many years people believed that bilingualism actually caused nothing but trouble for children. At some point, people were specifically warned that speaking multiple languages could somehow cause 'retardation' in children. **Peal and Lambert (1962)** proposed an entirely new perspective on the matter by proving that bilingual pupils could outperform monolingual ones. The modern era of bilingual research was born at that point.²⁴

Today, Canada has one of the most highly developed systems of immersion education on the planet. Their philosophy is that the best place to learn a language, outside of home, is at school. In 1965 they put this way of thinking into practice by opening the very first French immersion school. Since then the programme has been incorporated throughout all provinces of Canada. They use a variety of different programmes from partial to total immersion, starting as early as the age of 5. Their results show that, during the past 40 years, French-immersion students have been able to outperform English students in French courses and tests. With a clear focus on skills and the aim for a high level of proficiency, the French immersion programme gives students an edge over other students. However, the schools have noticed that even though immersion students outperform regular students, their use of the French language is not native-like when it comes to speaking and writing, meaning they do not acquire the same linguistic qualities and fluency a native French speaker would have. The schools have stated however that it does not seem to be a serious obstacle to pursue academic goals.²⁵

²³ Bialystok E., (2016, 7 oktober) (PhD, psychologist and professor) (*Bilingual education for young children: review of the effect and consequences* Toronto: York University). Persoonlijke communicatie [e-mail]

²⁴ *idem*

²⁵ (2007) *French-Immersion Education in Canada* Geraadpleegd op 7 maart 2017, via http://www.lbpsb.qc.ca/content/msc2010/CCLFrench_ImmersionEducation.pdf

Although their system suffers from some minor problems, their overall organisation has proven to be extremely successful. The real issue with immersion programmes in general is a shortage of teachers who are qualified for the job. This is a reoccurring theme throughout this thesis that if a country decides to implement an immersion programme, they should be aware that an immense amount of organisation is required for it to be successful. In Canada, the shortage of qualified immersion teachers means that they cannot live up to the high demand of students who want to enrol in an immersion programme. In secondary school the problem is particularly noticeable because, logically, a teacher has to have content area expertise in addition to a high level of French-language proficiency. Long-term solutions are already planned to create more opportunities for students as well as to better prepare teachers for a job in immersion.²⁶

However, many other countries have since been inspired by Canada, so how do their stories compare and what can we learn from them? Firstly, how has language education evolved in our own country, Belgium? It is an interesting question since Belgium is officially a trilingual country with a pretty complex political landscape. Furthermore, how have other countries or regions developed an immersion programme and what, as a country, can we learn from them?²⁷

2.2 Belgium

Explaining the current educational landscape of Belgium is an impossible job if one does not know the history of it. Firstly, it is useful to understand the very basic concept of the linguistic landscape of Belgium. Officially speaking, Belgium is a trilingual country. This means Belgium has three languages that are all recognized by the Federal Government, very much like Canada, which is a bilingual country. Firstly there is Flanders, which is a Dutch speaking region in the north of the country. Our northern neighbours, the Netherlands, also speak Dutch. In the south we can find Wallonia, which is the French-speaking community. Their closest southern neighbour is France. The differences between Dutch in Flanders and in the Netherlands or French in Wallonia and in France are extremely small. The differences come down to pronunciation of certain words, certain lexical items and some differences in expressions.

In the very east of our country is a very small German-speaking region which shares its language with its eastern neighbour, Germany. These specific communities also have political borders and each a separate government. The only 'special' region is Brussels, which is considered completely bilingual even though the majority of its population is French- or Arab-speaking. For a long time there have been disputes about dominant languages in education. To this day language remains a very important and complex part of our educational system. This basically means that implementing new legislation regarding language education within the communities is and always will be a difficult matter and a point of contention.²⁸

²⁶ (2007) *French-Immersion Education in Canada* Geraadpleegd op 7 maart 2017, via http://www.lbpsb.qc.ca/content/msc2010/CCLFrench_ImmersionEducation.pdf

²⁷ Grosjean, F., (2013). *From Second Language Learning to Bilingualism in Schools* Geraadpleegd op 5 oktober 2016, via <https://www.psychologytoday.com/blog/life-bilingual/201311/second-language-learning-bilingualism-in-schools>

²⁸ Soetaert, R., Van de Craen, P. (1997). *Language teaching training and bilingual education in Belgium* Geraadpleegd op 15 september 2016, via http://www.celelc.org/projects/Past_Projects/TNP_Languages/TNP1_resources/SP6NatRepBE.pdf

Even though Belgium is a trilingual country, trilingual or even bilingual education is not officially recognized or supported by the Federal Government, at least not in Flanders. Due to the presence of a separate government within each community, Wallonia and the German parts of Belgium have been able to fully integrate programmes like CLIL. These programmes have increased in popularity over the years but have difficulty making big breakthroughs in Flanders due to legislation. Language legislation demands that teaching has to take place in the main language of the community itself. This restricts teachers to give a subject in a second language. With the current state of affairs, it seems like immersion education is a very distant dream for the Flemish community, despite the fact the local government has shown a lot of interest in the idea. An important fact however is that even if the communities wanted language immersion to take place, it would be extremely difficult in practice since we are properly prepared to fully integrate such a system. Legislation in Flanders is very strict and so consequently, teacher training for bilingual education is completely non-existent. Even if the political landscape allows Belgium to finally introduce an officially supported immersion programme, teachers would not be prepared to take on that kind of responsibility. So logistically speaking, there is a lot of preparation and years of debating necessary to make immersion education a reality, especially because there is an opposition to the idea that only likes to point out the negatives of bilingualism. Luckily enough, the initial idea and intent of immersion is there and (mostly) widely supported by the communities. This is obviously one of the reasons why programmes like 'CLIL' can exist in the first place. For now, it's important to understand how Belgium's history has evolved on this matter. The issues a trilingual society faces in terms of language education are pretty complex, which is why the following part of this thesis is going to focus on Belgian's evolution in language education. There are a series of milestones and turning points that are worth mentioning in order to understand the current linguistic landscape of Belgium.²⁹

- **Act of 14th July, 1932:**

Over the course of the last 80 years Belgium has, linguistically speaking, implemented a lot of new legislation. The first fundamental change to a shared Dutch/French-system in both primary and secondary schools happened 14th July, 1932. This new act built upon the idea of territoriality, which was first introduced in 1921. This concept or idea was applied to the entire educational landscape. This basically meant that the dominant language in a certain area would also be the dominant language in primary and intermediate education. However, this act also kept in mind the minorities in each region by giving them a certain degree of choice when it came to languages. The territorial idea was preferred by both Flemish and Walloon representatives and was pursued even further that same year (Act of 28th June, 1932 and Act of 15th June, 1932). These language territories spread not only to educational matters, but also to administrative and judicial matters. From that point on, languages were tied to their specific areas. The education and acquisition of a second language was only compulsory in secondary classes.³⁰

²⁹ (1968). Case "Relating to certain aspects of the laws on the use of languages in education in Belgium" Geraadpleegd op 12 oktober 2016, via <http://minorityrights.org/wp-content/uploads/old-site-downloads/download-223-Belgian-Linguistic-case-full-case.pdf>

³⁰ Valasek, M., (1990). *The "other language": Language planning in Belgium* Geraadpleegd op 10 oktober 2016, via <https://www.gse.upenn.edu/wpel/sites/gse.upenn.edu/wpel/files/archives/v6/v6n1Valasek2.pdf>

In the area of Brussels, where bilingualism was more prominent, the language of instruction was chosen based on the child's maternal or usual language. In the case of these bilingual communes like Brussels, the teaching of the second national language was compulsory. A series of clauses and very detailed rules were later attached to the Act of 14th July 1932. This built the strong foundation for the linguistic landscape Belgium has today.^{31 32}

- **Act of 30th July, 1963:**

The second major change shares a lot of similarities with the Act of July 14th but also differs on a number of points, some of which are important to understand how language education works in Belgium. The act of July 30th 1963 applies to official and independent teaching establishments which are subsidised or in any way recognised by the state. Furthermore, this act applies to *all* levels of education with the exception of universities. Within this act there are specific clauses that apply to a list of communes on the linguistic boundary. The communes in the German-speaking area, the 'Malmédy communes' and nine other communes located in the East of Belgium are directly affected by this act. These specific clauses were put into place to protect the minorities in these areas. The boundaries of these communes have been fixed since 1963. Section 4, arguably the most important section of the Act of 1963, focusses on the unilingual areas of Belgium. It states that the language of education shall be Dutch in Dutch-speaking areas, French in French-speaking areas and German in German-speaking areas. This means that since 1963, the primary language in education changed to the dominant language in that specific area. This change was especially beneficial for *Flemish schools* because, up until that point, French remained the dominant language of instruction. However, the matter on second language education was still not settled. The Act of 1963 states that the acquisition of a second language was optional in primary education, but there were no specific regulations put into place for secondary schools regarding this issue. Once again there were a list of clauses put into place for the bilingual areas in Brussels, making second language acquisition optional in primary schools and compulsory in secondary schools. This act took some time to fully put into place and for a while schools refused to comply with the new laws, which in turn caused penalties. Schools could lose their credibility and subsidies by failing to comply to the Act of 30th July 1963. In terms of language legislation, the Act of 30th July 1963 was a turning point for the Belgian educational system.^{33 34}

³¹ (1968). Case "Relating to certain aspects of the laws on the use of languages in education in Belgium" Geraadpleegd op 12 oktober 2016, via <http://minorityrights.org/wp-content/uploads/old-site-downloads/download-223-Belgian-Linguistic-case-full-case.pdf>

³² Valasek, M., (1990). *The "other language": Language planning in Belgium* Geraadpleegd op 10 oktober 2016, via <https://www.gse.upenn.edu/wpel/sites/gse.upenn.edu/wpel/files/archives/v6/v6n1Valasek2.pdf>

³³ Ibidem 31

³⁴ Ibidem 32

- **The Constitutional Amendments of 1971:**

The amendments of 1971 and 1980 set the borders and decisions, which were made in the years past, in concrete. In 1971 the boundaries of the four linguistic territories (Flanders, Wallonia, the German area and Brussels) were officially decided. Afterwards, the government ruled that these specific regions were also going to be economic regions. Each of these regions was given its own separate government, which had cultural and economic responsibilities. These regions were now officially called 'communities', which meant the birth of the Flemish Cultural Community, the French-speaking Cultural Community and the German-speaking Cultural community. The legislation passed by the communities concerning language had the same weight as any political decision that was passed by the national government. In short, these communities were given the privilege and ability to govern and hold as much power as the federal government (at least when it comes to linguistic issues). Following these amendments, the Flemish Cultural Community started to pass a series of decrees and laws concerning language use. As explained before, the Dutch-speaking community was still heavily influenced by the French-speaking community. These amendments allowed the Dutch-speaking community to create a new environment on the streets and, more importantly, in all the Flemish schools across the country.^{35 36}

- **The Constitutional Amendments of 1980:**

The final seed that needed to be planted in order for Belgium to achieve its current language landscape, are the Constitutional Amendments of 1980, which refined the amount of power the communities had. From that point on the word 'Cultural' was dropped in the name, giving them a more open environment to pass decrees beyond the cultural context. The Flemish community and region fused into one since their geographical borders were identical to one another. In practice, this means that the Flemish region and community function as one entity within Belgium. However, the French region and community remained separate, which means both the region and community have a separate council and executive branch. Brussels has Dutch- and French-speaking areas and thus Brussels was split up accordingly, making it so that the Flemish community had control over the predominantly Dutch-speaking areas whilst the French community had control over the French-speaking areas. Linguistically speaking, the German-speaking minorities and other smaller communes were protected and controlled by the national government. This division laid the groundworks for our current linguistic landscape and the educational system in terms of language.³⁷

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³⁵ (1968). Case "Relating to certain aspects of the laws on the use of languages in education in Belgium" Geraadpleegd op 12 oktober 2016, via <http://minorityrights.org/wp-content/uploads/old-site-downloads/download-223-Belgian-Linguistic-case-full-case.pdf>

³⁶ Valasek, M., (1990). *The "other language": Language planning in Belgium* Geraadpleegd op 10 oktober 2016, via <https://www.gse.upenn.edu/wpel/sites/gse.upenn.edu/wpel/files/archives/v6/v6n1Valasek2.pdf>

³⁷ ibidem 35

³⁸ Ibidem 36

2.3 Other countries or regions

Below is a small list of successful immersion programmes that can be found around the world. Although there are vast number of different systems and alternatives used in areas outside the ones that are covered here, it is of great value to delineate. This of course has the unfortunate result that a lot of great examples will not be covered. However, a tremendous amount of respect should be given towards the communities that were left out of this thesis, such as those in the Middle-East, Asia and even Africa for their efforts in bilingualism and second language education.

- **Finland:**

Finland, which is already known for its incredibly good education system, has developed a programme that offers second or multiple language acquisition based on the Canadian system. What is important about their iteration of immersion education is that they start at a young age, usually around the ages of 3 to 6 years old. This makes it so that, down the road, they can build a strong foundation for multiple language learning.³⁹

Finland officially has two languages, namely Finnish and Swedish. Both languages are equal within the confines of the law. However, Swedish is offered as a second language within a large number of schools as an enrichment programme for the majority group of Finnish speakers. Swedish speakers are a minority group within Finland, making up around 6% of the total population. Most of these people live within bilingual municipalities. Their ability to functionally learn and be competent at Finnish is supported by the fact that they are surrounded by Finnish people. For Finnish people on the other hand, the chances they get at learning their second official language are severely lacking. An immersion programme was regarded as a potentially beneficial idea in the 1980s. By creating such a programme, they could educate the Swedish language to a majority of the population to increase labour market competitiveness and overall international contacts. Acquiring Swedish as a second language is also considered of great importance because it improves efficient communication with Icelanders, Danes, Norwegians and of course Swedes. Due to the inter-comprehensibility of these languages, Finnish people would be able to decrease cultural differences and improve on their economy.⁴⁰

The very first Finnish-Swedish immersion programme was introduced in 1987 to a class of six-year-olds in the city of Vaasa, where most of the current national research on bilingualism and immersion has been done to this day. The initial 'tests' were done with monolingual Finnish children who came from unilingual Finnish-speaking families. It gave researchers an opportunity to create an entirely new atmosphere for language acquisition. The programme itself is integrated in regular Finnish schools. This method is consistent with the way it is done in Canada. Generally speaking, researchers and teachers want to avoid a comparison between immersion children and native speakers to make sure their motivation is not affected negatively. These programmes have been growing and developing for decades at this point, and have found a clear position within society.⁴¹

³⁹ Corson, D., *Encyclopedia of Language and Education volume 5 Bilingual Education* Geraadpleegd op 6 maart 2017 via https://link.springer.com/chapter/10.1007%2F978-94-011-4531-2_29#page-1

⁴⁰ idem

⁴¹ idem

Outside of the dual language programme (Finnish-Swedish), Finland also provides English immersion through projects like CLIL, which is prominent in Europe. English, although not compulsory, is no longer regarded as an 'extra' language. As a result of this, many people in Finland are able to speak English nearly fluently. Some special programmes also provide more advanced languages like Russian, German, Spanish or French at the higher levels of education.^{42 43}

- **New Zealand:**

New Zealand's decision to implement immersion programmes into their educational system is one that can be explained from a historical context. Originally Aotearoa or New Zealand was predominantly colonized by British settlers. Although their relation has always been somewhat peaceful, in many cases the introduction of foreign settlers meant political disadvantages, a misappropriation of land, educational problems and an economic gap between social groups. These disadvantages of the population, and more specifically the Maori people, can still be felt and illustrated by their educational status. For example: in 1991 a study was done which concluded that a staggering 60% of Maori above the age of 15 had no formal educational qualifications, compared to 40% for all non-Maori people. The consequences of these low standards of education are clearly reflected in the current labour market, which places the Maori at the lowest levels. With the introduction of the British during colonial times, the Maori language had to fight their way back into society.⁴⁴

The first introduction of a bilingual education programme occurred in the 1970s, right along with other countries such as Canada. At the time, the programmes were very limited but served a truly important purpose for the Maori communities to gain back control over their language in New Zealand. Through the following decades, New Zealand made significant developments to change regular schools into bilingual schools, specifically within the Maori communities. Although this period of transition was important, the implementation of a full-immersion programme in the 1980s has been regarded as the most influential so far. The programme was extremely beneficial for the educational system and has gained overall international attention and praise. Initially, this full-immersion programme (also known as whole-school programme) was only applicable to certain levels of education. However, it has since been incorporated into all levels of education, which has subsequently caused it to be implemented within the state's educational system.⁴⁵

⁴² Corson, D., *Encyclopedia of Language and Education volume 5 Bilingual Education* Geraadpleegd op 6 maart 2017 via https://link.springer.com/chapter/10.1007%2F978-94-011-4531-2_29#page-1

⁴³ Mustaparta, A., *Globalisation and Linguistics Competencies in the Finnish Education System* Geraadpleegd op 6 maart 2017 via <https://www.oecd.org/finland/41486518.pdf>

⁴⁴ May, S., (2005) *Introduction Bilingual/Immersion Education in Aotearoa/New Zealand: Setting the context* Geraadpleegd op 6 maart 2017 via <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/534/content.pdf?sequence=1&isAllowed=y>

⁴⁵ Idem

The success of this programme caused a domino effect within the educational system: Aside from full immersion education, other programmes have started to develop in New Zealand. In some cases partial-immersion programmes are developed within 'mainstream' schools all over New Zealand. However, the degree at which they incorporate Maori as their primary way of instruction varies greatly. These inconsistencies in terms of variability and a continuing lack of teachers and material resources causes a serious concern for the future of the Maori-medium education. So although we should definitely focus on the accomplishments that have been made over the last 20 years, a lot more effort has to be put in to be sure the future of immersion education is secured within New Zealand.⁴⁶

- **Hawaii:**

Another successful example of bilingual language education can be found in Hawaii. However, the story of Hawaii faced great problems, which is why it could be beneficial for countries like Belgium to take Hawaii as an example to improve their own system. The Hawaiian system is based on two major principles: firstly, the system is there to create a cultural awareness and an appreciation for Hawaiian lifestyles that can be found amongst all of the people currently living in Hawaii. Secondly, to teach students the necessary skills (listening, reading, speaking and writing) to communicate and think in the Hawaiian language. Although the programme is successful now, when it first started out in the 1970s it experienced many of the same problems the Maori people of New Zealand are going through at the moment. During the first years of the new system, the Hawaiian educational system experienced a severe lack in teachers, not only that, but most of the teachers who were actually able to teach, were too inexperienced with this new format. Lastly, the status of the Hawaiian language had weakened so much over the years that there was a serious shortage of translated or original materials to use in class. This resulted in subpar results from the immersion students during the spring of 1993.⁴⁷

During the first stages of improvement, Lai and Slaughter (1995) pressed the fact that it was entirely possible for Hawaii to achieve its goal. One of the major issues they had to solve was the lack of experienced teachers. To solve this problem, they needed to provide in-service training for teachers to become more accustomed to this new way of teaching. This also meant teachers had to familiarize themselves with new methods of assessment and evaluation. The Hawaiian Department of Education was especially concerned with hiring qualified teachers, since it could create serious problems in the long-term. Although the programme was implemented rather quickly, we cannot say for sure these problems would have been avoided if it was postponed for an extra year or two.⁴⁸

⁴⁶ May, S., (2005) *Introduction Bilingual/Immersion Education in Aotearoa/New Zealand: Setting the context*
Geraadpleegd op 6 maart 2017 via <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/534/content.pdf?sequence=1&isAllowed=y>

⁴⁷ Pacific Policy Research Center, (2010) *Successful Bilingual and Immersion Education Models/Programs*
Geraadpleegd op 7 maart 2017 via http://www.ksbe.edu/assets/spi/pdfs/Bilingual_Immersion_full.pdf

⁴⁸ Idem

Currently, the Hawaiian programme is provided for K-12 students (primary and secondary school combined) and is a mix of total immersion until fourth grade and partial immersion from fifth grade onwards. Although it is a very different system than we are used to, it achieves its goals and is regarded as a very academic programme that not only prepares students for the labour market, but also saves the Hawaiian language from extinction. The Hawaiian as well as the Maori examples prove that an immersion programme can be used not only to improve education, but also to prevent a language and potentially a culture of an indigenous people from going extinct. To this day, the Department of Education is trying to improve the programme and develop new ideas. Parents have also been closely involved with the programme and support it by encouraging their kids to speak the language with them in the comfort of their homes, making it so that the Hawaiian curriculum actually comes to life. Hawaii could be an example on how to make an immersion programme manageable for teachers as well as students.⁴⁹

- **Japan:**

Japan is becoming one of the global leaders when it comes to technology, business, the environment and education. The Japanese government has stated that establishing a high level of proficiency in the English language is of utmost importance for the country. To prove this, they have implemented two major programmes to improve English language acquisition. The first programme, Assistant Language Teacher (ALT), helps students become better at English by giving them the opportunity to get access to an assistant teacher. This person is qualified to deal with the needs of the students whenever necessary. The second programme is called 'The Japan Exchange and Teaching programme' (JET), which is a common exchange programme to build relations with other nations around the world and to improve on language learning.⁵⁰

Although these efforts have been very beneficial for Japan, the implementation of a true English immersion programme in 1992 has been the most rewarding. Japanese immersion students are one third instructed in English, which increases to a near fifty-fifty by fourth grade. This balance of percentages is stable until the end of the programme is reached. The students are given translated versions of the same textbooks the regular Japanese schools get. In general, the government has the expectation that any student following immersion courses should be able to pass the same test in both languages. The same philosophy is incorporated throughout the entire curriculum, which is an exact copy of the Japanese curriculum except all the courses are taught in English. However, this is a huge challenge for most pupils as they have little to no experience with the English language, nor at school or at home. Furthermore, the idea to focus on content without putting too much emphases on the actual language is considered a very revolutionary idea in Japan. This also means teachers have a huge task to face, as they are not used to this method of working.⁵¹

⁴⁹ Pacific Policy Research Center, (2010) *Successful Bilingual and Immersion Education Models/Programs* Geraadpleegd op 7 maart 2017 via http://www.ksbe.edu/assets/spi/pdfs/Bilingual_Immersion_full.pdf

⁵⁰ Yuliga, D., (2013) *Developing a support course for bilingual immersion students in Japan* Geraadpleegd op 6 maart 2017, via <http://libir.soka.ac.jp/dspace/bitstream/10911/3919/1/p307-330.pdf>

⁵¹ idem

Japan's intentions seem to be pure, since they do not have an underlying agenda for example to improve socioeconomic stability or benefit in a political way. The Japanese government has noticed that students tend to stop learning English once they are outside of school, which is unacceptable by their standards. The immersion courses are there to improve grammatical aspects, motivation and production of the English language and to give students a chance to use English outside of the traditional classroom setting. In short, the programme aims to accomplish three major goals:⁵²

1. All students have to overcome certain grammatical difficulties. It is the job of the teacher to improve on students' grammar by providing extra materials. It is considered unacceptable to only use the book, as they believe no student will improve on grammatical construction from books provided by the immersion school itself.
2. Motivation is essential for language learning. Teachers should develop materials to create a positive learning environment to change students' attitude towards English. This should also overcome anxiety to functionally use the English language.
3. Japanese immersion students are to be taught cultural differences and think critically about said differences. Furthermore, they should be able to communicate with English speakers in a variety of different scenarios.

These essential goals are set for every immersion student. Although their way of working and methodology are still sort of traditional, they have every intention to provide as much support and opportunities for their students as possible. The Japanese government has a clear way of encouraging immersion education, which should be beneficial for a large number of Japanese students and their future.⁵³

⁵² Yuliga, D., (2013) *Developing a support course for bilingual immersion students in Japan* Geraadpleegd op 6 maart 2017, via <http://libir.soka.ac.jp/dspace/bitstream/10911/3919/1/p307-330.pdf>

⁵³ idem

3 Types of immersion

3.1 Total immersion

Firstly, there is 'total immersion'. This is the most preferable to achieve the full effect of immersion, which on its own takes multiple years to see results. Total immersion aims to spend the entirety of the class time in the foreign language. Through casual work and spontaneous conversation, the pupils will make themselves comfortable with the language. However, this obviously takes a long time. Students cannot be expected to suddenly understand a language just because of a series of immersive experiences and classes. The process of immersion takes a lot of work and effort from both teacher and pupil. Learning a language at a later age is a gradual process, which is one of the main reasons why researchers suggest to start at a very young age. Early total immersion can start at the age of 3 to 6 where the instruction in English (or any other language) is only limited. Usually with younger pupils only 20 to 50 percent of the instruction is done in the target language, after which they gradually build up the percentage until they reach a total immersion setting. However, each school can decide to take a different approach. As of now, there is not a concrete format that tells us what the most effective way of working is. There is still an enormous amount of debate about whether or not to choose for total or partial immersion or possibly early or late immersion. Overall, we know that total immersion will enhance the students' learning experience and create a strong environment to achieve great, if not the best, results from immersion.^{54 55 56}

As was already mentioned before, we can also make a distinction between early total immersion and late total immersion. Firstly, in Canadian schools early total immersion is by far the most common form of an immersion programme, because it is the most beneficial for the students. This is because an intense level of exposure to a new language leads to superior results, which is the main reason to start early in a *total* immersion setting. Generally speaking, early total immersion programmes are able to commence at the age of 3 to 6 years old, but it has also been reported that starting at the age of 9 to 12 should not make much of a difference. However, multiple researchers like Genessee and Met believe that an early start is the preferred option for learners in a bilingual setting. Lastly, when it comes to oral fluency and spontaneous use of the target language, research consistently shows use that early starters in a total immersion programme outperform students in any other variation of an immersion setting.⁵⁷

⁵⁴ Grosjean, F., (2013). *From Second Language Learning to Bilingualism in Schools* Geraadpleegd op 5 oktober 2016, via <https://www.psychologytoday.com/blog/life-bilingual/201311/second-language-learning-bilingualism-in-schools>

⁵⁵ Rhodes, N., Lenker, A., (2007) *Foreign Language Immersion Programs: Features and Trends over Thirty-Five Years* Geraadpleegd op 8 maart 2017 via <http://carla.umn.edu/immersion/acie/vol10/BridgeFeb07.pdf>

⁵⁶ Dicks, J., Kristmanson, P., (2008) *French Immersion: When and Why?* Geraadpleegd op 7 maart 2017 via http://cpf.ca/en/files/03_FI_When_and_Why_E.pdf

⁵⁷ idem

3.2 Partial immersion

The second type of immersion is 'partial immersion'. Like mentioned before, immersion takes a lot of effort and it is not guaranteed to work in classrooms with less gifted pupils. For those classes that are barely keeping up and struggling with the concept of immersion, this type could be very useful. Essentially, the teacher uses both the mother tongue of the students as well as the foreign language. The split should be about an equal fifty-fifty and should help the students maintain a steady pace. Even though immersion is very useful, one has to be careful with the possibilities of the pupils. Partial immersion could also come in handy when talking about very unusual, serious or otherwise strange subjects. This way the pupils do not lose their grip on the subject, whilst still being partly immersed. However, some past research suggests that partial immersion is not nearly as effective as total immersion. In Canadian schools it was shown that total immersion students would outperform partial immersion students every single time. Although it is a semi-decent alternative to total immersion, we can see that the variation is less common and produces a lower level of competence in the second language.⁵⁸

3.3 Dual language or two-way immersion

A variant on this type of immersion is 'dual immersion', which has been in existence for close to 40 years. One of earliest examples can be found in Massachusetts, in which a class consisted of both native English speakers and native Spanish speakers. One of the key principles of two-way immersion is that the programme should include a fairly equal number of two groups of students to maintain a fair balance. Class time was also equally split in half, with each half then focussing on one of the two languages the pupils knew. The point of this variation is to let the pupils teach each other the language until all pupils eventually become completely bilingual. Having this ability to let pupils teach each other is not always available and teachers need be cautious that pupils do not instruct the wrong things. A great deal of guidance is required for two-way immersion to be successful. However, in doing dual immersion, two languages are taught at the same time for both literacy and content instruction. Usually the first language is the common native tongue, whilst the second language is mostly chosen based on geographical location. For example, in Belgium we might pick English, French or German as a second language whilst in the United States a common second option is Spanish. The dual language programme aims that every student achieves a high level of proficiency in both languages. Their philosophy is that the English learners (in the United States) will have greater English language competence because they also receive instruction in their native language. This gives both groups the opportunity to develop written and oral skills in their first language whilst simultaneously being able to acquire a certain level of competence in a second language. Lastly, this form of education has also been praised for its largely positive effect on cultural attitudes and overall behaviour for any students that were involved in the programme. This effect is largely logical when culturally different groups of students are put together in a single classroom.⁵⁹

⁵⁸ Bournot-Trites, M., Tellowitz, U., (2002) *Report of Current Research on the Effects of Second Language Learning of First Language Literacy Skills* Geraadpleegd op 7 maart 2017 via <http://www.acpi.ca/documents/report.pdf>

⁵⁹ Howard, E., Christian, D., (2002) *Two-way Immersion 101: Designing and Implementing a Two-way Immersion Education Program at the Elementary Level*. Geraadpleegd op 8 maart 2017 via <http://www.cal.org/twi/pdfs/two-way-immersion-101.pdf>

3.4 FLEX -programmes

Lastly, there is a programme called 'FLEX', which is short for Foreign Language Experience/Exploratory. The programme is mostly used to spark the interest for a 'real' immersion experience. FLEX programmes consist of short sessions in which pupils get an idea for what could await them in total immersion classrooms. In general, FLEX programmes only really use about 5% of the teaching time to speak and teach the foreign language of choice. Other variations of FLEX might choose to teach in the second language every other day. Immersion, no matter in what shape or form it is applied, has some obvious advantages. Immersion helps with proficiency, which is the main reason to apply it as much as possible. The reason it works is because of the fact that pupils can learn a language starting from a certain context. Instead of dealing with the same grammatical subjects and vocabulary, with immersion an entire subject and its contents can be taught in a certain language. Once again, it is important to mention that starting early, even from an elementary level, is advised when dealing with immersion. This way, practising starts from a young age and continues to increase in difficulty as time goes on. Pupils will learn how to deal with various scenarios in the classroom and will have to communicate with one another.^{60 61}

Even though it is rather difficult to implement any of the previous systems into a 'regular' system, schools should think about the positive effects it could have on all of the students. Every subject has their own specific jargon and subject related vocabulary (think of science, maths, biology, geography,...). By using immersion the pupils learn a wider variety of words and will be more experienced with the language, which is only true if the pupils know the specific jargon in their *first language* of course. However, the seemingly great thing about immersion is that teachers do not compromise the quality of their own classes by doing it. Teachers are still able to explain and teach the same things as before but with a twist. However, it is an undeniable fact that immersion takes some time to get used to, for both students and teacher. Being a teacher in an immersion setting is not as straightforward, since a lot of new strategies have to be taken into consideration. For example: in order for students to understand everything, the content has to become more visual and lively. Just like in a regular classroom there are differences between students that need to be taken into account. Although immersion is technically possible for every student, research is still very divided on the effects of immersion overall. Some studies suggest that immersion is largely advantageous for students both practically and cognitively, whilst other researchers still claim that immersion programmes and bilingualism in general are potentially very damaging to the overall cognitive abilities. In the following chapter we will discuss both sides of the spectrum and closely investigate what findings have been reported on.⁶²

⁶⁰ Barge, J., (2014) *Elementary World Languages Programs* Geraadpleegd op 8 maart 2017 via https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/website_guidance_elementary_program_models%20rev1.pdf

⁶¹ Selling, J., (2011) *The Social and Academic Benefits of Second-Language Learning At The Elementary Level* Geraadpleegd op 8 maart 2017 via https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Selling_JoeyLynn_MP.pdf

⁶² Bournot-Trites, M., Tellowitz, U., (2002) *Report of Current Research on the Effects of Second Language Learning of First Language Literacy Skills* Geraadpleegd op 7 maart 2017 via <http://www.acpi.ca/documents/report.pdf>

4 Advantages and disadvantages

On the one hand, there are some obvious reasons why immersion is beneficial for pupils, especially in the long run. However, barely any schools (at least in Flanders) use the programme. Logistically speaking, it is very difficult for schools to start implementing immersion due to rosters, the lack of qualified teachers and the need for new and creative materials. This may be the reason schools are hesitant to start in the first place. Perhaps the benefits of an immersion programme are not immediately clear, which is why immersion has seen such little growth.

On the other hand, immersion is such a dividing topic that there are still quite a few researchers who claim to have found problems and concerns when it comes to implementing an immersion programme. These concerns can drastically change the way immersion programmes are organised and function within a school. This chapter is going to list and explain some of the fundamental positives and negatives both functionally and cognitively, based on scientific research done in recent years and decades.

4.1 Functional advantages

- **Overall skill development:**

Although this point is in some ways closely connected to the cognitive advantages that will follow later on in the chapter, the benefits of immersion on language development are still considered to be highly important. It is the single biggest goal of immersion to give students a chance to achieve a higher level of competence in a second language. Regardless of whether or not immersion education is beneficial for the cognitive capabilities, tests have shown time and time again that immersion education improves all basic skills. A general study done by Dumas (1999) conducted a test in which 13,000 fifth graders of mixed race, gender and academic level took the Louisiana Public Skills Test. The results showed that the pupils following a second language programme performed better on the English part of the test. In addition to this, a study done by Garfinkel and Tabor (1991) showed a clear correlation between a foreign language study and improved reading skills. Not only that, these effects were seen with children of average to below average intelligence, proving that a foreign language study might also improve overall cognitive abilities. More importantly, the fact that children with a disability or possibly lower intelligence could benefit from a foreign language study could mean that in the future we might be able to close the achievement gap. Lastly, it was also proven that foreign language learners develop a better sense of listening as well as better memorization skills than their monolingual peers (Lapkin 1990, Ratte 1968).⁶³

⁶³ Glynn, C., (2012) *The Role of Ethnicity in the Foreign Language Classroom: Perspectives of African-American Students' Enrollments, Experiences and Identity* Geraadpleegd op 9 maart 2017 via http://conservancy.umn.edu/bitstream/handle/11299/143200/1/Glynn_umn_0130E_13329.pdf

Furthermore, critics of immersion have always suggested that the early introduction and development of a second language would somehow negatively affect the overall development of the first language. However, in decades of research (Swain and Lapkin, 1982) we have seen no evidence of these claims being true. Studies show that bilingual students often outperform their monolingual peers. It was even proven that students following a second language programme benefit in terms of grammar, word recognition, reading comprehension and punctuation (Swain and Lapkin, 1982 and Genesee 1978).⁶⁴

One of earliest studies done by Lambert and Tucker (1972) in Canada investigated the effects of a French immersion programme on the overall language competence, both for the first language (L1) and the second language (L2). The experiment had an immersion group and a control group, like every well conducted experiment has. Their findings told us that very early in the programme the immersion group lagged behind on English literacy skills such as reading, spelling and written vocabulary. However, the gap they observed was made up approximately two to three years later. Multiple studies done by Genesee and Stanley (1976), Harley, Hart and Lapkin (1986) and Curtain and Dahlberg (2004) have had the exact same outcome as well, even proving that a second language education could be beneficial for studies in science or mathematics. This, at least on some level, proves that immersion is beneficial for the overall skill development of students.^{65 66 67}

- **Closing the achievement gap:**

Firstly, to tackle this particular point in the chapter, we need to define and understand what the 'achievement gap' is exactly. The achievement gap often refers to the differences in success that children of poverty, colour or with a disability experience. Usually the achievement gaps are measured with graduation rates, standardized tests or academic possibilities. However, immersion education has proven that it helps those particular students to perform better, causing the achievement gap to close. A study done by Curtain and Dahlberg (2004) suggested that children of colour or an economically disadvantaged background make the biggest proportionate achievement gain when following a second language programme. This is especially true if schools tend to start early with a foreign language policy. This is because an early programme is less dependent on previous language literacy compared to other elements within the curriculum. According to that same study by Curtain and Dahlberg, students should take the chance to learn a new language while they are still young, since the long-term benefits of early language studies are unquestionably positive. Dumas (1999), a researcher who has been mentioned before, also claimed that students who study different languages achieve more, regardless of their racial or socioeconomic background.⁶⁸

⁶⁴ Bournot-Trites, M., Tellowitz, U., (2002) *Report of Current Research on the Effects of Second Language Learning of First Language Literacy Skills* Geraadpleegd op 9 maart 2017 via <http://www.acpi.ca/documents/report.pdf>

⁶⁵ idem

⁶⁶ Genesee, F., Jared, D., (2008) *Literacy Development in Early French Immersion Programs* Geraadpleegd op 9 maart 2017 via <http://www.psych.mcgill.ca/perpg/fac/genesee/19.pdf>

⁶⁷ Wang, S., Jackson, F., Mana, M., Liau, R. & Evans, B., (2010) *Resource Guide to Developing Linguistic and Cultural Competency in the United States* Geraadpleegd op 10 maart 2017 via http://www.nflc.umd.edu/publications/the_teachers_we_need_Resource_Guide.pdf

⁶⁸ Amato, S., (2011) *Variables that Predict World Language Achievement in One New Jersey School as Measured by the STAMP Test* Geraadpleegd op 10 maart 2017 via <http://scholarship.shu.edu/cgi/viewcontent.cgi?article=1006&context=dissertations>

However, it is undeniably true that in order for this to be true, the teacher needs to be competent enough to handle a heterogeneous group. The quality of the teacher and his or her methodological strategies have an enormous impact on the achievement of the students. According to Little (1990) one of the ways to reach that goal is creating a collaborative culture within the school. This has the benefit of improving the overall environment for students and teachers. It makes sure that students perform better whilst also creating a more powerful environment for teachers to share ideas and materials. The fact that a collaborative school culture could improve student achievement is very valuable for any immersion programme.^{69 70 71}

Multiple other studies by well-respected researchers such as Garfinkel and Tabor (1991) have supported the same claims, stating that studying a foreign language seems to have a correlation with better overall performances among students from generally less advantaged backgrounds. According to Andrade (1989) and Taylor and Lafayette (2010) pupils who are considered 'low achievers and/or who have a disability' benefit the most from a second language study. Lastly, a five-year long study done by Thomas and Collier (2007) confirmed that the achievement gap could be closed by English learners but also by quote '*historically low-performing groups*', for example African-Americans or students from a lower class background. Their hypotheses is based on a large test which was done in the second year of the study, in which they had approximately 85,000 students take a Reading and Math Achievement test. Among the students were a variety of different origins, ethnicities and socioeconomic backgrounds. What they found was that the effects of a second language programme seemed to counteract the impact of a low socioeconomic status. In most cases students of low socioeconomic background or from African-American descent, which were enrolled in a second language programme, would outperform any student not in a dual language class.^{72 73}

⁶⁹ Amato, S., (2011) *Variables that Predict World Language Achievement in One New Jersey School as Measured by the STAMP Test* Geraadpleegd op 10 maart 2017 via <http://scholarship.shu.edu/cgi/viewcontent.cgi?article=1006&context=dissertations>

⁷⁰ Dumas, C., (2010) *Building Leadership: The Knowledge of Principals in Creating Collaborative Communities of Professional Learning* Geraadpleegd op 10 maart 2017 via <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1033&context=cehsedaddiss>

⁷¹ Bialystok E., (2016, 7 oktober) (PhD, psychologist and professor) (*Bilingual education for young children: review of the effect and consequences*). Persoonlijke communicatie [e-mail]

⁷² Wang, S., Jackson, F., Mana, M., Liau, R. & Evans, B., (2010) *Resource Guide to Developing Linguistic and Cultural Competency in the United States* Geraadpleegd op 10 maart 2017 via http://www.nflc.umd.edu/publications/the_teachers_we_need_Resource_Guide.pdf

⁷³ Joint National Committee for Languages, *Dual Language Education Can Close Achievement Gap* Geraadpleegd op 10 maart 2017 via <https://languagepolicy.org/wp-content/uploads/2013/11/JNCL-NCLIS-White-Paper-on-Dual-Language-Education-FINAL.pdf>

- **Cultural and social awareness:**

Culture is something that cannot possibly be ignored when talking about immersion or language education in general for that matter. In order for people to communicate, it is almost impossible to leave out the crucial role and influence that culture has. Culture is a big word that encompasses a lot of things such as values, beliefs, rituals, traditions, a shared history and of course language. In an increasingly globalised world, a second language study could help students gain an understanding of cultures other than their own. This is beneficial not only for communicative reasons but also to find similarities and differences between cultures and understanding how to deal with these factors. Students gain more insight into their own culture as much as they are able to learn from different cultures. According to Miller (2009), being able to listen to others and see through their eyes makes you able to respond with 'cultural fluency', which is going to be an essential building block for a global citizen in the 21st century.⁷⁴

This general viewpoint is supported by Colin Baker (1993) and Curtain and Dahlberg (2004), who both stated that in a multicultural and multi-ethnic society, there is a large amount of value to be found in second language education. It gives students the opportunity to learn about other cultures and to build their cultural competency skills. Being able to receive second language education might prepare children for the multicultural, globalised world we live in and to make sure they are ready to co-exist with people with very different backgrounds. Integrating a second language into any educational system might support one essential viewpoint: the world is one large community. When second language education recreates culturally authentic situations and properly integrates the use of a foreign language, it has a good chance it will improve cultural knowledge and awareness amongst students. The ideal age to start this initiative is around the age of 10, which is when children are most aware of cultures who are 'different'. According to Piaget and Lambert, it is at that crucial age that we should develop positive attitudes towards other cultures, nations and ethnic groups. This of course goes in line with the idea to start immersion programmes at an early age to improve the chance of enhanced literacy skills.^{75 76}

These ideas are largely proven and supported by many researchers. However, Swiderski (1993) claims that, although culture learning is inevitable when language learning, we should be careful with the fact that acquiring competence in speaking a second language does not necessarily mean we are able to function in the appropriate cultural context of that specific language. He says that culture is a separate 'entity' from language, although in some ways they are closely interrelated.⁷⁷

⁷⁴ Wang, S., Jackson, F., Mana, M., Liaw, R. & Evans, B., (2010) *Resource Guide to Developing Linguistic and Cultural Competency in the United States* Geraadpleegd op 10 maart 2017 via http://www.nflc.umd.edu/publications/the_teachers_we_need_Resource_Guide.pdf

⁷⁵ Baker, C. (1993). *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.

⁷⁶ Lambert, E., (1973) *Culture and Language as Factors in Learning and Education* Geraadpleegd op 10 maart 2017 via <http://files.eric.ed.gov/fulltext/ED096820.pdf>

⁷⁷ Corbaz, P., *Assessing the effect of foreign language Immersion programs on Intercultural sensitivity in elementary students* Geraadpleegd op 10 maart 2017 via <http://digital.library.okstate.edu/etd/umi-okstate-1320.pdf>

- **Career opportunities:**

Last but not least, it has also been shown over the last couple decades that a second language education could potentially be beneficial to pursue certain careers. In 2007, the National Research Council put out a report regarding the demand and support of multi-language education and the general need for it on the labour market. Their *long-term perspective* on it can be summarized into three major points.⁷⁸

1. The United States government should fund language studies the same way they fund science. The future benefits are unclear and difficult to concretely pin down, but the potential is enormous.
2. Currently, the need for more languages and general knowledge of different cultures is not exactly necessary. However, as the world becomes more globalised, the future may demand more from educational systems.
3. When students and citizens are informed on cultures and acquire literacy competence, it might benefit overall national security. It might also benefit the economic state of the country and foreign relations with the rest of the world.

Their vision is that although the need for multilingual education is not a pressing concern at this moment, they realise that they might have to prepare for a future in which multi-language education could become essential. The government realises that there is an enormous potential when it comes to second language education, which means future generations could benefit from this. Prestigious positions in politics and business could only be available to those who prepared themselves for the future. In order for this idea to become successful, the National Research Council also states that the need for a substantial amount of new teaching materials, curricula and qualified teachers is of utmost importance. Educating citizens to become linguistically, culturally and politically competent is a huge upcoming challenge that the government and the educational system has to face.⁷⁹

When it comes to foreign language education, the National Research Council specifically states the need for very skilled teachers of foreign languages and a substantial amount of instructional materials. This also means that curricula need to be reformed to fit the new mould of society, which demands the need for multilingual people. Once again, those who are more competent in languages than others will have a greater chance at a better paid job. The *short-term perspective* in terms of demand can be summarized into three major points:⁸⁰

1. In general, it is an undeniable fact that there is a greater need for people with foreign language expertise. Several government agencies and the military are in need for people with knowledge of 'critical languages' such as Arabic, Chinese, etc. Citizens with this kind of knowledge could become crucial for future national security.

⁷⁸ O'Connell, M., Norwood, J., (2007) *International Education and Foreign Languages Keys to securing America's Future* Washington, D.C.: National Research Council of the National Academies

⁷⁹ *idem*

⁸⁰ *idem*

2. The business world also has a higher demand for people with foreign language expertise, especially those who are also culturally aware. The ability to speak and interact comfortably with other businesses around the world has become increasingly more important. Businesses have even recruited foreign *students* to fill their demand for people with foreign language expertise.
3. Institutions of higher education, like colleges and universities, also have a higher demand for instructors with foreign language expertise. A vicious circle has formed itself now that more students realise the potential of multilingual education. There is an increasing need for skilled teachers as the number of students go up each year. This phenomenon is also seen in lower education, even down to elementary levels, where foreign language studies are becoming more popular. Schools are struggling to fill job openings for skilled language teachers.

This short-term perspective proves to us that students who are bi- or multilingual have more opportunities to build and maintain a successful career in the future. However, the government also realises that becoming proficient at a new language takes a great deal of time, meaning that drastic changes to the educational system cannot be delayed too much longer. To meet the demands above, students need to have a great deal of opportunity to prepare. These changes are for the better because not only are they beneficial short-term, they prepare students and nations around the world for the globalised world of tomorrow.⁸¹

⁸¹ O'Connell, M., Norwood, J., (2007) *International Education and Foreign Languages Keys to securing America's Future* Washington, D.C.: National Research Council of the National Academies

4.2 Cognitive advantages

The linguistic and educational advantages of immersion education have been well established over the years. We know that purely linguistically and culturally speaking, there is not a shadow of a doubt that immersion education is beneficial for the pupils. However, what has not been established is if these classes and programmes also have a positive effect on the cognitive functions of a person. We can only derive that it is in some way advantageous because of the observations we make in reality and everyday practice.

A study done by the University of Brussels concluded that anywhere from historical figures to regular students and people in the field science benefit(ed) from knowing two or even more languages. Of course there is no guarantee that bilingualism has a direct correlation with success but at the very least it does not create an issue for children. To this day there is no solid scientific evidence that having a multilingual background causes a higher rate of success, especially on a *creative* level. However, it has also never been proven that there is a causal link between monolingualism and creativity. So far, the main issue is that it is really difficult to pin down what 'creativity' embodies and furthermore, the inability to properly see how a different form of education can affect it. Simply put, researchers have no clue how people become a Mozart or an Einstein. We know what can spark creativity, but opinions are divided whether or not it has anything to do with the way people are educated. So far, multiple studies have been done on the effects of bilingualism and the creative abilities, without any concrete results. Some researchers claim the effects are largely positive, whilst others see no difference between monolinguals and bilinguals. ^{82 83}

In that same study researchers found some interesting results when doing various tests, however. One of the more remarkable findings of that study was an experiment in which a class was divided into two separate groups of pupils. One group was able to use their first language (Italian) whilst the other had to use the language used during immersion (in this case French). When giving the simple task of identifying the most essential elements in a text, both groups had very similar results. There were no relevant differences between the two languages and the groups ended up with the same results. When given a slightly more difficult task, such as to sort out the information given in the text or to synthesize it, the stronger Italian students had slightly better results. We can see that the stronger Italian students had an advantage when doing a more difficult task, but the differences between the results were only very slight compared to the weaker second language. The really interesting part of the experiment is that when given a last set of very difficult tasks, which called for a complex set of cognitive skills, the French group had an advantage over the supposedly stronger Italian students. ^{84 85}

⁸² Baetens, H., (2008). *Multilingualism, Cognition and Creativity*. Brussel: International CLIL Research Journal.

⁸³ Villafuerte, J., (2014) *Brain Signal Complexity and Creative Ability in Bilingual and Monolingual Children* Geraadpleegd op 11 maart 2017 via https://tspace.library.utoronto.ca/bitstream/1807/67845/1/Villafuerte_Joshua_W_201406_MA_thesis.pdf

⁸⁴ Grosjean, F., (2014). *Cognitive Advantages of Second Language Immersion Education* Geraadpleegd op 5 oktober 2016, via <https://www.psychologytoday.com/blog/life-bilingual/201401/cognitive-advantages-second-language-immersion-education>

⁸⁵ Baetens, H., (2008). *Multilingualism, Cognition and Creativity*. Brussel: International CLIL Research Journal.

This type of research would suggest that immersion helps when dealing with more difficult tasks that require more detail and precision. The researchers speculated that the Italian students relied on more global comprehension skills and thus had more superficial and less precise results than the weaker French group. It is important to mention that this was only one experiment and further research and testing of immersion is absolutely necessary. When it comes to essential cognitive skills like metalinguistic awareness and executive control, researchers have theories and ideas as to how big of a role immersion actually plays.^{86 87}

- **Metalinguistic awareness:**

Metalinguistic awareness refers to our ability as humans to objectify language. Language is a process and an artefact in this case. Metalinguistics basically ascends above the regular linguistic views and looks at the entire nature of language. The concept of metalinguistics is useful when trying to explain how linguistic knowledge is transferred across different languages. As a result of this, it plays a key component in the workings of an immersion study. Metalinguistic awareness is founded on three major principles:⁸⁸

1. One has to have the ability to understand that language is potentially greater than simple symbolism. Language goes beyond the meaning.
2. One has to have the awareness that the meaning of words resides in the mind. The way people understand a word is only because that is the way it has been memorised. A name is name but without that name, one would still be the same person. With a different name, one would still be exactly the same as before.
3. One has to come to the realisation that language is abstract and can be manipulated. Mistakes can be made right. Words can be spelled in many different ways. In short, language is malleable.

In general, these principles are essential when looking at language from a metalinguistic standpoint. It is necessary to be able to reflect on the usage of a language. Linguistics is about knowing and using the language itself, metalinguistics is knowing *about* language without an actual use of it. A simple example of metalinguistic awareness can be seen in children between the ages of 6 and 8. Pupils begin to develop a greater understanding of how to use the language. They will start to make a more sophisticated use of the language and will recognize things like sarcasm and irony. In an immersion programme this could possible translate to the creative use of language and casual usage of things like idioms and wordplay.⁸⁹

⁸⁶ Grosjean, F., (2014). *Cognitive Advantages of Second Language Immersion Education* Geraadpleegd op 5 oktober 2016, via <https://www.psychologytoday.com/blog/life-bilingual/201401/cognitive-advantages-second-language-immersion-education>

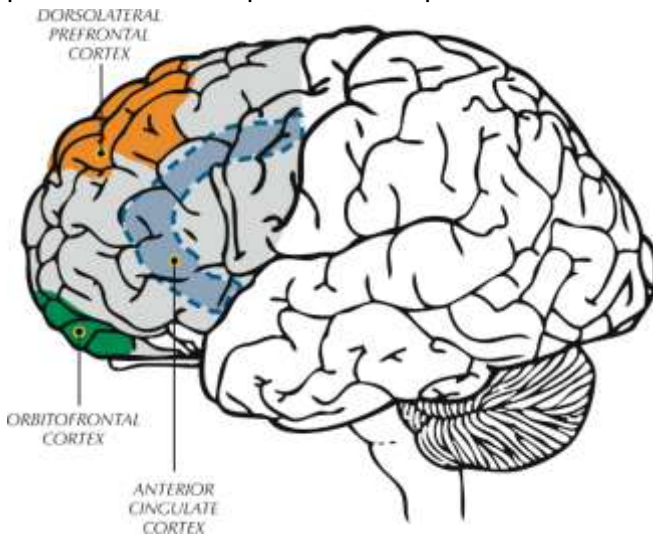
⁸⁷ Baetens, H., (2008). *Multilingualism, Cognition and Creativity*. Brussel: International CLIL Research Journal.

⁸⁸ Bialystok, E., Moreno, S. & Peets. K., (2014). *Producing bilinguals through immersion education: Development of metalinguistic awareness* Geraadpleegd op 19 oktober 2016, via <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3987956/>

⁸⁹ idem

- **Executive control:**

Before mentioning executive control, executive functions have to be covered first. The executive system is a set of regions in the brain that are in complete control of our cognitive functions. The *prefrontal cortex*, the *orbitofrontal cortex* and the *anterior cingulate cortex* (as seen in the picture below) are the main areas that are localised in the frontal lobe and are in control of complex cognitive processes. These processes require flexible coordination to achieve a specific goal.⁹⁰



1 Areas of the brain affected by executive control

Why is this important? These are the same areas that would otherwise control our language processing. Executive control has a list of other functions of course but for the sake of this work, the focus will be on how it affects language. To put it simply, since there are complex neurological processes that explain the way language works, executive control has a certain set of mechanisms that are required to organize thoughts and actions during communication. When humans have a certain concept in mind of what needs to be conveyed to another person, executive functions are used to select a specific word over competing

alternatives. Listeners on the other hand may use executive functions to coordinate a range of linguistic processes to come to a coherent interpretation of what others are saying. Now here is the interesting part of the executive functions: a bilingual person uses their executive functions in an entirely different way. Instead of controlling the processes of a single language, a bilingual person may use their executive functions to control which language is needed or to switch from one language to the other. This increased control over the use of language plays a key part in developing bilingualism through immersion.^{91 92}

In the past, research in terms of bilingualism (and ipso facto immersion) had only been focussed on the comparison between the two languages a bilingual person knows. The linguistic processes are extremely interesting but it does not answer the question whether or not it has a positive effect on the cognitive abilities. Research that has been done in the last couple of decades suggests that bilingualism has a lifelong positive effect on executive-control processes, meaning bilingual children and adults are more cognitively developed than monolingual people.⁹³

⁹⁰ McCalla, A., *Executive Functioning – Where is it Controlled and How Does it Develop? / Remediation Techniques for Deficits and Dysfunction* Geraadpleegd op 10 oktober 2016, via <http://www.rainbowrehab.com/executive-functioning/>

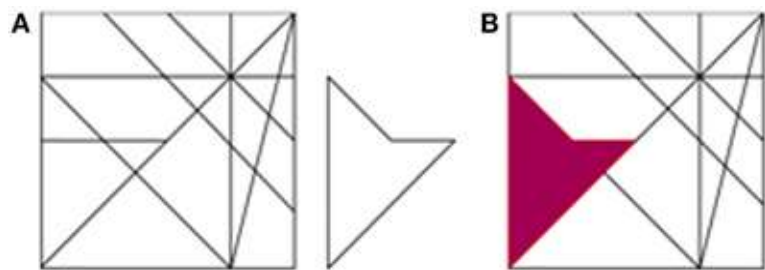
⁹¹ idem

⁹² Bialystok E., (2016, 7 oktober) (PhD, psychologist and professor) (*Bilingual education for young children: review of the effect and consequences*). Persoonlijke communicatie [e-mail]

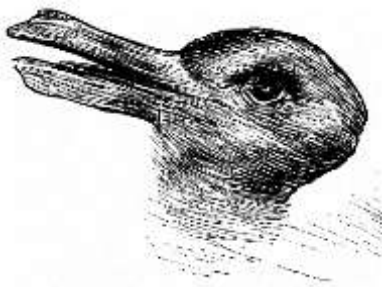
⁹³ Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayajzqechdlh

A study done by the famous researcher Ellen Bialystok (1999) proved this theory by conducting a simple test on 4 to 5 year olds. In this experiment, children were given a stack of cards with two colours (red and blue) and shapes (square and circle), all mixed up and random. For the first part, the children had to sort all of the cards by one dimension, starting by colour. The results were nearly the same for both groups of children. However, when asked to switch to the other dimension (shape), the bilingual children were more successful in switching to the second dimension. This means that bilingual children have a higher level of executive control. This test was done multiple times and results were always consistent with the theory, indicating that bilingualism has clear cognitive advantages.⁹⁴

Bialystok's research on second-language acquisition and bilingualism continued for quite some time and has continuously shown that bilingualism has some clear advantages. Bialystok and Shapero (2005) did a study in which 6-year-old children had to locate a hidden shape in a complex drawing in the 'Children's Embedded Figures Task' (as seen right). The results were very comparable for both groups.⁹⁵



2 Example of the 'Children's Embedded Figures Task'



3 Example of an 'ambiguous figure'.

However, bilinguals were able to interpret an ambiguous figure (e.g. the duck-rabbit as seen left) a lot quicker than monolinguals. Even though both tests required perceptual analysis, the test with the ambiguous figure requires children (and adults) to ignore the original meaning of the stimulus. This meant that bilingual children had a faster cognitive reaction time to adapt. After this experiment, Carlson

and Meltzoff (2008) refined this experiment and demonstrated the same results. This conclusion was even found in infants as old as 7 months. According to Kovács and Mehler (2009), infants that were raised in a bilingual household were able to switch responses after a rule shift more rapidly than their monolingual peers. How does all of this hold up in adulthood? The results have revealed that these findings still hold up once adults. During the *Stroop task*, (Bialystok, Craik, & Luk, 2008), *Simon task* (Bialystok, et al 2014) and the *Flanker task* (Costa, Hernández & Sebastián-Gallés, 2008), bilinguals performed better and faster than monolinguals. In general, bilinguals were less disrupted and thrown off than monolinguals when trying to focus on the main stimulus whilst ignoring other, irrelevant, stimuli. These findings and results are parallel across all ages and have even signalled to slow down symptoms of early and oncoming dementia by 4 years. In monolinguals, these performances and their ability to focus and react start to decline more rapidly than is the case for their bilingual peers.⁹⁶

⁹⁴ Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayajzqechdlh

⁹⁵ idem

⁹⁶ idem

➤ **Stroop task:**

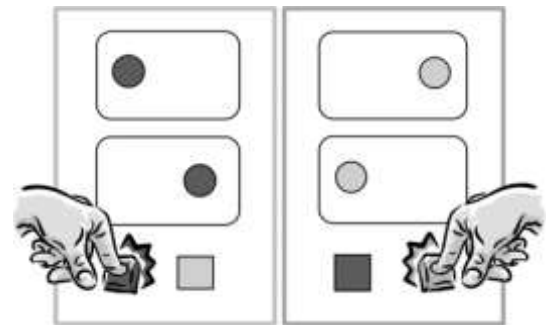
The 'Stroop task' (as seen right) is a very popular experiment that demonstrates the interference in the reaction time of a task. It is a cognitive experiment that tests our ability to react to a stimulus. There are complex neurological explanations for this phenomenon and the paper that was published by *John Ridley Stroop* in 1935 is one of the most cited papers in the history of experimental psychology. The Stroop task proves to us that the interference between the different information we have (the words and the colours) causes a conflict within our brain. It affects our reaction time and poses a cognitive challenge. For the sake of this thesis, it also proves that bilingualism has a positive effect on our cognitive ability. Bilinguals are generally much faster and experience less interference when doing the Stroop task.^{97 98}



4 Variation of the 'Stroop task'

➤ **Simon task:**

The 'Simon task' or commonly known as the 'Simon effect' is the result of an experiment that was done by J.R. Simon in 1967. He discovered that the response time of the subject was different depending on the position of both the stimuli and the response keys. In short, the experiment showed that when the stimuli was on the same side as the response key, the reaction time of the subjects was significantly faster than when the stimuli was present on the opposite side.⁹⁹



5 Example of the 'Simon task'

This phenomenon has been investigated by modern psychologists ever since, including Van der Lubbe and Verlenger (2002), who found a correlation between the Simon effect and aging. They found that the effects of the Simon task get more apparent the older we get. Dr. Ellen Bialystok used this as a hypotheses for an experiment on bilingual children: she assumed that if the findings of Van der Lubber and Verlenger would be true, younger children would have a faster reaction time overall.¹⁰⁰

⁹⁷ Killian, G., *Stroop color and word test* Geraadpleegd op 11 maart 2017 via <http://www.killianphd.com/portals/0/stroop%20color%20word%20interference%20test.pdf>

⁹⁸ Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayaizqechdlh

⁹⁹ Portain, D., (2009) *Inhibitory influences on the Simon effect in a go/no-go task* Geraadpleegd op 11 maart 2017 via http://essay.utwente.nl/59361/1/scriptie_D_Portain.pdf

¹⁰⁰ <http://www.killianphd.com/portals/0/stroop%20color%20word%20interference%20test.pdf>

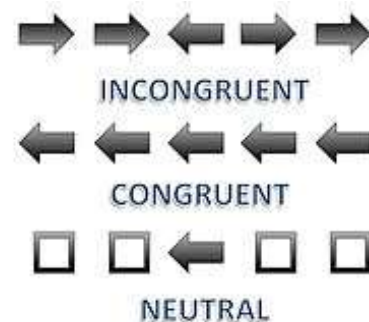
¹⁰⁰ Ibidem 76

However, because bilingual children have enhanced cognitive abilities, they should, according to the theory, outperform any monolingual children. Furthermore, if the effects of bilingualism are carried throughout one's life, these effects should be seen in bilingual adults as well. Without going in detail about the specifics of the study or the complex mathematics behind it, they concluded that, indeed, bilinguals across all ages showed a significantly smaller Simon effect than monolinguals. This proves once more that bilinguals have a faster reaction time and thus also a cognitive advantage over monolinguals.¹⁰¹

➤ **Flanker task:**

'In cognitive psychology, the 'Flanker test' is a series of response inhibition tests that is used to evaluate one's ability to suppress responses that are inappropriate in a particular context.' – Oxford Dictionary

In other words, when trying this test the goal is to correctly determine the direction of the middle arrow (the stimulus in this case). Aside from all of the complex neurological explanations, simply put, this test is about executive control and one's ability to determine the characteristics of the centre stimulus. We differentiate three types of stimuli in total:



6 Example of the 'Flanker task'

1. The incongruent stimulus: The flanker items (the other adjacent arrows) call for the opposite response. So if the flanker items all go to the left, the correct answer would be 'right'.
2. The congruent stimulus: The flanker items assume the same position as the centre stimulus. The correct answer would be identical to the direction of the flanker items.
3. The neutral stimulus: Only the centre piece is available meaning the only right answer is the direction of the centre arrow. The flanker items neither call for the same response nor a conflict.

When testing was done, the results showed that bilinguals had an increased reaction time and were able to point out the right answer more quickly and accurately than their monolingual peers. This fact further defends and proves the statement that bilinguals have enhanced executive control functions.^{102 103}

¹⁰¹ Bialystok, E., Craik, F., Klein, R. & Viswanathan, M., (2004) *Bilingualism, Aging and Cognitive Control: Evidence From the Simon Task* Geraadpleegd op 11 maart 2017 via <http://www.sakkyndig.com/psychologi/artvit/bialystok2004.pdf>

¹⁰² Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayajzqechdlh

¹⁰³ Zhao, J., Karbowicz, D., Osherson, D., (2011) *Learning stimulus relationships increases control in the flanker task* Geraadpleegd op 11 maart 2017 via <https://www.princeton.edu/~osherson/papers/flanker25.pdf>

4.3 Functional disadvantages

- **Teachers:**

A concerning problem that immersion education experiences is the urgent need for qualified teachers. Canada, the birthplace of immersion, has had this problem for a long time, threatening the linguistic goals of the country. This problem, which is not just limited to Canada, could drastically change the future of immersion and second language education. In general, the problem of teacher shortages can be explained by the fact that new teachers decide to stop working within the first five years. In rural areas this problem is even more prominent due to the fact that only a limited amount of teachers are present to begin with. Studies have been done to try and explain the overall shortage of teachers, without many results. Despite the lack of scientific findings, you could argue that the reason a shortage exists at all is because of teacher attrition (death, retirement,...) and too few new graduates each year. Although this gives the existing teachers a good challenge, it may become too overwhelming to handle, causing a major problem for immersion programmes.¹⁰⁴

However, for teachers, an even more concerning issue is at play: proper training. In a lot of countries and regions, future teachers are not properly prepared to ever handle the task of immersion. In a lot of cases, students do not even have an available option to educate themselves. If immersion is ever to succeed, colleges and universities have to consider implementing extra courses to prepare their students. This may eventually resolve the problem we have concerning teacher shortages. Canada, to further use them as an example, has created a programme that specifically trains students to work in immersion schools. The programme itself takes about two years to finish and is available on top of the regular bachelor's degree necessary to qualify as a teacher. The first year of the programme is mostly theory whilst the second year consists of teaching at a French immersion school. This experience-based approach has proven itself successful to prepare students for the future of a real teacher. Although the programme is not widely available, it is a necessary step to ensure that students are qualified for the job. This initiative of course takes us one step closer to solve the teacher shortage programme as well as to integrate immersion into everyday education.¹⁰⁵

¹⁰⁴ Ewart, G., (2009) *Retention of New Teacher in Minority French and French Immersion Programs in Manitoba* Geraadpleegd op 13 maart 2017 via <http://www.csse-scee.ca/CJE/Articles/FullText/CJE32-3/CJE32-3-Ewart.pdf>

¹⁰⁵ idem

- **Assessment:**

A major problem when it comes to immersion is the way pupils are assessed on tasks and tests, which is one of key elements of properly doing immersion. The main issue is that it is very difficult to choose between language proficiency and content knowledge. On one hand, the second language that is part of an immersion programme is essential to the whole idea of immersion. That also means that by conveying information to your pupils and vice versa, the language is the only tool that is used, making it impossible to ignore. On the other hand, the content that is taught in an immersion class is the main focus because it is essential knowledge of the actual course. In a regular history or biology class, language is generally less valued whilst content is of utmost importance. Even in programmes like CLIL this problem becomes very apparent when assessing presentations or speaking tasks, on which teachers are only allowed to assess language for 2% of the total mark, at least in Flanders.¹⁰⁶

So traditionally speaking, assessment in the immersion setting is particularly weak because a specific method that balances content and language has not been properly developed. New Zealand, which is an example we already discussed, is a particularly good example of this issue. The Maori language is instructed as the second language, but the Educational Review Office has expressed its concern about the quality of language assessment. This issue also connects to the issue of improper training, which obviously affects a teacher's ability to assess his or her students. Maori immersion teachers have stated that they found the mainstream ways of assessing language not satisfactory. Furthermore, many teachers were not coordinated enough to follow up on students' progress and relied on their 'feeling' to assess students.¹⁰⁷

Although these problems are largely beyond the control of the actual schools, they are essential to making an immersion programme function. Multiple studies (Hollings et al 1992, Berryman et al 2002, Rau 2003) have been done to figure out and develop the best systems for assessment. Berryman and his colleagues (2002) suggested the development of four separate programmes each catering to a different set of students by focussing on particular problems that they experience, such as oral skills and communication skills. Although New Zealand is making a lot of progress in this regard, countries like Belgium and many others are still experimenting with assessment and immersion as a whole.¹⁰⁸

¹⁰⁶ Howard, E., et al (2005) *The Two-Way Immersion Toolkit* Geraadpleegd op 14 maart 2017 via https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/toolkit_all.pdf

¹⁰⁷ May, S., Hill, R., (2005) *Maori-medium Education: Current Issues and Challenges* Geraadpleegd op 14 maart 2017 via <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/529/content.pdf?sequence=1>

¹⁰⁸ idem

- **Resources:**

An issue that closely connects to the lack of teachers and proper assessment methods is the lack of quality resources that can be used for instruction. The Maori schools in New Zealand have had an ongoing discussion about these shortages. A study was done by Hollings, Jeffries and McArdell (1992) that stated that the reason why most teachers still relied on their 'feeling' to assess a student was mostly due to the lack of language assessment resources. The primary recommendation for Maori schools was to expand the amount of resources they had at their disposal by developing Maori versions of the same books, materials and assessment tools they had in mainstream English schools. Others argued that it should be a teacher's responsibility to create and share resources with other teachers. School book authors have specifically stated they should *not* be responsible to provide to necessary tools for immersion teachers.¹⁰⁹

- **Segregation:**

To start, schools have experienced an issue when it comes to implementing these programmes into an already existing, monolingual system. The main issue or concern is that schools are going back to the segregation that people experienced in the 1950s. Even though that may sound like an exaggeration, that is actually not far from the truth. By splitting up a school, an environment is created in which pupils only get to know half the people. Students do not mingle and interact in the same way and education is vastly different for both groups. From the beginning it is clear that pupils are different from each and one can only imagine what kind of precedent that sets for the students involved. Being different in such a drastic way is not exactly beneficial. On top of that, immersion is something very experimental and innovative, which means that any schools involved will pride themselves on taking on such a bold programme. However, what this does to a school environment might not be beneficial, since the focus and effort is now put on immersion education rather than on the 'normal' way of education. Not only will schools put a lot of emphasis on immersion, it will also take up a lot of resources, which could cause balance issues.^{110 111}

- **School-only language:**

One of the limitations of an immersion programme is that the second language, that is taught during immersion, can become a school-only phenomenon, which means that those particular students, in all actuality, do not use the second language any more than regular students. Although the immersion programme provides opportunities to become very competent at the second language, the students tend not to use it all that much in the target community. The potential does not necessarily lead to actual real-life results, which is the ultimate goal of immersion. This is why it should be noted that when students take part in an immersion programme, a lack of opportunities is unacceptable. Communities should be working together to create spontaneous second language opportunities and organise cultural occasions at which students have the chance to actively and purposefully use the second language that they were taught at school.¹¹²

¹⁰⁹ May, S., Hill, R., (2005) *Maori-medium Education: Current Issues and Challenges* Geraadpleegd op 14 maart 2017 via <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/529/content.pdf?sequence=1>

¹¹⁰ Rimington, D., (2014). *Dark side of school immersion programs* Geraadpleegd op 14 september 2016, via <http://www.standard.net/Education/2014/05/10/Dark-side-of-school-immersion-programs>

¹¹¹ Umansky, I., Valentino, R., Reardon, S., (2015) *The Promise of Bilingual and Dual Immersion Education* Geraadpleegd op 12 maart 2017 via <https://cepa.stanford.edu/sites/default/files/wp15-11v201510.pdf>

¹¹² Baker, C. (1993). *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.

- **Funding:**

These sort of issues can become a real problem for schools when thinking of implementing an immersion programme. That is, if schools even have the proper budget for it. This is perhaps a less common topic because it does not talk in depth about immersion itself, but it is important nonetheless. In certain areas such as Utah, schools have tried to implement immersion programmes into already existing elementary and secondary schools. However, doing so has proven to be quite controversial in terms of the necessary budget and funding for these programmes. Parents have said that there should be more quality control in general education. Some of the regular schools are struggling to keep up the standard of their education, and so parents are pleading to use the budget towards regular education instead of a second language study. The district has responded that the budget is distributed equally, meaning a certain sum of money is reserved of each child, regardless of the type of education. The district states that because of this, there should not be a problem. However, it does raise the question if schools should prioritise something like immersion programmes when some of the already existing schools are struggling with quality control. Trying this in Belgium would more than likely cause some problems because education is funded from a federal level. The Federal Government would probably have to make cuts in the budget for regular schools to guarantee any kind of success for immersion programmes. Dividing the budget in such a way that it could become detrimental to regular schools, does not seem like such a good idea. ^{113 114}

¹¹³ Rimington, D., (2014). *Dark side of school immersion programs* Geraadpleegd op 14 september 2016, via <http://www.standard.net/Education/2014/05/10/Dark-side-of-school-immersion-programs>

¹¹⁴ Duncan, A., (2015) *Dual Language Education Programs: Current State Policies and Practice* Geraadpleegd op 12 maart via <http://www.air.org/sites/default/files/downloads/report/Dual-Language-Education-Programs-Current-State-Policies-April-2015.pdf>

4.4 Cognitive disadvantages

Even though bilingualism, and more specifically immersion, has made a strong case for itself in the last couple of decades, there are still quite a few problems that pupils face on a cognitive level. In the previous chapter 'cognitive advantages' some definite conclusions were made: bilingualism, which is the results of good immersion programme, is in fact beneficial for executive control and other cognitive functions. However, the bilingual story is not all positive.

- **Vocabulary:**

According to a study done by Ellen Bialystok (2011), bilingual pupils have, contrary to popular belief, continuously and consistently shown to perform worse in terms of vocabulary when competing against monolingual speakers of that same language. Not only that, these results are consistent through all ages across the lifespan. This fact is worrisome to think about. Researchers can conclude from this that someone's second language might not be as strong as somebody else's first language. This very fact was investigated during a study (Ellen Bialystok, Luk, Peets & Yang) in which 1700 children were examined for their receptive vocabulary. In that same study, researchers found that the monolingual group outperformed the bilinguals throughout every age category, even though the bilingual children were fluent in English and spoke the language every day at school.¹¹⁵

Another experiment, the semantic-fluency task, that supports this claim was done by Dr. Bialystok. The conditions of this task are simple: each participant is given 60 seconds to retrieve as much words from their mental lexicon that belong to a particular category. For example, each participant has to list as many animals as possible within those 60 seconds. The goal of this test is to measure the relation between vocabulary size and language proficiency. In other words, this experiment would prove whether or not bilinguals have a smaller vocabulary at their disposal. What they found was exactly what they expected: bilinguals had the tendency to generate fewer words than their monolingual peers. In general this meant that bilinguals had a smaller vocabulary, mostly because of interfering signals between the two languages that are stored in the brain.¹¹⁶

The reason why vocabulary is such an important factor is because it is used as a way of measuring a student's oral and literate capabilities. In other words, students or people who have a larger vocabulary usually have a deeper understanding of the language itself. One last example of an experiment done by Ellen Bialystok was the Peabody Picture Vocabulary test. In total, 971 students were put up against each other. In the end, they found that monolinguals had an average score of 105 whilst bilinguals had a score of 95. This difference in score has been regarded as major prove of the vocabulary deficiency theory ever since.¹¹⁷

¹¹⁵ Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayaizqechdlh

¹¹⁶ *idem*

¹¹⁷ Bialystok, E., (2009) *Bilingualism: The good, the bad, and the indifferent* Geraadpleegd op 14 maart 2017 via ay, S., Hill, R., (2005) *Maori-medium Education: Current Issues and Challenges* Geraadpleegd op 14 maart 2017 via <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/529/content.pdf?sequence=1>

- **Lexical access:**

Similar results were found when testing bilinguals in tasks that require rapid lexical access and retrieval. This basically refers to a bilingual person's ability to access their mental lexicon. Everybody has a mental database of all memorized words and their meanings, pronunciations and synthetic characteristics. So 'bilingual lexical access' refers to the ability to access and retrieve information from the mental lexicon in people who speak two or more languages. During another study, Michael & Gollan (2005) found that generally speaking, bilinguals are slower and make more errors when trying to retrieve information. This is even true for their dominant language, suggesting that bilingualism is actually threatening people's ability to recall information in their mother tongue. Bilinguals demonstrate more interference in lexical decision making and generally experience more 'tip-of-the-tongue states'. However, it is notable that these deficits are not noticeable in conversing with a bilingual person. There are virtually no signs of these negative effects during everyday communication. What is worrying is that this persistence in controlled experiments actually signals that bilingualism somehow has a negative impact on linguistic performance. The real question that should be asked is: can conflicting influences occur within the same person and how does it affect their linguistic performance? For example: is it possible for a person to experience enhanced executive control and decision making during conversations whilst at the same time suffering from accessing and retrieving information from their mental lexicon? If this is at all possible, how do these conflicting influences interact with each other? Are these influences completely independent from each other or possibly behave in an interactive way, influencing each other and either causing more trouble or possibly even cancelling each other out? ^{118 119}

Doctor Ellen Bialystok (2008) attempted to answer these very questions by doing a study on both monolinguals and bilinguals from the ages of 20 to 30 and 60 to 80 years old. In this study, the groups were assessed on either language proficiency and lexical access or nonverbal executive functioning. What Dr. Bialystok found was that monolinguals outperformed bilinguals on the former tests, whilst bilinguals performed better on the latter. An extremely interesting finding was the fact that older participants in the bilingual group outperformed the monolingual group of elderly. These results could indicate that bilingualism somehow compensates for the gradual loss of executive functions that humans experience due to aging. However, what if we stopped looking at lexical processes and executive control as two separate entities? In some ways they interact with each other and are to a certain extent dependant on each other. Lexical demands are often combined with the need of executive control. How does bilingualism affect monolinguals and bilinguals when combining these two demands? Ellen Bialystok investigated how these demands interact with each other through various ways.¹²⁰

¹¹⁸ Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayajzqechdlh

¹¹⁹ Taft, M., *Lexical access, cognitive psychology of Marcus Taft* Geraadpleegd op 6 oktober 2016, via <http://www2.psy.unsw.edu.au/users/mtaft/encyclopedia.pdf>

¹²⁰ Ibidem 96

A similar experiment to the semantic-fluency task was conducted to test the influence of executive control functions on lexical processes and language proficiency. The letter-fluency task has the following stipulations: each participant has to generate as many words starting with a certain letter. However, there are some specific rules tied to this experiment: participants are not allowed to use names, numbers or variations of a word they already used. The results showed that bilinguals actually managed to perform just as well as the monolinguals. This experiment was taken even further by Bialystok, Craik and Luk (2008) to make real conclusions on the influence of executive control. What they saw was remarkable: when selecting bilinguals with a limited vocabulary, they noticed that they would be outperformed by monolinguals. However, when they selected vocabulary-matched bilinguals and put them against monolinguals, they were able to produce *more* words than the monolinguals did. This proves three things: firstly, the lack of vocabulary that bilinguals experience is compensated for by the enhanced executive control functions that they acquire over time. Secondly, the lack in proficiency and the interference between the two languages in the brain, which causes a slowdown in accessing the mental lexicon, is also compensated for with the enhanced executive functions. Lastly, immersion students who have a proficiency deficit compared to their monolingual peers are only being outperformed because of that. Once the deficit is eliminated, the benefits of executive control gives bilinguals the chance to outperform monolinguals.¹²¹

The reason why bilinguals have troubles accessing their mental lexicon is mostly attributed to the fact that the presence of two languages provokes an interference in the brain, causing bilinguals to be less rapid in speech. In other words, the certain links we develop in our brain to access language are weaker for bilinguals because of the addition of another language. The main benefit that bilinguals experience is that in most cases this deficit is compensated for by the enhanced executive control functions. The question only remains if these benefits are exponential depending on the number of language someone knows. However, because an immersion programme or foreign language study only aims to make students *bilingual*. Although the programme itself cannot physically have cognitive consequences, bilingualism, as proven above, definitely can. Since immersion programmes do not specifically focus on multiple languages but rather on one, which is different from the native language, there will be no specific focus on the advantages/disadvantages of *multilingualism*.^{122 123}

¹²¹ Bialystok, E. & Craik, F., (2010). *Cognitive and Linguistic Processing in the Bilingual Mind* Geraadpleegd op 7 oktober 2016, via http://www.psychologicalscience.org/journals/cd/19_1_inpress/Bialystok_final.pdf?lan=ayajzqechdlh

¹²² Bialystok, E., (2009) *Bilingualism: The good, the bad, and the indifferent* Geraadpleegd op 14 maart 2017 via ay, S., Hill, R., (2005) *Maori-medium Education: Current Issues and Challenges* Geraadpleegd op 14 maart 2017 via <http://www.yumingschool.org/wp-content/uploads/2011/07/Bilingualism.-The-good-the-bad-and-the-indifferent.pdf>

¹²³ Ibidem 99

5 Curricula

In the following chapter we are analysing the Canadian curriculum for French immersion. Canada has the oldest 'real' immersion programme, meaning they have developed a relevant and structured curriculum in function of immersion education. The curriculum does not specifically focus on any particular subject but more so on the general linguistic objectives. Just like any other curriculum it also covers evaluation, attitudes and of course knowledge and skills. It has the general purpose to guide teachers through the complex learning experiences that take place in an immersion programme. We will, in a concise manner, discuss the main points of the curriculum.¹²⁴

Aside from the Canadian curriculum we also analyse the Flemish 'curriculum'. In Flanders, CLIL is still a pilot project, meaning there is no real curriculum in place as of now. However, the government has viewpoints when it comes to the future of immersion education, which will be used as a comparison with the Canadian ideas. From this, we should be able to derive some key differences in our way of thinking. Belgium, with its complex linguistic landscape, could learn a lot from the way Canada has organised its educational system.¹²⁵

5.1 Canada

5.1.1 Curriculum outcomes

The curriculum outcomes are goals that students have to achieve during the course of their school career. These objectives are specific to a particular subject area, of which there are four. Through cumulative learning experiences, students are expected to reach these goals at the end of a particular grade. The curriculum takes into account the capabilities and overall maturity of the pupils to formulate these objectives. For the sake of this thesis, we will mainly focus on the eventual outcome of each of these aspects at the end of grade 12. As students achieve the majority of these goals, they will also start to show the essential graduation goals or learnings, which will be explained in 5.1.2: 'Graduation goals'.¹²⁶

- **Language appreciation and cultural diversity:**

One of the major focusses of the curriculum is on cultural diversity and the general appreciation for the French language. The Canadian government states that communication with another person can impossibly be feasible without a certain degree of knowledge about that person's culture. As such, the students within the French immersion programme need to learn and familiarize themselves with the francophone culture, as it is part of the larger Canadian culture. Their vision is that communication is simplified through the knowledge of culture.¹²⁷

¹²⁴ idem

¹²⁵ idem

¹²⁶ Department of Education, Educational programs & Services Branch: Foundation for French Language Arts in French Immersion in Atlantic Canada (2001) French Language Arts in French Immersion Geraadpleegd op 20 maart 2017 via <http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/FrenchLanguageArtsInFrenchImmersion.pdf>

¹²⁷ idem

When it comes to instruction of culture-related subjects, teachers need to be aware that integration of the subject matter into the different learning areas is essential. Culture needs to be taught naturally and authentically in order for students to be able to communicate with other francophone communities of various origins. This way, students also develop an understanding of the cultural diversity that is present not only in Canada but elsewhere in the world. According to the Canadian government, the curriculum gives students the opportunity to strengthen their personalities and to interact with people from all over the world.¹²⁸

Throughout the grades, the curriculum attempts to make the students more interested in the French culture and its language. This means that students develop new attitudes toward the culture, one of which is pride in speaking the French language. The general appreciation of bilingualism and the advantages of being able to communicate with other communities are also accentuated throughout the different grades.¹²⁹

- **Listening and oral expression:**

The main focus of the immersion programme is put on listening and oral skills. Students should spontaneously be able to apply their skills in any given communication situation. This means that they anticipate a listener's response and are able to react accordingly, but also that they can express their needs as a speaker. The curriculum states that these particular skills are the most important during everyday life, which is objectively true. By developing these skills, students are able to adapt to every real-life situation. One important point the government makes is the difference between 'hearing' and 'listening'. Listening is the ability to receive and grasp the actual message hidden in the words. This is a complex cognitive skill since listeners should be able to pay attention to the information after which they decode, organise and respond to it. Only then the listener is able to respond in a proper manner.¹³⁰

The way the government tries to achieve these goals is by gradually increasing the difficulty of every presented scenario throughout the grades. For both skills it is of utmost importance to start from a meaningful context in which students can immerse themselves. When it comes to oral expression, it is especially important that a large number of different scenarios are presented to the pupils to practice their skills. This means that every single situation needs to be unique, challenging and interesting for the pupils. More importantly, every situation needs to be as authentic as possible. According to what type of situation it is, students need to be able to change their register and articulate their opinion with a certain degree of nuance. Ideally, students can openly express, defend and justify their feelings and ideas starting from either their own views or information that they have analysed from a reliable source.¹³¹

¹²⁸ idem

¹²⁹ idem

¹³⁰ Department of Education, Educational programs & Services Branch: *Foundation for French Language Arts in French Immersion in Atlantic Canada (2001) French Language Arts in French Immersion* Geraadpleegd op 20 maart 2017 via <http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/FrenchLanguageArtsInFrenchImmersion.pdf>

¹³¹ idem

- **Reading and viewing:**

Developing and improving reading skills is very straightforward because students have to simply read often to achieve those goals. However, the curriculum makes room for the difficult start a lot of students might experience at the beginning of the programme. This means the government provides the necessary support without losing quality in education compared to English programmes. This basically means that every pupil needs to reach the same goals and achieve the same objectives as pupils in regular education. Their vision is that the difficulty of a reading text only depends on the efficiency at which students can read, as opposed to the difficulty of the vocabulary used. In order to read at a 'proper efficiency', students need to rely on three types of knowledge: knowledge through experience or personal knowledge, knowledge of the subject matter and knowledge of the target language.¹³²

Another point that has been valued by the Canadian curriculum, which is also mentioned in a lot of European curricula, is the overall 'media-literacy' that the students possess. In recent years, the popularity of various forms of media such a video games, movies and a long list of social media has increased significantly. The curriculum states that students should be aware of the dangers of those forms of media and should be able to analyse every source critically. Students are often unaware of how powerful the media is and thus it is important for schools to help their students understand how the media controls society. In a way, the curriculum challenges the students to question the authenticity and the reliability of the media.¹³³

- **Writing:**

Lastly, the fourth essential skill on the list is writing. The Canadian curriculum proposes that, at the end of the 12th grade, students are able to write proper texts when necessary. Although writing is generally regarded as a less important skill, the curriculum states that students should be able to express their feelings and thoughts in whatever way the can, including writing texts. The Canadian government realises that writing in a second language can potentially be very difficult. According to the curriculum, teachers hold the main responsibility to make sure that the students perform well by organising useful writing tasks and activities. It is their job to provide proper guidance and give them advice throughout the process of writing. 'Practice makes perfect', as is the case with any other skill, especially if evaluation happens often and consistently.¹³⁴

¹³² idem

¹³³ Department of Education, Educational programs & Services Branch: Foundation for French Language Arts in French Immersion in Atlantic Canada (2001) French Language Arts in French Immersion Geraadpleegd op 20 maart 2017 via <http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/FrenchLanguageArtsInFrenchImmersion.pdf>

¹³⁴ idem

5.1.2 Graduation goals

Essentially, the graduation goals are cross-curricular objectives that every student needs to achieve to be prepared for the demanding aspects of life. They are consequences of the curriculum outcomes that we explored above. Although these objectives overlap in a lot of ways, the graduation goals are actual behavioural changes and abilities that a student has developed over time. When a student reaches every single goal, they are fully prepared for the demands of the 'real world', where they will continue to grow, learn and work for the rest of their lives. The Canadian curriculum considers the following aspects to be essential in order for a student to be a well-rounded and successful citizen:

- **Culture:**

Culture, as was mentioned before, is an extremely important part of the curriculum. The students need to familiarize themselves with not only their culture but also with many other cultures and communities around the world. This includes recognizing and analysing different art forms, understanding the political landscape of Canada and getting a general idea of global issues in terms of the economy and the environment. This, as the curriculum states, helps students to broaden their horizon and improves their use of the French language.¹³⁵

- **Communication:**

One of the most essential goals of the immersion programme is to make sure that students are able to effectively use the French language. In class, they will be introduced to a series of strategies and techniques that are useful during everyday communication. Through numerous authentic situations students will eventually become bilingual. Their ideas and feelings can now be demonstrated in a completely new way. The immersion programme is designed to enhance the learning experience of a foreign language, and thus improved communication skills are a natural demand at the time of graduation.¹³⁶

- **Personal development:**

The Canadian immersion programme is not only designed to improve language skills and general knowledge but also to support the personal development of the students. Each individual is complex with different feelings, ideas, thoughts and emotions to express. The knowledge of a new language becomes a window of opportunity. Students are able to use French to express themselves and who they are as a person in an entirely new way. The curriculum proposes that this growth in personal development allows students to become more independent, responsible and prepared for the world ahead of them, in which they continuously learn new things.¹³⁷

¹³⁵ Department of Education, *Educational programs & Services Branch: Foundation for French Language Arts in French Immersion in Atlantic Canada (2001) French Language Arts in French Immersion* Geraadpleegd op 20 maart 2017 via <http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/FrenchLanguageArtsInFrenchImmersion.pdf>

¹³⁶ idem

¹³⁷ idem

- **Problem solving:**

Students have to be prepared to act responsibly and with care to any situation that presents itself. In order for this to be possible, a variety of real-life situations are used in the classroom to make sure the students possess the necessary skills and knowledge to solve *real* problems. Solving problems can be complex since one needs to be flexible, creative and observant to come with a solution. More importantly, a student should be able to work together with different individuals to solve a problem collaboratively.¹³⁸

- **Technology:**

The curriculum hopes that students who graduate have a good understanding of how the different forms of media operate. More importantly, students have to achieve a certain degree of competence when it comes to functionally using the media and various forms of technology to, for example, get access to French-language sources. In doing so, students need to be acutely aware of the impact of technology on society and the world in general. Furthermore, they need to understand that there are potential dangers related to technology, even if the students have never experienced them. Technology goes far beyond the personal computer or smartphone, it is a phenomenon relevant to the overall global context.¹³⁹

¹³⁸ idem

¹³⁹ Department of Education, Educational programs & Services Branch: Foundation for French Language Arts in French Immersion in Atlantic Canada (2001) French Language Arts in French Immersion Geraadpleegd op 20 maart 2017 via <http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/FrenchLanguageArtsInFrenchImmersion.pdf>

5.2 Flanders

Technically speaking, there is no existing curriculum for CLIL in Flanders. For now, CLIL is still considered to be a pilot project, meaning it is still in an experimental phase with only 61 schools having an active programme. The Flemish government funds CLIL, but we have made no real effort toward integrating it into the educational system as a 'real' and viable way of instruction. Generally speaking, a pilot project lasts approximately three years, after which it is evaluated by the government. When it comes to the organisation of CLIL, it shares most aspects of a fully integrated CLIL project (*Chapter 1: CLIL*), only more limited in nature. For example, in Flemish schools a foreign language study cannot take up any more than 20% of the teaching time. Apart from that, every school is also obligated to provide a parallel curriculum in Dutch, giving students a chance to change their minds and go back to regular education. Aside from these minor differences, the project works much like we covered in the first chapter.¹⁴⁰

- **Evaluation of the project in 2016-2017:**

So how has the project performed so far? The year 2016-2017 marks the two year anniversary of CLIL in Flanders and so our current minister of Education, Crevits, decided that a thorough evaluation of the project was necessary. The evaluation itself is meant to monitor the overall progress the project has made and whether or not it can become a viable way of instruction in the future. The schools involved do not have to take responsibility for any failures, since CLIL is considered to be completely separate. The evaluation was conducted based on the first 24 schools who started the project in 2014. These schools were examined on three levels: macro- or management level, meso- or pedagogic level and micro-level, which reflects on the teacher, the classroom-setting and the students.¹⁴¹

For the sake of this thesis, we will focus on the general conclusions that were made by the inspection. The reason for this is because many of the findings and in detail explanations are already covered in previous chapters. For example, they have found that immersion education closes the achievement gap, improves overall linguistic capabilities, broadens students' cultural horizons and prepares students for a globalised world. However, they have also seen that there is a shortage in teachers, meaning schools have to rely on *underqualified* teachers to fill the empty job positions. The teachers that are actually employed have troubles developing new materials and are having a lot of difficulties dealing with the immense workload. Furthermore, the methodological strategies used in CLIL type provision are not set in stone, meaning a lot teachers rely on their feeling to teach and assess students.¹⁴²

¹⁴⁰ Eurydice, *the information network on education in Europe (2006), Content and Language Integrated Learning (CLIL) at School in Europe* Geraadpleegd op 14 maart 2017 via http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

¹⁴¹ *Onderwijsinspectie Vlaanderen (2017) Twee jaar CLIL in het Vlaams Secundair onderwijs: een evaluatie* Geraadpleegd op 23 maart 2017 via <http://www.onderwijsinspectie.be/sites/default/files/atoms/files/CLIL-RAPPORT%20zonder%20bijlagen%20-%2020170112.pdf>

¹⁴² *Onderwijsinspectie Vlaanderen (2017) Twee jaar CLIL in het Vlaams Secundair onderwijs: een evaluatie* Geraadpleegd op 23 maart 2017 via <http://www.onderwijsinspectie.be/sites/default/files/atoms/files/CLIL-RAPPORT%20zonder%20bijlagen%20-%2020170112.pdf>

So what overall conclusion can we make for CLIL in Flanders? The project was developed really well and the government keeps working to improve it. The government specifically states that the success of the project is due to the immense efforts of motivated schools and teachers. In general, teachers are able to meet the objectives in the curriculum despite all the extra energy that goes towards making the necessary materials. The only real problem is the fact that CLIL is an 'undefined' project in Flanders. There are as many variations of CLIL as there are schools that experiment with CLIL. This basically means there are a lot of inconsistencies when it comes to the actual execution of CLIL, and so every school has their own strategies and personal objectives. This has the unfortunate result that assessing the progress of students becomes increasingly more difficult as there is no set standard on the quality of education. The Flemish schools involved have explicitly said that they need more clarity on the actual structure and organisation of CLIL. As it stands right now, CLIL-schools need more time to develop proper strategies to provide the students with a high standard of education. The government acknowledges that more legislation has to be passed in order for schools to be more confident in this regard. Both the schools and the government have a lot of faith in the project, hoping it becomes somewhat permanent despite the fact there are still a lot of aspects to improve on.¹⁴³

¹⁴³ idem

6 The actual developed materials

6.1 Observation

On the 7th of October 2016, in preparation of my teaching practice, I decided that an observation in an actual CLIL class could benefit me in the long run. Mrs. Gandoul was generous enough to let me take a visit in 3CLIL. These are my initial thoughts and findings on immersion: firstly, the classroom itself was very bare, sometimes causing problems when it comes to visualization of the subject-matter. Since CLIL is still a pilot project in Flanders, resources are pretty scarce, resulting in bare classrooms and self-made materials. However, Mrs. Gandoul was able to manage just fine with the materials at hand, proving she is very flexible as a teacher. The blackboard is one of the main focus points in class. It gets used very often to explain certain concepts or connections between different parts of the subject matter. Board schemes are often constructed together with the pupils. Apart from that, most concepts are explained just like in a regular classroom, however difficult they may be.

Another remarkable thing to see is the enormous amount of motivation that lives within the pupils. Regardless of whether or not the class is visual, they seem to follow without a problem. The idea of immersion is so familiar to the students that they are naturally asking and answering questions in English. The effort that the pupils put in and the energy in the classroom is unbelievable at times. From experience I can say that a lot of students in a regular classroom setting struggle with the idea to constantly speak English, whilst this is seemingly not a problem within immersion education. Both teacher and pupil understand what their role is and mutual cooperation is self-evident.

One thing that stuck out rather quickly was the constant focus on terminology, which is a pretty logical thing considering the fact instruction is done via a foreign language. Pupils are constantly challenged by new vocabulary, that they either have to look up or derive from the context. This strategy will be invaluable during my teaching practice, especially considering my topics are 'the Crusades' and 'the Reformation'. To make processing new vocabulary easier, Mrs. Gandoul suggests that students should connect words they do not know to words they *do* know. Language is very malleable and links can be made between different words in both the native language (transparent words) as well the foreign language (context / synonyms).

Challenging the pupils in such a way is very important in immersion because, as a teacher, you cannot allow yourself to reveal the meaning of new words. Pupils have to think independently, which creates powerful links in the brain. However, when it comes to doing exercises in the work bundles, pupils are definitely encouraged to work in pairs. These cooperative experiences also enhances their learning abilities. One thing to be careful of is that students do not teach each other the wrong things, this is one of the many reasons why class management is of utmost importance in CLIL / immersion.

Lastly, a very useful thing to include in the work bundles are objectives that the pupils have to reach at the end of each class or for a test. By including the objectives 'I know..' and 'I can..', pupils can decide for themselves whether or not they have properly prepared for a test. If they are able to strike out every objective, they will (more than likely) pass the test. Furthermore, pupils have the responsibility to come with questions about the objectives. If not, everything is expected to be clear. This way pupils learn how to work independent of a teacher, preparing them for further studies.

6.2 Lesson plans



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LESVOORBEREIDINGSFORMULIER

Naam student: Michiel Vandebosch Opleidingsonderdeel: History Didactische oefening - stageles	Contactpersoon opleidingsinstelling Pedagoog: Annemie.skopinski@pxl.be Vakdidacticus: Kris.gillijns@pxl.be John.aelbrecht@pxl.be
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Identificatie van de les	
School: Koninklijk Atheneum Plus/1 Klas (+ aantal ln.): 3CLIL – ASO: 19 Optie/Richting: Mix Vakmentor naam: Touria Gandoul e-mailadres: Touria.gandoul@telenet.be telefoon:	Leervak: History (immersion) Lesonderwerp: The Crusades Datum: 20 + 27 januari Lesuur: 3+4 x 2 Work bundle PowerPoint presentation Test Vocabulary list Bijlagen: Topic list presentations + evaluation form Card game Schemata

Situering in het leerplan Leerplannummer: GO! 2012-010 Leerplandoelstelling(en) en leerinhoud(en): LPD 20: de bestudeerde leerinhouden van de westerse samenlevingen tussen 1000 en 1250 situeren in tijd en ruimte en het verband aangeven tussen beide. LPD 21: minstens 1 probleemstelling per bestudeerde leerinhoud van de westerse samenlevingen tussen 1000 en 1250 uitwerken. LPD 25: begrippen die gerelateerd zijn aan de westerse samenlevingen tussen 1000 en 1250 binnen hun specifieke context verklaren en, waar mogelijk, in andere contexten toepassen.
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LPD 26: minstens één kenmerk per maatschappelijk domein van de westerse samenlevingen tussen 1000 en 1250 uitleggen en beoordelen als vernieuwend of behoudend.

LPD 27: mogelijke onderlinge verbanden en wisselwerkingen binnen en tussen de maatschappelijke domeinen van de westerse samenlevingen tussen 1000 en 1250 aantonen.

LPD 28: minstens 2 aspecten van de westerse samenlevingen tussen 1000 en 1250 historiseren en/of actualiseren.

Eindterm(en) of ontwikkelingsdoel(en):

ET 3 / ET 4 / ET 6 / ET 9 / ET 10 / ET 13 / ET 25 / ET 27 / ET 28 / ET 29

VOET (vanaf 2^e jaar):

ET 1: brengen belangrijke elementen van communicatief handelen in praktijk;

ET 4: blijven, ondanks moeilijkheden, een doel nastreven;

ET 5: houden rekening met de situatie, opvattingen en emoties van anderen;

ET 6: kunnen schoonheid ervaren

ET 8: benutten leerkansen in diverse situaties;

ET 9: zijn bereid zich aan te passen aan wisselende eisen en omstandigheden;

ET 10: engageren zich spontaan;

ET 11: kunnen gegevens, handelwijzen en redeneringen ter discussie stellen a.d.h. van relevante criteria;

ET 13: kunnen onderwerpen benaderen vanuit verschillende invalshoeken;

ET 14: gaan alert om met media;

ET 17: toetsen de eigen mening over maatschappelijke gebeurtenissen en trends aan verschillende standpunten;

ET 18: gedragen zich respectvol;

ET 24: maken gebruik van de gepaste kanalen om hun vragen, problemen, ideeën of meningen kenbaar te maken;

ET 26: gaan om met verscheidenheid;

Informatie over de didactische beginsituatie

Praktisch (lokaal, materiaal, leraar, school,...)

Desks, chairs. Blackboard and stereo for any video footage or listening exercises. Computer with overhead beamer.

Leerling (belangstelling, onderlinge relaties, leer- en gedragsproblemen)

Al Attar Mohammed: OKAN + trouble with English

Al-Yassin Yassin: OKAN + excellent English

Claes Chiel

Clifford Eboni: ASS

DISTELMANS Jasmijn
 Do Nascimento Carneiro Laís: ADHD
 Fouda Ashley
 Kaur Kamaljit: Weak student
 KETELERS Cisse
 LISMOND Linus
 MARTENS Senne
 MGBOKWERE Denzell
 Patwal Sargun
 SCHILLEBEEKS Emile
 SCHUURMANS Nick
 Vlieghe Arnwid: Ex-vocational student
 VREVEN Floor: Struggles with her personality.
 WARSON Kato

Vakinhoudelijk (voorkennis, ervaring,...)

No specific knowledge of the crusades.

- Christianity to a certain extent
- Islam
- Roman and Carolingian Empire

Persoonlijke aandachtspunten

Language focus – Approachable and clear
 Focus on definitions and instructions – Creating clarity
 Pacing of the class – Let the materials flow, avoid getting stuck on one point

Verwachte knelpunten (!) en differentiatie (inhoudelijk, organisatorisch,...) (vanaf 2^e jaar)

- 1 Time shortage
- 2 Build-up
- 3 Class management
- 4 Formats

Objectives

Knowledge (K):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- K1: The pupils understand the general idea of pilgrimage and the religious connotations.
- K2: The pupils list the three main competitors of the crusades.
- K3: The pupils understand the original plan of the First Crusade.
- K4: The pupils list the three main sieges of the First Crusade whilst also giving additional information.
- K5: The pupils list the two main sieges of the Second Crusade.
- K6: The pupils understand why the Fourth Crusade had an unusual turn of events.
- K7: The pupils list the main consequences the crusades had on the European and Middle-Eastern landscape.
- K8: The pupils understand the historic significance of the crusades in current times.

Skills (S):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- S1: The pupils can answer questions by means of a source text, map or picture.

S2: The pupils can mark or draw information on a map.

S3: The pupils can explain the relationship between key figures (emperors, geographic locations) of the crusades.

S4: The pupils are able to look up information (regarding the crusades) on their smartphones

S5: The pupils can explain what purpose the crusader states had during the Second Crusade.

S6: The pupils are able to complete a text using a map as their source material.

S7: The pupils are able to describe following terms in their own words: pilgrimage, jihad, Holy Land, Seljuks, People's Crusade, monastic, interfaith, oath, siege, county and principality.

Attitudes (A):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

A1: The pupils are concentrated during an exercise

A2: The pupils pay attention during class.

A3: The pupils think critically about a question or problem.

A4: The pupils are prepared to work together in groups or pairs. (optional)

A5: The pupils are prepared to spontaneously answer a question *in English*.

A6: The pupils show respect for each other.

Analyses of the content structure

Relations

1. Holy Land:

- Pilgrimage a typical religious phenomenon
- Located in the Middle-East: bay of the Mediterranean Sea.
- Claimed by Muslims, Christians and Jews (Justified and connected with the Holy Land in various ways)

2. Cause of the crusades:

- Crusade: a political and religious endeavour sanctioned by the Papacy.
- Two main periods to define: 1095 – 1291 (*which we mostly cover*)
1365 – 1431 (insignificant crusades)
- Birth of the Peace of God movement to stop violence within Europe.
- Main threat: Seljuk Turks: Turkish tribe from Asia. Islamic. (10th- 11th century)
- Proposition First Crusade: Alexius I -> assistance -> Council of Clermont (France)

3. First Crusade:

- People's Crusade: large number of peasants among the knights: Alexius I -> provide forces to support the crusade
 - Original plan: Four armies (1096) + People's Crusade -> meet in Byzantium (Peter the Hermit) -> **BUT**: Peter the Hermit -> crossed the Bosphorus = People's Crusade decimated
 - Oath of the armies: Conquered land = Alexius' -> 3/4 armies took the oath.
 - Course of the First Crusade.
- May 1097: Army: 30,000 men + Siege on Nicea = Christian victory
 - 1098: Siege on Antioch -> control by 1/4 armies (Bohemond)
 - 1099: Army: 15,000 + heavily fortified Jerusalem = Siege towers
-> July 14 -> bloodshed = Christian victory

First Crusade = success -> Holy Land recaptured.

4. Second Crusade:

- Formation of the crusader states: Holy Land under control of Christians -> defended by castles **BUT**: unprotected state of Edessa
- Seljuks attack + capture Edessa (1144) -> Second Crusade 1147 – 1149.

- Two main parties: 1. Louis VII of France
2. Conrad III of Germany
- Antioch -> Acre -> Damascus: Major battle = Loss for Christians

Second Crusade = failure -> Holy Land lost to the Seljuks

5. Third Crusade:

- Seljuks -> Saladin = leader -> targets the crusaders
- Third Crusade = recapture Holy Land from Saladin (1189):
Philip II of France, Richard I of England and Frederick I Barbarossa
- > city of Acre -> conflicts = Battle of Arsuf (1191) + Battle of Jaffa (1192)
= Christian victories
- > Main goal: Jerusalem -> No siege **BUT** *peace treaty* -> Christians control Jerusalem
- the city of Jerusalem
= Loss for Christians

Third Crusade = failure -> Jerusalem under Islamic control

6. Fourth Crusade:

- Holy Land = stable for 7 years -> Pope Innocent III -> New crusade: recapture Jerusalem
- Battle of Zara and Battle of Constantinople -> war against the ally
- European struggles: Isaac II (brother) dethroned + Alexius IV (nephew) imprisoned by Alexius III <-> Europe
- Alexius IV -> escapes + requests help from crusaders -> Siege on Constantinople (2003)
- New emperor = Alexius IV **BUT** promises not met + enforcement of the Byzantine church -> Strangled in 1204 -> Constantinople = pillaged + looted

Fourth Crusade = failure -> no realistic attempt to recapture Holy Land

7. Fifth and Sixth Crusade: (extra in case the lesson plan needs to be expanded)

- Fifth Crusade -> called for by Pope Innocent III (1217) -> crusaders = England, France & Austria <-> Saladin's nephew = al-Kamil -> Egypt: Siege on Damietta + Siege on Cairo = *Loss for Christians in (1221)*
- Sixth Crusade (1229) -> Frederick II + al-Kamil -> negotiation + **no papal support** = peace treaty -> Jerusalem under Christian control = *diplomatic victory*
BUT: Recapture by Muslims after 10 years

8. Seventh, eighth and ninth crusade: (extra in case the lesson plan needs to be expanded)

- Seventh Crusade: Jerusalem recaptured by *Khwarezmians* -> Louis IX = only capable leader -> Crusade in 1245 -> failure despite preparations -> Louis IX captured by Mamluks in Egypt (Islamic capital)
- Eighth Crusade: Louis IX -> crusade on Tunis (1270) -> opposition by Mamluks + Mongolians (<->) = futile effort -> Louis IX + Charles (brother) -> failure -> 1270 = Death of Louis IX (stomach flu) -> Philip III = new king
- Ninth and *last* (major) Crusade = 1271 by Edward I of England -> supporting Louis IX **BUT** Louis IX died -> army base in city of Acre = last Christian capital

- Alliance with Mongolians **BUT** Mongols defeated by Mamluks (1281) -> Mamluks <-> crusaders -> Muslim attack on Tripoli (1289) and Acre (1291) = Christian loss

After two centuries the crusader spirit was dead. The Reformation of the 16th century will destroy the Christian spirit, ending the crusades once and for all.

9. Consequences:

- Military: Birth of military orders (traditional monastic vows + acts of violence for the church) = huge military development
- Territory: Crusader states + expansion of kingdoms + colonization of islands
- Religion: Pope's control over the church + devotion throughout Europe + political influence + effect on interfaith relations

Crusade = brave + noble cause **OR** unenlightened + barbaric
Muslims = intelligent + heroic + liberal

The Crusades were often described as something out of a fairy tale.

Research question

What are the crusades and what impact did each one have on Europe as well as the Holy Land?

Leermiddelen (voor leraar en leerling; handboeken, transparanten, werkblaadjes, cursus,...)

Work bundle
Powerpoint
Card game
Vocabulary list

Geraadpleegde bronnen (internet, bijkomende handboeken, handleidingen,...)

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Te noteren in de schoolagenda

The Crusades: causes and development. Work bundle. (digitale agenda)

LESUITWERKING				
Doelstellingen	Tijd	Didactische principes Werkvormen <u>Materiaal</u>	Activiteit leraar Vragen, bijvragen leraar • Activiteit leerlingen	!
Presentation / Before / Motivation				
S7: 'Jihad'	4 min	Motivatieprincipe Integratieprincipe Questions / Current events <u>Pupils</u>	<p>Introducing myself etc. + Only rule: English only!</p> <p>This may be a very personal start for some pupils!!</p> <p>In the past couple of years, we've seen some horrific things develop in the Middle-East. What organisation has caused all this misery?</p> <ul style="list-style-type: none"> • IS / ISIS / ISIL <p>What religion do they represent?</p> <ul style="list-style-type: none"> • Islam -> Are their actions representative of what the Islam stands for? Absolutely not! <p>In the case of IS, what are they trying to do? What is their motivation? (Specific name)</p> <ul style="list-style-type: none"> • They are trying to force their beliefs on other people. • It's a holy war or also known as a <i>Jihad</i>. <p>Yes, so during a Jihad the goal is to enforce your religion and beliefs in different areas. Is this process peaceful?</p> <ul style="list-style-type: none"> • No, a lot of violent acts are committed. 	Class management
S7: 'crusade'		Problem	<p>Today we're going to look at some of the Christian holy wars or Crusades (<i>kruistochten</i>) as we call them. We're going to investigate what <u>they</u> were fighting for, why they were fighting and more importantly what impact these Crusades had.</p>	

Practice / During / Execution				TIME
<p>25 min</p> <p>Aanschouwelijk Integratieprincipe Herhalingsprincipe</p> <p><u>Work bundle</u> <u>Vocabulary list</u></p> <p>Questions</p> <p><u>Pilgrimage</u></p> <p><u>Photo Kaaba</u></p> <p>Instruct</p> <p>Source research + map analysis <u>Work bundle</u> <u>Map Holy Land</u></p> <p>Questions</p>	<p>K1 + S7: 'pilgrimage'</p> <p>K1</p> <p>S1 + S7: 'Holy Land'</p>	<p>To start off, I'm going to hand everybody a work bundle and vocabulary list. We're going to use these throughout the following classes. The vocabulary list is a handy tool, bring it to every class! You can always ask questions of course.</p> <p>Firstly, we have to understand how religions work and what the meaning of the Holy Land is. One of the key elements of a religion is called 'to pilgrimage', does anybody know what that means?</p> <ul style="list-style-type: none"> To travel to a sacred place or sanctuary tied to a religion <p>Can you also give a specific example of a famous pilgrim's journey? (for example in the Islamic religion?)</p> <ul style="list-style-type: none"> Journey to Mekka <p>Exactly, so religions have sacred places or sanctuaries that they honour. The followers of that religion take part in these pilgrim journeys to spread their beliefs and to visit the birthplace of their religion. What is the birthplace of Christianity (and the Islam + Judaism)?</p> <ul style="list-style-type: none"> Jerusalem (current day Israel) <p>Very good, we're going to fill out the first page of the work bundle.</p> <p>Answering questions + analysing the first map</p> <p>Alright, so we already figured out that more than one religion will be tied to the Holy Land. Is this a good or a bad thing?</p> <ul style="list-style-type: none"> Bad, conflicts are very likely to happen. 		

<p>S1</p> <p>S2 + S7: 'Seljuks'</p> <p>K2 + S1 + S3</p> <p>30 min</p> <p>S2</p>		<p>Source research <u>Timeline + Map Seljuks</u></p> <p><u>Work bundle</u></p> <p><u>Video</u></p> <p>Instruct <u>Map Seljuks</u> <u>Alexius I</u> <u>Pope Urban II</u> <u>Council of Clermont</u></p> <p>Map analysis <u>Work bundle</u></p> <p>Aanschouwelijk Beperkingsprincipe Herhalingsprincipe Activiteitsprincipe</p> <p>Instruct</p> <p>Exercise map <u>Work Bundle</u></p>	<p>As we've established, multiple claims on the Holy Land will eventually lead to conflict. In this case, the Seljuk Turks are going to invade and capture the Holy Land. I want everybody to analyse Source 2 and answer the questions.</p> <p>Pupils do the exercise individually and we correct together.</p> <p>Spread of the Seljuk empire: https://www.youtube.com/watch?v=pUEqSQA5E5c</p> <p>As you can see, the Seljuk Turks were able to slowly build their empire and would, by the end of the 11th century, pose a serious threat to the Byzantine empire (map). You saw in the video that even parts of current day Turkey were conquered by the Seljuks, meaning that the Byzantine empire was fighting a losing battle. Because of this, emperor Alexius I would request help from Pope Urban II. In 1095, during the Council of Clermont in France, the first Crusade was proposed to recapture the Holy Land.'</p> <p>Answering questions page 3 + text/map analysis if necessary</p> <hr/> <p>With that, the First Crusade officially started and the various armies started to prepare for a long journey to the city of Constantinople. Obviously these journeys required a lot of provisions to keep the armies healthy. When it comes to the armies itself, it is safe to say that Europe had a shortage of warriors, which meant that Alexius I had to provide a lot of forces himself.</p> <p>First exercise: draw shortest way from Rome to the Holy Land (Note: around 4000 km on foot)</p> <p>In total there were five armies, 4 of which were real armies led by a local commander. The last army was special. It is also commonly known as the 'People's Crusade' as a result of the large number of</p>	
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<p>S1 + S7: 'Peoples' Crusade</p> <p>S1</p>	<p><u>Peter the Hermit</u></p> <p><u>Work bundle</u> <u>People's Crusade</u></p> <p><u>Video</u></p> <p>Questions / Video analysis</p> <p>Instruct <u>Crusades battles</u></p> <p>Source research <u>Work bundle</u></p> <p><u>Pictures</u> <u>commanders</u></p> <p>Smartphone activity</p>	<p>regular peasants who contributed to the war apart from the regular armies. Usually these people had no particular skills, but were convinced by preachers, like <i>Peter the Hermit</i>, that devoted citizens would liberate the Church of God without honour or money in return. However, all of their sins would be forgiven in turn for their devotion.</p> <p>You might be asking yourself the question: What drew these people in? Why sacrifice your life in a gruesome battle for the church?</p> <p>Well, we're going to watch a video that explains beautifully what drove people to partake in the Crusades: http://www.history.com/topics/crusades</p> <p>So as we saw in the video, the Crusades were about a war between two religions and what they believed in. Can somebody explain, according to the video, why people fought in the Crusades?</p> <ul style="list-style-type: none"> • Key to heaven: sins were forgiven • Wealth of the East • Fame and glory <p>What is so confusing about the Crusades? Why doesn't it make sense to have Islam vs Christianity?</p> <ul style="list-style-type: none"> • Their messages, beliefs and holy figures are nearly identical. <p>Exactly. The problem is that many of these people were led to believe that killing somebody of the opposite faith was a good thing. Massacres during the Crusades were very common, especially considering there were four professional armies outside of the People's Crusade. As was said in the video, bloodshed will occur throughout the entire Islamic world, and we're now going to see how these armies are going to mobilise themselves.</p> <p>Pupils read source 5</p> <p>Alright so Peter the Hermit is a famous preacher that led the People's Crusade. Apart from the of the army of peasants and knight, there were four regular armies, each from a different area in Europe. Look up on your smartphone which countries these places are in (Toulouse, Bouillon, Flanders, Taranto).</p>	
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S4		<u>Smartphones</u>	Pupils use their smartphone and afterwards answer the questions.	
K3		<p>Questions</p> <p><u>Map</u></p> <p><u>Drawing People's Crusade</u></p> <p>Instruct</p> <p><u>Drawing oath</u></p> <p>Source research / questions</p> <p><u>Work bundle</u></p>	<p>Okay, so these four armies were formed within Europe and will play a major role in de masterplan they had in mind for the First Crusade. What was this great plan of theirs? How were they organised?</p> <ul style="list-style-type: none"> • They were all (four armies + People's Crusade) going to meet up in Byzantium. When? 1096 <p>Did everything go according to plan?</p> <ul style="list-style-type: none"> • No, far from it. Peter the Hermit would ignore Alexius' advice to wait and would cross the Bosphorus. What happened? The People's Crusade will have a major battle and lose against the Turks. <p>So the First Crusade was off to a bad start, with the People's Crusade resisting authority and getting absolutely destroyed in the first major battle. The other armies were still on their way of course, so they had no control over the outcome of the battle. Once the armies arrived in Byzantium, they had to swear an oath to emperor Alexius.</p> <p>Can somebody tell me (based on source 6) what that oath was for or what it meant?</p> <ul style="list-style-type: none"> • Any conquered land had to be under control of the emperor. It was his territory. <p>What was Alexius afraid of? What risk is he trying not to take?</p> <ul style="list-style-type: none"> • He was afraid the crusaders would steal the land they conquered, leaving Byzantium alone in the middle. He wanted to control a bigger piece of territory. <p>Did everybody actually take the oath? What can we expect from him then?</p> <ul style="list-style-type: none"> • Bohemond didn't. He might try and keep a piece of territory for himself. 	
S7: 'Oath'				
S1		Map analysis <u>Work bundle</u>	Now the action is going to begin. Once the commanders took the oath, they were finally ready to combat the Turkish threat. Based on the map on page 6, we'll be able to discuss everything we need to know about the First Crusade.	

<p>K4</p>		<p>Questions</p> <p>Instruct <u>Knights Templar</u> <u>St. George's Cross</u></p>	<p>To start off I want to ask you how big the army was?</p> <ul style="list-style-type: none"> • Around 30,000 men. <p>Very good, most of them had the same clothes, all wearing the red cross on them. (St. George's Cross, a 'warrior saint' that assisted the crusaders). Keep in mind though that a large number of these warriors were regular people that were promised to go to heaven if they fought for the church.</p> <p>(structure: city + year: on map / What happened: teacher)</p> <p>As you can see on the map, after the arrival at Constantinople there are three major cities that were captured, which ones?</p> <ul style="list-style-type: none"> • Nicea • Antioch • Jerusalem <p>We'll work in chronological order. The first city was Nicea. When was it captured?</p> <ul style="list-style-type: none"> • 1097 	
<p>S7: 'Siege'</p>		<p>Instruct <u>Drawing Siege on</u> <u>Nicea</u></p> <p><u>Work bundle</u></p>	<p>When the forces arrived on May 6 of 1097, there was a shortage on food, which was quickly resolved by Bohemond. The walls of Nicea were well defended by nothing short of 200 towers. The commanders assigned their forces to different sections of the walls. On May 16, the Turkish defenders took matters into their own hands and attacked the crusaders. Turkish forces were quickly eliminated and even an advance party was swiftly taken care of. The Siege or Attack on Nicea came to an end rather quickly.</p> <p>Pupils fill in first part of exercise</p> <p>Moving on, the crusaders made their way to the second destination, which was?</p> <ul style="list-style-type: none"> • Antioch <p>When was the city officially captured by the crusaders?</p> <ul style="list-style-type: none"> • 1098 	
<p>K4</p>		<p>Questions</p>		

	<p>Instruct <u>Siege on Antioch</u> (pictures / drawings)</p> <p>Questions</p> <p>Instruct</p> <p>Questions</p> <p>Instruct <u>Siege on Jerusalem</u> <u>Siege towers</u></p> <p>Questions</p>	<p>Unlike the Siege on Nicea that went really smoothly, the Siege on Antioch took around 6 months before a victory was achieved. Unfortunately we don't have time for all the details. Basically, the forces had to survive through Winter and extreme conditions because they were unable to attack the city. However, Bohemond will persuade a rebelling Turkish soldier to open the gates to the city. A massacre followed.</p> <p>Can you already predict what happens next? (remember what we said about Bohemond !)</p> <ul style="list-style-type: none"> Bohemond will take over the city. <p>Very good, Antioch will be under his rule from that point on. Bohemond and his force would no longer take part in the most important battle of all....</p> <ul style="list-style-type: none"> Jerusalem <p>Remember that Jerusalem was the Holy City, the one who controlled it also controlled the Holy Land. The main goal of each Crusade was to recapture Jerusalem from opposing forces.</p> <p>Before we go any further, we're going to look at the number of forces we have left. Although the crusaders experienced much success, that didn't go without sacrifice. How many do we have left?</p> <ul style="list-style-type: none"> 15,000 <p>Once again we don't have time to explain everything in detail, but the Siege on Jerusalem was really spectacular. When the crusaders first arrived they realised how tightly secured Jerusalem was with extremely high walls. To scale these walls, the crusaders were planning on building multiple siege towers, battering rams and catapults. After weeks of preparation, the crusaders finally penetrated the walls of Jerusalem from two angels and capture the city in what year?</p> <ul style="list-style-type: none"> 1099 <p>One final question for you: Was the First Crusade a success or not? Also explain why!</p> <ul style="list-style-type: none"> Yes, the crusaders were able to capture the city of Jerusalem, which meant they took control over the Holy Land once again. 	
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<p>K4</p> <p>S5</p> <p>S1 + S7: 'county / principality'</p> <p>S5</p>	<p>10 min</p>	<p><u>Work bundle</u></p> <p>Aanschouwelijk Beperkingsprincipe</p> <p>Questions</p> <p><u>Instruct</u> <u>Map</u> crusader <u>states</u></p> <p><u>Work bundle</u></p> <p><u>Map analysis</u> <u>Crusader castles</u></p>	<p>Completing exercise</p> <hr/> <p>What do you think happened afterwards? Did all the crusaders just leave?</p> <ul style="list-style-type: none"> • No • Probably <p>Why would it be a bad idea to just head back home?</p> <ul style="list-style-type: none"> • The Suljuks / Islamic force could take over the Holy Land pretty quickly. <p>Very good, so instead a large group of crusaders is going to settle in the Holy Land and form crusader states. As you can see on the map there are four crusader states, which ones?</p> <ul style="list-style-type: none"> • County of Edessa • Principality of Antioch • County of Tripoli • Kingdom of Jerusalem <p>I already said what they were used for, so go ahead and fill in the second question as well.</p> <p>So these crusader states form a Christian base in the Middle-East and are supposed to keep out any Islamic forces. How did they do this? How did the crusader states defend themselves? (look closely on the map)</p> <ul style="list-style-type: none"> • Castles <p>There is one problem however. One state is unprotected? Which one is it and can you predict what'll happen?</p>	
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		<p>Instruct <u>Map crusader states</u></p> <p>Source research <u>Work bundle</u></p> <p>Map analysis</p> <p>Question</p> <p>Instruct <u>Battle of Damascus</u></p> <p>Question</p>	<ul style="list-style-type: none"> • The County of Edessa. The Muslims are going to attack and capture Edessa and pose a threat to the Holy Land once again. <p>Exactly, after the Islamic empire conquered Edessa in 1144, Europe realised they could quickly take back the Holy Land. They organised a Second Crusade to oppose this threat. We're going to do the first 4 questions, and then we'll talk a bit more in depth about the two main sieges of the Second Crusade.</p> <p>We fill in the first 4 questions after <i>source 9</i> on page 7 based on the map.</p> <p>Alright from looking at the map you have hopefully concluded that there were two major battles. Which ones?</p> <ul style="list-style-type: none"> • Battle of Edessa • Battle of Damascus <p>The battle of Edessa is one we've already seen since it's the one that caused the Second Crusade to happen. How can we see the difference on the map?</p> <ul style="list-style-type: none"> • Yellow arrow + legend. <p>Very good. The Battle of Damascus is the one major battle in the Second Crusade. Although the crusader army was well prepared, their strategy lacked to overpower the Muslims. Each time an attack was planned and executed, the Muslims found a way to counter or divide them.</p> <p>Last question: Was the Second Crusade a success?</p> <ul style="list-style-type: none"> • No, the forces retreated / gave up and lost Damascus. <hr/>	
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<p>S1</p> <p>S1</p> <p>S6</p>	<p>10 min</p>	<p>Aanschouwelijk Activiteitsprincipe Beperkingsprincipe</p> <p>Source research / Schemata</p> <p><u>Work bundle / board</u> <u>Major figures</u></p> <p>Gap-fill / map analysis <u>Work bundle</u></p> <p>Questions</p> <p><u>Pictures leaders</u></p> <p><u>Pictures battles</u></p> <p><u>Peace treaty</u></p>	<p>After the Second Crusade, some changes in leadership happened. First somebody's going to read <i>Source 11</i>, then we'll draw the scheme on the board.</p> <p>Pupils read text + we draw scheme (scanned in file: Scheme 1)</p> <p>Alright now that we know that Saladin is going to target the crusaders, we can safely say a Third Crusade is imminent. Now you're all, individually, going to fill in <i>Source 12</i> based on the map. All the information you need can be found there.</p> <p>Pupils fill in <i>Source 12</i> and we correct together.</p> <p>Yes so who are three main parties on the Christian side?</p> <ul style="list-style-type: none"> • Richard I (Richard the Lionheart) • Philip II • Frederick I Barbarossa (Holy Roman emperor) <p>Which two major battles will the Christians win?</p> <ul style="list-style-type: none"> • Battle of Arsur • Battle of Jaffa <p>Did they also conquer Jerusalem?</p> <ul style="list-style-type: none"> • No <p>So what happened instead?</p> <ul style="list-style-type: none"> • Richard and Saladin came to an agreement and signed a peace treaty. 	
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<p>S7: 'Papacy'</p> <p>S6</p> <p>K6 + S1</p> <p>K6</p> <p>S1</p>	<p>15 min</p>	<p>Aanschouwelijk Activiteitsprincipe Beperkingsprincipe</p> <p>Source research <u>Work bundle</u></p> <p>Questions <u>Pope Innocent III</u></p> <p><u>Map</u></p> <p>Source research / scheme <u>Work bundle</u> <u>Photo major figures</u></p>	<p>Would you say the crusade was won by the Muslims or Christians?</p> <ul style="list-style-type: none"> (Desired answer): Muslims. The city of Jerusalem is still under their control even though the Christians took control over the Kingdom of Jerusalem. <p>Was the Third Crusade a success?</p> <ul style="list-style-type: none"> No, it wasn't. <hr/> <p>You would think that this would be the end of the crusades, since a peace treaty was signed between the two major parties. However, one more <u>major</u> crusade will take place. First we're going to fill in <i>Source 13</i> and then based on that and the map we can complete the questions.</p> <p>First we complete general questions (when, who,...)</p> <p>So a new Crusade was called for by Pope Innocent III. If we look on the map we can see where the major battles will take place. Which two can you find?</p> <ul style="list-style-type: none"> Battle of Zara Battle of Constantinople (a bell should already ring!) <p>Why is Constantinople a surprising location?</p> <ul style="list-style-type: none"> It's not in the Holy Land. Constantinople is an ally. <p>Exactly, so something happened between Europe and the Byzantine Empire. We're going to read what happens in <i>Source 14</i> and once again make a scheme of the major figures.</p> <p>We read together and make scheme (scanned in file: scheme 2)</p>	
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<p>K6</p> <p>K7 + S7: 'monastic'</p> <p>S7: 'interfaith'</p>	<p>10 min</p>	<p>Card game</p> <p><u>Cards</u></p> <p>Questions</p> <p>Instruct</p> <p><u>Military orders</u> <u>Knights Templar</u></p> <p><u>Power of religion</u></p>	<p>To finish off the Fourth Crusade, I have prepared a small card game. Each of you gets a set of cards with the events that took place during the Fourth Crusade. It's your job to put them in chronological order! Is that clear for everyone?</p> <p>Pupils do the exercise and we correct together. (separate file: cards)</p> <p>Was the Fourth Crusade a success? Why/why not?</p> <ul style="list-style-type: none"> No, the crusade didn't even take place in the Holy Land. Nothing was achieved. <p>The only things that's left now are the consequences of these wars. In reality it took around 200 years for the crusades to end, but for the sake of this class, I only put focus on the first 4 (which are arguably the most important).</p> <p>Firstly we have to discuss the military consequences of the crusades. When the First Crusade came around, the invention of the military orders and organisations also came. The earliest military orders, like for example the Knights Templar, vowed to be obedient to the church and live in poverty. Each member had to take the vows, but apart from the traditional 'monastic' ones, it also meant that they were committed to murder on behalf of the church.</p> <p>Secondly, there is the ever so obvious cultural consequence of the crusades: the fields of medicine and mathematics was greatly improved through the Crusades. Also the fields of astronomy and science benefitted for these bloody battles. Cultures learnt from each other and were able to improve, which is one of the few positive notes the Crusades left behind.</p> <p>Lastly, the religious consequences of the crusades were enormous. Throughout these years, the Pope was one of the most powerful people on the planet. His power was solidified and was felt even in political scenarios in Europe. During this time, the people were extremely devoted, giving the Church an enormous amount of support in the Crusades. When it comes the Christianity, it is safe to say that it was at one of its strongest points in history. However, the relationship <u>between</u> religions or <i>interfaith</i> relations, was very negative. There was no tolerance for people who believed in something different than you did.</p> <p>Is it still like that in this day and age?</p> <ul style="list-style-type: none"> No (or at least not to that extent) 	
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K8		<u>Wilhelm II + journey</u> <u>Grave Saladin</u>	<p>Exactly is the last 200-300 years we have become a lot more tolerant towards each other. In the case of the crusades that was proven by Wilhelm II in 1898. In that year, the German emperor visited Saladin's grave and offered to restore it after seeing in what disastrous condition it was in. This action shows us the amount of respect and decency people gained in less than a couple of hundred years.</p>	
<i>Production / After / Repetition or round-up</i>				
	5 min	Herhalingsprincipe Activiteitsprincipe Integratieprincipe Aanschouwelijk Differentiatie Presentations / task <u>Topic list</u>	<p><u>Your</u> turn! We have seen the most important parts of the crusades, but there is still much more to discover. I have a task for you, and please take this seriously because you will be marked!</p> <p>Task:</p> <ul style="list-style-type: none"> - I form groups of 2-4. Pupils do NOT get to choose. (differentiation) - Choose a topic from the list - Each topic has a set of criteria: ALL of them have to be met - Prepare a 10-15 minute presentation 	

BORDSCHEMA

	Schemata and presentation	
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LESVOORBEREIDINGSFORMULIER

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Identificatie van de les	
School: Koninklijk Atheneum Plus / 1	Leervak: History (immersion)
Klas (+ aantal ln.): 3CLIL: ASO: 19	Lesonderwerp: The Crusades (test + presentations)
Optie/Richting: Mix	Datum: 27/02
Vakmentor	Lesuur: 3+4
naam: Touria Gandoul	Bijlagen: Test
e-mailadres: Touria.gandoul@telenet.be	Topic list with questions
telefoon:	

Situering in het leerplan
Leerplannummer:
GO! 2012-010
Leerplandoelstelling(en) en leerinhoud(en):
ALG = Algemene leerplandoelstelling
ALG 2 De leerlingen kunnen een vakspecifiek begrippenkader hanteren.
ALG 3: De leerlingen kunnen de bestudeerde samenlevingen situeren in tijd en ruimte.
ALG 8: De leerlingen verwerven geleidelijk de vaardigheden die eigen zijn aan de historische methode
ALG 9: De leerlingen kunnen historische informatie op kritische wijze analyseren en beoordelen
ALG 10: De leerlingen kunnen onder begeleiding van de leraar een beperkt historisch onderzoek uitvoeren en hierover rapporteren.
ALG 14: De leerlingen zijn bereid waarden en normen uit heden, verleden en andere culturen vanuit de historische en actuele context te benaderen.
LPD 20: de bestudeerde leerinhouden van de westerse samenlevingen tussen 1000 en 1250 situeren in tijd en ruimte en het verband aangeven tussen beide.

LPD 22: door de leraar aangereikte of zelf gevonden informatie over de westerse samenlevingen tussen 1000 en 1250 aan de hand van vragen of een afgebakende opdracht kritisch analyseren, hoofd- en bijzaken erin van elkaar onderscheiden en er de nodige gegevens uit halen om een probleemstelling te beantwoorden.

LPD 25: begrippen die gerelateerd zijn aan de westerse samenlevingen tussen 1000 en 1250 binnen hun specifieke context verklaren en, waar mogelijk, in andere contexten toepassen.

LPD 28: minstens 2 aspecten van de westerse samenlevingen tussen 1000 en 1250 historiseren en/of actualiseren.

Eindterm(en) of ontwikkelingsdoel(en):

ET 3 / ET 9 / ET 13 / ET 15 / ET 17 / ET 18 / ET 19 / ET 25 / ET 28 / ET 29

VOET (vanaf 2^e jaar):

ET 1 / ET 3 / ET 4 / ET 5 / ET 8 / ET 9 / ET 10 / ET 11 / ET 12 / ET 13 / ET 14 / ET 18 / ET 19 / ET 21 / ET 25

Informatie over de didactische beginsituatie

Praktisch (lokaal, materiaal, leraar, school,...)

Desks, chairs. Blackboard and stereo for any video footage or listening exercises. Computer with overhead beamer.

Leerling (belangstelling, onderlinge relaties, leer- en gedragsproblemen)

Al Attar Mohammed: OKAN + trouble with English

Al-Yassin Yassin: OKAN + excellent English

Claes Chiel

Clifford Eboni: ASS

DISTELMANS Jasmijn

Do Nascimento Carneiro Laís: ADHD

Fouda Ashley

Kaur Kamaljit: Weak student

KETELERS Cisse

LISMOND Linus

MARTENS Senne

MGBOKWERE Denzell

Patwal Sargun

SCHILLEBEEKS Emile

SCHUURMANS Nick

Vlieghe Arnwid: Ex-vocational student + absent last week -> no presentation or test

VREVEN Floor: Struggles with her personality.

WARSON Kato

JULIE

FRANCISCA

Vakinhoudelijk (voorkennis, ervaring,...)

- Christianity to a certain extent
- Islam
- Roman and Carolingian Empire

Persoonlijke aandachtspunten

Language focus – Approachable and clear
 Focus on definitions and instructions – Creating clarity
 Pacing of the class – Let the materials flow, avoid getting stuck on one point

Verwachte knelpunten (!) en differentiatie (inhoudelijk, organisatorisch,...) (vanaf 2^e jaar)

- 1 Time shortage
- 2 Build-up
- 3 Class management
- 4 Formats

Objectives

Objectives are based on the presentations and the test that the pupils will have to do. The questions that have to be answered during the presentations might be evaluated later on as well, possibly at the exams in June. NOT every question was turned into an objective, so as to prevent cluttering. All the questions can be found in the actual lesson plan and are already split up into knowledge and skills.

Knowledge (K):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- K1: The pupils can situate their topic in time and place.
- K2: The pupils give insight to the amount of military forces used during the Siege of Jerusalem.
- K3: The pupils understand the main reason why Damascus was of interest to the Crusaders.
- K4: The pupils list some examples that prove there was a strange relationship between Saladin and Richard I of England.
- K5: The pupils name three characteristics of the Templar Order's clothing and appearance.
- K6: The pupils name the three main ranks within the Templar Order.
- K7: The pupils define what a crusade is.
- K8: The pupils list some reasons why people went on Crusade.

Skills (S):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- V1: The pupils explain Peter the Hermit's involvement in the Crusades, including his journey.
- V2: The pupils are able to give structure to the Siege of Jerusalem and its aftermath.
- V3: The pupils explain the military strategy that was used during the Battle of Damascus.
- V4: The pupils explain how internal struggles lead to the Crusaders losing the Battle of Damascus.
- V5: The pupils are able to place relevant data on a timeline and give additional information.
- V6: The pupils explain the relevance of the Golden Horn and the Galata Tower.
- V7: The pupils explain, in the context of Alexios III, why he was considered a viable leader to Byzantine citizens as opposed to westerners, who considered him a usurper.
- V8: The pupils are able to give some detail on the Siege of Constantinople and the following struggle in leadership.
- V9: The pupils explain the Templar Knights' involvement in the Crusades.
- V10: The pupils describe the goal and atmosphere of the Crusades
- V11: The pupils make a structured comparison between the situation of the Crusaders and the current situation in the Middle-East.
- V12: The pupils give (and defend) their own opinions regarding the situation in the Middle-East.

Attitudes (A):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- A1: The pupils are concentrated during an exercise
- A2: The pupils pay attention during class.
- A3: The pupils think critically about a question or problem.
- A4: The pupils are prepared to work together in groups or pairs. (optional)
- A5: The pupils are prepared to spontaneously answer a question *in English*.
- A6: The pupils show respect for each other.

Leermiddelen (voor leraar en leerling; handboeken, transparanten, werkblaadjes, cursus,...)

Work bundle
Powerpoint
Topic list
Vocabulary list

Geraadpleegde bronnen (internet, bijkomende handboeken, handleidingen,...)

No sources other than Wikipedia to answer the questions of the topic list. I purposely used Wikipedia because it is the easiest and most obvious source for pupils. It's supposed to be a short and insightful presentation, so I lowered my expectations for the amount of research that they will do. To prevent plagiarism, I will list the used articles below:

Xxx, "Knight Templar", internet, *Wikipedia*, 26-01-2017, (https://en.wikipedia.org/wiki/Knights_Templar)

Xxx, "Siege of Constantinople", internet, *Wikipedia*, 26-01-2017, ([https://en.wikipedia.org/wiki/Siege_of_Constantinople_\(1203\)](https://en.wikipedia.org/wiki/Siege_of_Constantinople_(1203)))

Xxx, "Sack of Constantinople", internet, *Wikipedia*, 26-01-2017, ([https://en.wikipedia.org/wiki/Sack_of_Constantinople_\(1204\)](https://en.wikipedia.org/wiki/Sack_of_Constantinople_(1204)))

Xxx, "Battle of Hattin", internet, *Wikipedia*, 26-01-2017, (https://en.wikipedia.org/wiki/Battle_of_Hattin)

Xxx, "Peter the Hermit", internet, *Wikipedia*, 26-01-2017, (https://en.wikipedia.org/wiki/Peter_the_Hermit)

Xxx, "Siege of Jerusalem (1099)", internet, *Wikipedia*, 26-01-2017, ([https://en.wikipedia.org/wiki/Siege_of_Jerusalem_\(1099\)](https://en.wikipedia.org/wiki/Siege_of_Jerusalem_(1099)))

Xxx, "Siege of Damascus", internet, *Wikipedia*, 26-01-2017, ([https://en.wikipedia.org/wiki/Siege_of_Damascus_\(1148\)](https://en.wikipedia.org/wiki/Siege_of_Damascus_(1148)))

Xxx, "Saladin", internet, *Wikipedia*, 26-01-2017, (<https://nl.wikipedia.org/wiki/Saladin>)

Te noteren in de schoolagenda

Presentations and test: The Crusades. Work bundle (digital agenda)

LESUITWERKING				
Doelstellingen	Tijd	Didactische principes Werkvormen <u>Materiaal</u>	Activiteit leraar Vragen, bijvragen leraar • Activiteit leerlingen	!
Motivation / Presentation / Before				
	0 min		No motivation phase since we have no time to spare during these two hours. Everything is focussed on skills and knowledge of the previous two hours.	
Execution / practice / during				
	60 min	Principes: Aanschouwelijk Differentiatie Activiteit Integratie (beperking) Presentation + Group work + Historic research + Evaluation Materials teacher: <u>Topic list</u> <u>Evaluation sheet</u> <u>Work bundle</u> Materials pupils: <u>Topic list</u> <u>PC + presentation</u> <u>Vocabulary list</u> <u>Work bundle</u>	<p>First phase: Technically already production, but since this is the main part of the class, I will classify it as practice.</p> <ul style="list-style-type: none"> - The pupils were put into groups during the first two hours on the 20th of January. Each group decided on a certain topic (from the list) that they were going to present in front of class. - Stipulations: <ol style="list-style-type: none"> 1. The questions have to be answered completely to get full credit. I made a clear split between knowledge and skills based questions. 2. The pupils are allowed and encouraged to use a PowerPoint presentation on one condition: They are NOT allowed to use text in their presentation. The 7x7 rule is the only exception. 3. If the pupils use a paper with notes or are reading off text from the board, they will be cut short. The pupil(s) will have to improvise so as to encourage English speaking skills. 4. Each group is evaluated together based on content of the presentation and whether or not they answered all the questions. In terms of language, each pupil gets evaluated INDIVIDUALLY based on effort, spelling and sentence structure. These marks count for exactly 2% of the total score, as requested. 	

<p>K1 + V1</p>		<p>5. Each presentation takes a maximum of 15 minutes, so as to guarantee there is time left for everybody to do the test.</p> <p>Below there is a list of the groups and their topics:</p> <p>1. Peter the Hermit: DENZELL, YASSIN and FRANCESCA</p> <ul style="list-style-type: none"> - Situate Peter the Hermit in time and place. (..../2) - Explain how Peter the Hermit initially got involved in the Crusades. (..../2) - Explain the term People’s Crusade in your own words. (..../1) - Name the one person who also succeeded in reaching Constantinople. (..../1) - Explain in 5 steps how Peter the Hermit’s journey went. (..../5) - Name the battle that defeated the People’s Crusade and explain what happened there. (..../3) - Explain shortly what we know of Peter the Hermit once he returned to Europe. (..../2)
		<p>Total = /16</p>
		<p>CLIL language:</p> <ul style="list-style-type: none"> - Effort for improvement of language-skills (writing/use of new vocab.)(1) - Correct use/spelling of English (..../1,5) - Good sentence structure/coherent explanation (..../1,5) <p>Insufficient = 0,5 Good = 1 Excellent = 1,5</p> <p>Knowledge questions Skill-based questions</p>
		<p>TOTAL: /20</p>
<p>K1 + K2 + V2</p>		<p>2. Siege on Jerusalem: CISSE, LINUS and SARGUN</p> <ul style="list-style-type: none"> - Situate the siege of Jerusalem (1099) in time and place. (..../2) - What was left of the military forces (give some detail)? and give three reasons for this number (..../4). - Explain the military strategy the crusaders used to assault Jerusalem. (Preparation + actual attack) (..../4) - What shortly followed the invasion of Jerusalem? Give 2 examples. (..../2) - What honour did Godfrey of Bouillon receive? Explain. (..../1) - Explain what happened on and after August 12, 1099? (..../3)
		<p>Total = /16</p>

<p>K1 + K3 + V3 + V4</p>	<p>CLIL language:</p> <ul style="list-style-type: none"> - <u>Effort</u> for improvement of language-skills (writing/use of new vocab.) .../(1) - Correct use/spelling of English (.../1,5) - Good sentence structure/coherent explanation (.../1,5) <p>Insufficient = 0,5 Good = 1 Excellent = 1,5</p> <p>Knowledge questions Skill-based questions</p>
	<p>TOTAL: /20</p>
	<p>3. Battle of Damascus: JULIE, JASMIJN and KAMALJIT</p> <ul style="list-style-type: none"> - Situate the Siege/Battle of Damascus in time and place. (.../2) - Name the two people/orders responsible for the attack on Damascus instead of Jerusalem. (.../2) - Name the occasion at which it was decided to attack Damascus and also explain why they insisted on capturing Damascus. (.../2) - How big was their army, which direction did they attack from and why? (.../3) - Explain the crusaders' strategy and why it failed. (.../2) - What did Conrad III do at the Barada river which helped the crusaders to put the city to siege, and how did the siege itself go? (.../2) - Explain the following statement: "There were internal struggles in both camps, leading to the inevitable loss for the crusaders." (.../3)
	<p>Total = /16</p>
	<p>CLIL language:</p> <ul style="list-style-type: none"> - <u>Effort</u> for improvement of language-skills (writing/use of new vocab.) .../(1) - Correct use/spelling of English (.../1,5) - Good sentence structure/coherent explanation (.../1,5) <p>Insufficient = 0,5 Good = 1 Excellent = 1,5</p> <p>Knowledge questions Skill-based questions</p>
<p>TOTAL: /20</p>	
<p>4. Saladin: FLOOR, ASHLEY and KATO</p> <ul style="list-style-type: none"> - Introduce Saladin in time and place. (include his origins) (.../2) 	

K1 + K4 + V5	<ul style="list-style-type: none"> - What major battle took place in 1187, who was involved and what tactic did Saladin use? (..../3) - Describe the odd relationship between Saladin and Richard Lionheart using three examples. (..../3) - Place the following years on a timeline and explain why they were important in Saladin's life: 1169, 1171, 1174, 1181, 1187 and 1192. (..../7) - Where is Saladin's grave? (..../1)
	<p>Total = /16</p> <p>CLIL language:-</p> <ul style="list-style-type: none"> - Effort for improvement of language-skills (writing/use of new vocab.)(1) - Correct use/spelling of English (..../1,5) - Good sentence structure/coherent explanation (..../1,5) <p>Insufficient = 0,5 Good = 1 Excellent = 1,5</p> <p>Knowledge questions Skill-based questions</p> <p>TOTAL: /20</p>
K1 + V6 + V7 + V8	<p>5. Siege on Constantinople (1203 + 1204): NICK, EBONI and LAÏS</p> <ul style="list-style-type: none"> - Situate the siege in time and place. (..../2) - Explain the relevance of the Golden Horn and the Galata Tower. (..../4) - Alexios III was considered a <i>usurper</i> by westerners but was an acceptable emperor for the Byzantine citizens. Explain what a 'usurper' is and why this is relevant in Alexios III's context. (..../3) - What role did the Venetians play in the Siege on Constantinople? (..../2) - How large was the Byzantine army compared to the Crusaders' army? (..../1) - Give some details about how the siege came to an end and Alexius IV became (co-) emperor. (..../2) - How did Alexius IV's reign eventually come to an end? (..../2)
	<p>Total = /16</p> <p>CLIL language:</p> <ul style="list-style-type: none"> - Effort for improvement of language-skills (writing/use of new vocab.)(1) - Correct use/spelling of English (..../1,5) - Good sentence structure/coherent explanation (..../1,5) <p>Insufficient = 0,5 Good = 1 Excellent = 1,5</p> <p>Knowledge questions Skill-based questions</p> <p>TOTAL: /20</p>

K1 + K5 + K6 + V9	<p>6. Knights Templar: CHIEL, SENNE and EMILE</p> <ul style="list-style-type: none"> - Situate the Knights Templar in time and place. (..../2) - Name three characteristics of a Templar Knight's clothing and appearance. (..../3) - Name the three main ranks within the order and explain. (..../3) - Was the help of the Templar Knights endorsed or not? Explain. (..../1) - Explain the Templar Knights' involvement in the Crusades. Also list at least four battles that they took part in. (..../4) - Explain how the order of the Knights Templar got disbanded. (Include Philip IV of France and Pope Clement V. (..../3)
	<p>Total = /16</p>
	<p>CLIL language:</p> <ul style="list-style-type: none"> - Effort for improvement of language-skills (writing/use of new vocab.)(1) - Correct use/spelling of English (..../1,5) - Good sentence structure/coherent explanation (..../1,5) <p>Insufficient = 0,5 Good = 1 Excellent = 1,5</p> <p>Knowledge questions Skill-based questions</p>
	<p>TOTAL: /20</p>
	<p>After about 60 minutes all groups will have presented their topics hopefully, after which we can move on to the test!</p> <p>Second phase: Test (writing)</p> <ul style="list-style-type: none"> - The test is an alternative and possibly more difficult way to evaluate the Crusades. It demands that each pupil applies what they know and have learned for the previous class: - Stipulations: <ol style="list-style-type: none"> 1. The pupils write an essay on the general idea of the Crusades and the atmosphere that surrounded them.

<p>K7 + K8 + V10 + V11 + V12</p>	<p>40 min</p>	<p>Principes: Integratie Differentiatie Beperking</p> <p>Evaluation Writing skills Current events</p> <p><u>Test Evaluation grid</u></p> <p><u>Work bundle + vocabulary list (to study)</u></p>	<p>2. They bring in current events, which they were all made aware of at the beginning of last class and throughout 2016. They describe the situation in the Middle-East and explain why the situation is comparable or not.</p> <p>3. They give their own opinion on matters regarding the Middle-East, both the religious and political aspects.</p> <p>4. Each pupils is evaluated based on five different criteria or categories: capital letters and interpunction, grammar, spelling, sentence structure and content. Each category count for three marks, which brings it to a total of 15 marks.</p> <p>5. I request that each test has 'body' to it. There is room and time for the pupils to clear their mind and apply the knowledge that they have.</p> <p>Below are the evaluation criteria. There were put in Dutch so that each pupil could quickly look at them and understand what they are evaluated on. Each test has this evaluation grid attached to it:</p> <p>Evaluation:</p> <table border="1" data-bbox="743 874 2092 1372"> <thead> <tr> <th data-bbox="743 874 987 1007">Capital letters and interpunction (3)</th> <th data-bbox="987 874 1261 1007">Grammar (3)</th> <th data-bbox="1261 874 1507 1007">Spelling (vocabulary) (3)</th> <th data-bbox="1507 874 1769 1007">Sentence structure (3)</th> <th data-bbox="1769 874 2092 1007">Content (3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="743 1007 987 1372"> - Zeer goed: 2-3: Perfect gebruik van hoofdletters en leestekens met mooie zinsbouw tot gevolg. - Voldoende: 1-2: Standaard en correct gebruik </td> <td data-bbox="987 1007 1261 1372"> - Zeer goed: 2-3: zeer goed tot uitstekend gebruik/toepassing van de grammatica. - Voldoende: 1-2: kennis en toepassing van de grammatica is voldoende. </td> <td data-bbox="1261 1007 1507 1372"> - Zeer goed: 2-3: lexicaal gevarieerde en correct gespelde tekst - Voldoende: 1-2: basiswoordensch at en spelling is gerespecteerd. </td> <td data-bbox="1507 1007 1769 1372"> - Zeer goed: 2-3: zeer goed gestructureerde tekst. - Voldoende: 1-2: standaard structuur (inleiding, midden, slot) is gerespecteerd </td> <td data-bbox="1769 1007 2092 1372"> - Zeer goed: 2-3. Alle gevraagde elementen komen aan bod en zijn correct. -Voldoende: 1-2. De inhoud is correct maar blijft beperkt tot enkel de basiskennis. - Zwak: 0-1: de leerling voldoet niet aan de </td> </tr> </tbody> </table>	Capital letters and interpunction (3)	Grammar (3)	Spelling (vocabulary) (3)	Sentence structure (3)	Content (3)	- Zeer goed: 2-3: Perfect gebruik van hoofdletters en leestekens met mooie zinsbouw tot gevolg. - Voldoende: 1-2: Standaard en correct gebruik	- Zeer goed: 2-3: zeer goed tot uitstekend gebruik/toepassing van de grammatica. - Voldoende: 1-2: kennis en toepassing van de grammatica is voldoende.	- Zeer goed: 2-3: lexicaal gevarieerde en correct gespelde tekst - Voldoende: 1-2: basiswoordensch at en spelling is gerespecteerd.	- Zeer goed: 2-3: zeer goed gestructureerde tekst. - Voldoende: 1-2: standaard structuur (inleiding, midden, slot) is gerespecteerd	- Zeer goed: 2-3. Alle gevraagde elementen komen aan bod en zijn correct. -Voldoende: 1-2. De inhoud is correct maar blijft beperkt tot enkel de basiskennis. - Zwak: 0-1: de leerling voldoet niet aan de
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			<p>van hoofdletters en leestekens. - Zwak: 0-1: Geen, weinig of incorrect gebruik van hoofdletters en leestekens.</p>	<p>- Zwak: 0-1: de kennis en toepassing van de grammatica is onvoldoende</p>	<p>- Zwak: 0-1: bevat veel voorkomende fouten en is een lexicaal arme tekst.</p>	<p>- Zwak: 0-1: geen structuur, de tekst is chaotisch en onsamenhangend - poging tot structuur maar onvoldoende</p>	<p>criteria en de kennis is onvoldoende gestudeerd.</p>
Round-up / production / after							
<p>OBJECTIVES FROM LESSON PLAN 1</p> <p>S7: 'Papacy'</p> <p>S6</p>	<p>10 – 20 min</p> <p>20 min</p>	<p>Aanschouwelijk Activiteitsprincipe Beperkingsprincipe</p> <p>Source research <u>Work bundle</u></p> <p>Questions <u>Pope Innocent III</u></p>	<p>Third phase: Extra time</p> <ul style="list-style-type: none"> - If there is a time shortage the pupils are given to opportunity to finish their essay during lunch break. In total they would only get about 10-20 minutes extra depending on how long the presentations took. In total they get about 50 minutes to write the essay! <p>If, by a miracle, the class runs shorter than expected, I will finish the last two pages of the work bundle. These two pages cover the Fourth Crusade and the consequences of the Crusades.</p> <p>Below you can find a piece of <u>the first lesson plan</u> that covered those two specific parts:</p> <p>You would think that this would be the end of the crusades, since a peace treaty was signed between the two major parties. However, one more <u>major</u> crusade will take place. First we're going to fill in Source 13 and then based on that and the map we can complete the questions.</p> <p>First we complete general questions (when, who,...)</p>				

<p>K6 + S1</p> <p>K6</p>	<p><u>Map</u></p>	<p>So a new Crusade was called for by Pope Innocent III. If we look on the map we can see where the major battles will take place. Which two can you find?</p> <ul style="list-style-type: none"> • Battle of Zara • Battle of Constantinople (a bell should already ring!) <p>Why is Constantinople a surprising location?</p> <ul style="list-style-type: none"> • It's not in the Holy Land. • Constantinople is an ally.
<p>S1</p>	<p>Source research / scheme</p> <p><u>Work bundle</u></p> <p><u>Photo</u> <u>major figures</u></p> <p>Card game</p>	<p>Exactly, so something happened between Europe and the Byzantine Empire. We're going to read what happens in <i>Source 14</i> and once again make a scheme of the major figures.</p> <p>We read together and make scheme (scanned in file: scheme 2)</p> <p>To finish off the Fourth Crusade, I have prepared a small card game. Each of you gets a set of cards with the events that took place during the Fourth Crusade. It's your job to put them in chronological order! Is that clear for everyone?</p>
<p>K6</p>	<p><u>Cards</u></p> <p>Questions</p>	<p>Pupils do the exercise and we correct together. (separate file: cards)</p> <p>Was the Fourth Crusade a success? Why/why not?</p> <ul style="list-style-type: none"> • No, the crusade didn't even take place in the Holy Land. Nothing was achieved.
<p>K7 + S7: 'monastic'</p>	<p><u>Military orders</u> <u>Knights Templar</u></p>	<p>The only things that's left now are the consequences of these wars. In reality it took around 200 years for the crusades to end, but for the sake of this class, I only put focus on the first 4 (which are arguably the most important).</p> <p>Firstly we have to discuss the military consequences of the crusades. When the First Crusade came around, the invention of the military orders and organisations also came. The earliest military orders, like for example the Knights Templar, vowed to be obedient to the church and live in poverty. Each member had to take the vows, but apart from the traditional 'monastic' ones, it also meant that they were committed to murder on behalf of the church.</p>

BORDSCHEMA

	<p>Presentations + possibly scheme</p>	
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LESVOORBEREIDINGSFORMULIER

Naam student: Michiel Vandebosch	Contactpersoon opleidingsinstelling
Opleidingsonderdeel: History	Pedagoog: Annemie.skopinski@pxl.be
Didactische oefening - stageles	Vakdidacticus: Kris.gillijns@pxl.be John.aelbrecht@pxl.be

Identificatie van de les	
School: Koninklijk Atheneum Plus/1	Leervak: History (immersion)
Klas (+ aantal lln.): 4CLIL - ASO	Lesonderwerp: The Reformation
Optie/Richting: Mix	Datum: 06/03 + 13/03
Vakmentor	Lesuur: 1+2 x 2
naam: Touria Gandoul	Work bundle
e-mailadres: Touria.gandoul@telenet.be	Powerpoint presentation
telefoon:	Bijlagen: Test Vocabulary list

<p>Situering in het leerplan</p> <p>Leerplannummer:</p> <p>GO! 2012-010</p> <p>Leerplandoelstelling(en) en leerinhoud(en):</p> <p>LPD 61: de bestudeerde leerinhouden van de westerse samenlevingen tussen 1450 en 1650 situeren in tijd en ruimte en het verband aangeven tussen beide.</p> <p>LPD 62: minstens 1 probleemstelling per bestudeerde leerinhoud van de westerse samenlevingen tussen 1450 en 1650 uitwerken.</p> <p>LPD 63: door de leraar aangereikte of zelf gevonden informatie over de westerse samenlevingen tussen 1450 en 1650 aan de hand van vragen of een afgebakende opdracht kritisch analyseren, hoofd- en bijzaken erin van elkaar onderscheiden en er de nodige gegevens uit halen om een probleemstelling te beantwoorden.</p> <p>LPD 66: begrippen die gerelateerd zijn aan de westerse samenlevingen tussen 1450 en 1650 binnen hun specifieke context verklaren en, waar mogelijk, in andere contexten toepassen.</p> <p>LPD 67: minstens één kenmerk per maatschappelijk domein van de westerse samenlevingen tussen 1450 en 1650 uitleggen en beoordelen als vernieuwend of behoudend. (protestantisme vs rooms-katholicisme + invloed boekdrukkunst.)</p> <p>LPD 68: mogelijke onderlinge verbanden en wisselwerkingen binnen en tussen de maatschappelijke domeinen van de westerse samenlevingen tussen 1450 en 1650 aantonen. (Thirty Years War)</p>

Eindterm(en) of ontwikkelingsdoel(en):

ET 3 / ET 4 / ET 6 / ET 9 / ET 10 / ET 15 / ET 17 / ET 18 / ET 19 / ET 25 / ET 27 / ET 29 / ET 30

VOET (vanaf 2^e jaar):

ET 1: brengen belangrijke elementen van communicatief handelen in praktijk;

ET 4: blijven, ondanks moeilijkheden, een doel nastreven;

ET 5: houden rekening met de situatie, opvattingen en emoties van anderen;

ET 6: kunnen schoonheid ervaren;

ET 8: benutten leerkansen in diverse situaties;

ET 9: zijn bereid zich aan te passen aan wisselende eisen en omstandigheden;

ET 10: engageren zich spontaan;

ET 13: kunnen onderwerpen benaderen vanuit verschillende invalshoeken;

ET 14: gaan alert om met media;

ET 18: gedragen zich respectvol;

ET 19: dragen actief bij tot het realiseren van gemeenschappelijke doelen;

ET 25: stellen kwaliteitseisen aan hun eigen werk en aan dat van anderen;

ET 26: gaan om met verscheidenheid;

Informatie over de didactische beginsituatie

Praktisch (lokaal, materiaal, leraar, school,...)

Desks, chairs. Blackboard and stereo for any video footage or listening exercises. Computer with overhead beamer.

Leerling (belangstelling, onderlinge relaties, leer- en gedragsproblemen)

1 OKAN student Ahmed (very good in English)

1 student with ASS Abdellah (highly intelligent, very resourceful and motivated, curious)

2 student from the Latin-Greek class Jackie and Anne-Laura (strong and motivated)

2 students from economy class 'Prifty and Caner [djanèr] (verbally strong in English, but argumentation isn't their strongsuit)

4 students from the science dept. Sama (girl), Mustafa, Lander and Stepan (3 are rather lazy, all 4 are intelligent enough, but 3 need class management!). Especially Mustafa need to be kept in check and at work Vakinhoudelijk (voorkennis, ervaring,...)

No specific knowledge of the crusades.

- Christianity to a certain extent
- Islam
- Roman and Carolingian Empire

Persoonlijke aandachtspunten

Language focus – Approachable and clear

Focus on definitions and instructions – Creating clarity
 Pacing of the class – Let the materials flow, avoid getting stuck on one point

Verwachte knelpunten (!) en differentiatie (inhoudelijk, organisatorisch,...) (vanaf 2^e jaar)

- 1 Time shortage
- 2 Build-up
- 3 Class management
- 4 Formats
- 5 Language

Objectives

Knowledge (K):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- K1: The pupils understand what made Martin Luther change his direction in life.
 K2: The pupils name the main reason Luther's father was unhappy with his son's decision.
 K3: The pupils list some of the key differences between Catholicism and Protestantism according to Luther.
 K4: The pupils understand why Luther translated the Bible (and which value it had).
 K5: The pupils understand the importance of the 95 theses and the ability to print.
 K6: The pupils list the five key characteristics of Calvinism.
 K7: The pupils understand why King Henry VIII reformed the church.
 K8: The pupils list some of the main differences between Anglicanism and Catholicism.
 K9: The pupils list some of the main consequences of the Reformation.

Skills (S):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- S1: The pupils are able to critically analyse a source text and derive information from it.
 S2: The pupils can derive information from one or more images (possibly comparing them).
 S3: The pupils are able to responsibly use their smartphone to look up information regarding the Reformation.
 S4: The pupils are able to listen to (and analyse) a video for answers.
 S5: The pupils are able to analyse maps to answer questions.
 S6: The pupils are able to match the right picture with the right statement (with help of their smartphones.)
 S7: The pupils are able to describe following terms in their own words: Reformation, indulgence, heretic, logic, rhetoric, Protestantism, Humanism, Diet of Worms.

Attitudes (A):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- A1: The pupils are concentrated during an exercise
 A2: The pupils pay attention during class.
 A3: The pupils think critically about a question or problem.
 A4: The pupils are prepared to work together in groups or pairs. (optional)
 A5: The pupils are prepared to spontaneously answer a question *in English*.
 A6: The pupils show respect for each other.

Analyses of the content structure

Relations

1. Germany – Martin Luther:
 - Elsleben, Germany (1483): Family = normal + sombre -> father = mineworker
BUT wants a better future for his son -> Luther = Lawyer?
 (Great student + good marks **BUT** school = hell)
 -> University of Erfurt (1501): Rhetoric + logic.

- Legend: Luther = caught in storm (*afraid for his life*) -> Call to St. Anna (patroness of mineworkers + mother of Maria)
 - > Deal: Make it out of the storm = becoming monk
 - > Father ≠ happy **BUT** Luther promised
- Monastery: First years: Luther = Very frustrated (religion + church)
 - > New ideas (1513) = beginning of *Reformation*

Reformation

- *Part 1*: Luther + *Protestantism* vs. Pope + Catholicism
 - = bible + soberness vs. wealth + religious attributes
 - > Bible = true source of religion
 - > Translation from Latin = public accessibility
- *Part 2*: Pope Leo X: demands money -> Saint Peter's Basilica
 - > Luther: criticism on *indulgences* -> *95 theses* = true religion
 - > chain reaction across Europe -> word of mouth + *printing*
- *Part 3*: Catholic Church -> reaction = conviction of *heretics* + caricatures / propaganda
 - > vice versa (Luther vs. The Church)
 - > *Diet of Worms* (1521): Luther = heretic -> flees + works banned

2. Switzerland – John Calvin

- French theologian: Father = notary working for bishop
 - > Calvin needs to become prosperous in *theology*
 - > studies: exposed to *humanism* = tolerance + non-discriminant + open-minded
- Calvin: study three ancient languages = Greek + Hebrew + Latin -> study of the bible
 - > France = intolerant towards Reformation -> Calvin: to Geneva, Switzerland
 - > Calvin + Guillaume Farel (preacher) = spread of *Calvinism*
- Magnum opus = *Institutes of the Christian Religion* (major protestant work)

Calvinism:

- *Total depravity*: Every human is sinful + Sinfulness is in the heart and mind
- *Unconditional salvation*: God is the only saviour -> damnation vs. salvation
- *Limited atonement*: Christ (son of God) died but was not damned
- *Irresistible grace*: Receiving saviour = internal and uncontrollable
 - > salvation can't be escaped
- *Perseverance of the Saints*: God is relentless + perseveres

3. England – King Henry VIII

- No religious philosophy <-> juridical incentive = desperation for male *heir*.
 - > King Henry VIII + Catharina of Aragon = married + one daughter
 - BUT** King Henry needed a *male* heir = dynasty + fit ruler
 - > marriage is cursed = divorce + request Pope to remarry -> not allowed
 - > English Reformation to *Anglicanism* (1534) + *Act of Supremacy*
 - > married *six times*: one son survives -> dies at age 16
 - > Wife rhyme: '*divorced, beheaded, died, ...divorced, beheaded, survived.*'

Anglicanism:

- Authority of the Pope: non-existent <-> authority of scripture + Independence
- Divorce = recognition + ability to remarry <-> religious impossibility + remarriage = sin
- Contraception + abortion = allowed + liberal view (*under certain circumstances*)
 <-> natural family planning + abortion = murder
- Clergy: Women (+ *homosexuals*) = allowed <-> Catholics permit neither

4. Consequences:

- Humanism: man at the centre of the universe. Learning and thinking without God. Reasoning without the Bible. + enlightened society
- Religion: Spread of new religious movement throughout Europe + *Counter Reformation and the Council of Trent*
- Military: *Thirty Years War + Treaty of Westphalia.*

Research question

How did Protestantism come to be, what did it entail and what were the consequences of the clash with the Catholic Church?

Leermiddelen (voor leraar en leerling; handboeken, transparanten, werkblaadjes, cursus,...)

Work bundle
 Presentation
 Vocabulary list

Geraadpleegde bronnen (internet, bijkomende handboeken, handleidingen,...)

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Te noteren in de schoolagenda

The Reformation. Work bundle. (digitale agenda)

LESUITWERKING				
Doelstellingen	Tijd	Didactische principes Werkvormen <u>Materiaal</u>	Activiteit leraar Vragen, bijvragen leraar • Activiteit leerlingen	!
Presentation / Before / Motivation				
	5 min	<p>Motivatiefase</p> <p>Questions / personal life <u>Pupils</u></p> <p>Current events</p> <p>Problem</p>	<p>Introducing myself, etc.</p> <p>This may be a very personal start for some pupils!!</p> <p>Who amongst you still actively goes to church? (church/mosque)</p> <ul style="list-style-type: none"> • Pupils answer honestly <p>➔ Possible conclusion: religion isn't as powerful/influential as it once was.</p> <p>What other religions do you know outside of your own?</p> <ul style="list-style-type: none"> • (Christianity/ Catholicism & Islam) • Buddhism • Judaism • ... <p>Very good. Now, do these religions always agree with each other?</p> <ul style="list-style-type: none"> • No <p>There are obviously too many differences to cover, but usually we disagree about our image of God and certain principles our religion has. What is the best example of a current conflict between religions?</p> <ul style="list-style-type: none"> • IS / attack in the Middle-East and in Europe <p>Of course. Obviously we can't generalise and say these are the actions of the Islamic religion, because that would be wrong. However, these struggles and problems between religions have always existed to a certain extent.</p>	

		<u>Timeline</u>	In the 15th – 16th century a similar religious movement was started by Martin Luther. His views will cause major changes in Europe. We are going to take a look at what he and others did for society.
<i>Practice / During / Execution</i>			
K1	20 min	<p>Activiteitsprincipe Aanschouwelijk Beperkingsprincipe Instruct / anecdote <u>Picture Luther</u> <u>Map Elsleben</u></p> <p>Legend <u>Anecdote</u> <u>Photo St. Anna</u> <u>Painting / photo</u></p> <p><u>Work bundle</u> <u>Vocabulary list</u></p> <p><u>Work bundle</u></p> <p><u>Work bundle</u></p>	<p>Hour 1</p> <p>To start off, I'm going to tell you something more about Martin Luther himself. This way you have an idea of why he became one of the most important people in the history of Christianity. Martin Luther was born the 10th of November, 1483 in a small town called Elsleben in Germany. He came from a regular a family. His father was a mineworker but always wanted a better future for his son. He knew how hard the life in the mines were and so he wanted Luther to become a lawyer. Although Luther always had great marks, he described school as hell. He strongly disliked studying but still managed to do very well.</p> <p>In 1501, at the age of 18, he went to the University of Erfurt. There, he would get his master's degree in Logic and Rhetoric. At the time, it seemed like Luther was on his way to become a successful lawyer. However, in 1505 something happened to Luther that forever changed his life.</p> <p><i>The legend goes that Luther was on his way home when he got caught in a storm. He feared he would not make it home and die. Fearing for his life, he called out to the only 'person' he could rely on, namely patroness saint Anna. He made a deal with her that if he made out of the storm alive, he would become a monk. Luther survived the storm. The decision to become a monk never sat well with his father, but he had to keep a promise.</i></p> <p>Many historians believe the idea or choice to become a monk wasn't spontaneous. It was something buried within Luther that never came out. His first years in the monastery were very tough. Luther was frustrated with religion and the church. It isn't until 1513 that he will truly understand what religion means to him, and this is what we're going to research in our work bundle today.</p> <p>Hands out materials</p> <p>Answer questions page 1 and 2.</p> <p>Page 3</p>
K1 + K2 S7: 'logic' + 'rhetoric'	6 min		

<p>S7: 'Reformation'</p>		<p>Questions</p>	<p>The ideas of Luther were put into practice, which is going to set off the Reformation (the subject of this class). What could the word 'reformation' mean?</p> <ul style="list-style-type: none"> • To change something. • To make something better. 	
<p>S1 K5</p>		<p>Instruct</p>	<p>Aside from the ideological differences, Luther had one major problem with the church that he desperately wanted to change.</p>	
<p>S3 + S7: 'indulgence'</p>		<p>Source analyses <u>Work bundle</u></p> <p>Questions <u>Picture 95 theses</u> <u>Picture basilica</u></p> <p><u>Picture indulgence</u></p>	<p>I read source 3</p> <p>So let's recap: why were the 95 theses written? What did the church want?</p> <ul style="list-style-type: none"> • More money (to fund the Saint Peter's Basilica) <p>And how did the church get the necessary funds? What did they sell?</p> <ul style="list-style-type: none"> • Indulgences <p>Look up a translation with your smartphone of 'indulgence'. What is it?</p> <ul style="list-style-type: none"> • Een 'aflaat' <p>Exactly, and can somebody tell me (in Dutch possibly) what an indulgence is?</p> <ul style="list-style-type: none"> • Ideal answer: It is a piece of paper or a document that makes sure your sins are forgiven and you can to heaven. <p>Very good, and so these 95 theses express his distaste for the churches practices in the 'trade of indulgences'.</p>	
<p>S4</p>		<p><u>Smartphone activity</u> <u>Smartphone</u></p> <p><u>Video</u></p> <p>Video analyses <u>Work bundle</u></p>	<p>Video 1: https://www.youtube.com/watch?v=3P1YplwPzxQ</p> <p>Analyses + answering questions</p>	

<p>K4</p> <p>S7: 'heretic'</p> <p>S2</p> <p>S7: 'Diet of Worms'</p>	<p>6 min</p>	<p>Beperkingsprincipe Questions</p> <p>Instruct</p> <p><u>Smartphone</u></p> <p>Image analyses <u>Caricatures</u></p> <p>Instruct <u>Diet of worms</u> <u>picture</u></p> <p>Activiteitsprincipe</p>	<ul style="list-style-type: none"> • So that regular people could understand it. <p>And so if regular people can read it, what is no longer necessary? Whose role gets smaller and smaller?</p> <ul style="list-style-type: none"> • The church's <p>Very good. Regular people started to learn that religion was about believing in the Bible. The church was an unnecessary part of religion that clouded people's minds.</p> <p>Lastly, how can we see that this particular piece of art was made by a supporter of Luther?</p> <ul style="list-style-type: none"> • The scale is tipping to Luther's side. <p>Now, will the church be happy with this? Why? (very obviously)</p> <ul style="list-style-type: none"> • No, they will lose income and power. <p>Something called the Counter-Reformation will take place as a reaction to the Reformation, but more on that <i>next week</i>. However, one of the things the Catholic Church will do is convict people as <i>heretics</i>. (I give the translation as well: '<i>ketter</i>') What is a heretic/ketter?</p> <ul style="list-style-type: none"> • Someone who doesn't have the same viewpoints as you (or in this case the Catholic Church). <p>Answering first question page 5</p> <p>Another thing the church as well as Luther's followers did was make/create propaganda art slandering the opposite group.</p> <p>Analyses caricatures + answering questions</p> <p>In 1521, Luther will be called before the <i>Diet of Worms</i>. He himself will be convicted a heretic and his works will be banned from the public. However, his efforts were enough to spark the Reformation throughout Europe.</p> <hr/>	
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<p>S1 + S3</p>	<p>20 min</p>	<p>Instruct Map religions</p> <p>Questions</p> <p>Source analyses Work bundle Smartphone</p> <p>Questions Photo Henry VIII</p> <p>Photo Catharina of Aragon</p>	<p>- (Switzerland: doesn't technically count since it originated there.)</p> <p>Alright very good. One more question</p> <p>Yes, so what would be one good way to describe to religious situation over there (in one word)?</p> <ul style="list-style-type: none"> • Messy • Difficult • Chaotic • ... <p>In today's world, the situation isn't that different. This map shows the entire planet, and each colour is a different religion. Now even this isn't detailed enough, because we know that in Europe alone, there is an enormous variety of beliefs.</p> <p>Then lastly, what other religion can you did we mention before?</p> <ul style="list-style-type: none"> • Anglicanism <p>And there is only one place it was active for some reason. Where?</p> <ul style="list-style-type: none"> • England <p>Pupils read source 8 in duo's and answer the questions. Two of the questions have to be answered using the smartphone!</p> <p>We're going to discuss your answers. Firstly, King Henry VIII was kind of different from the other reformers, why?</p> <ul style="list-style-type: none"> • He didn't reform for any religious reasons really. <p>So why did he protest against the church then?</p>	
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K7			<ul style="list-style-type: none"> • He thought his marriage with his wife was cursed because she only birthed girls. He needed to remarry to have a better chance for a male heir. <p>Now we're at the first questions: why was a male heir so important? Why wasn't a girl good enough?</p>	
K7		<p><u>Smartphone</u></p>	<p>(smartphone): And so which dynasty was Henry VIII part of?</p> <ul style="list-style-type: none"> • Tudor dynasty <p>(smartphone) This dynasty was still fairly young and had to remain strong. How old was this dynasty (when did it start)?</p>	
S3		<p>Questions <u>Photo Pope Clement VII</u> <u>Photo 'Act of Supremacy'</u> Smartphone activity <u>Work bundle Smartphone</u></p>	<ul style="list-style-type: none"> • It started in 1485 and Henry VII was the second monarch in the dynasty. <p>The Pope plays an important role in this, which is? What is the relationship between Henry VIII and the Pope?</p> <ul style="list-style-type: none"> • The Pope had to give permission to Henry VIII to remarry. He refused to help and Henry VIII took matters into his own hands. <p>Lastly, describe to me what the 'Act of Supremacy' is?</p> <ul style="list-style-type: none"> • He became the only Supreme Head on earth of Church of England which basically means he had full control over religious matters and he could remarry. <p>The following part may end up being scrapped and we may have to move to the round-up considering it takes up a bit of time. Page 9 will then be moved to the following hour or skipped entirely. The test won't evaluate page 9 either.</p> <p>Now we once again have some exercises you have to solve using the smartphone. First, you have to look up the differences between Anglicanism and Catholicism. There are very similar and almost identical in some ways, so watch out.</p>	

<i>Production / After / Repetition or round-up</i>			
K9 (test)	10 min	Integratieprincipe Aanschouwelijk Round-up / instruct <u>Photo humanism</u> <u>Photo counter-Reformation, Council of Trent, Thirty Years War and Treaty of Westphalia</u>	<p>The consequences of the Reformation are listed on page 10. You do NOT have to study these for the test. I'm going to quickly go over them now, next week we'll continue after the test. The Reformation was all about humanism, which could be considered the exact opposite of religion. Religion is about God or a higher power being at the centre of the universe. Humanism teaches us that we make our own choices without any interference of the Bible.</p> <p>This way of thinking caused a lot of trouble in a very religious period in history. Nowadays, humanism is largely respected. Back then, humanism was new and controversial, causing a threat to one of the most powerful institutions in the world (the church).</p> <p>The church started to attack the reformers during the <i>Counter-Reformation</i>. An all-out war called <i>The Thirty Years War</i> was fought out between the church and the protestants. The eventual outcome of this conflict will be covered next week AFTER the test.</p>

BORDSCHEMA

	<p>Presentation</p>	
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LESVOORBEREIDINGSFORMULIER

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Identificatie van de les	
School: Koninklijk Atheneum Plus/1	Leervak: History (immersion)
Klas (+ aantal ln.): 4CLIL - ASO 10 pupils	Lesonderwerp: Test + Counter-Reformation
Optie/Richting: Mix	Datum: 06/03 + 13/03
Vakmentor	Lesuur: 1+2 x 2
naam: Touria Gandoul	Bijlagen: Work bundle + exercises
e-mailadres: Touria.gandoul@telenet.be	Vocabulary list
telefoon:	Board
	Cards

<p>Situering in het leerplan</p> <p>Leerplannummer:</p> <p>GO! 2012-010</p> <p>Leerplandoelstelling(en) en leerinhoud(en):</p> <p>LPD 61: de bestudeerde leerinhouden van de westerse samenlevingen tussen 1450 en 1650 situeren in tijd en ruimte en het verband aangeven tussen beide.</p> <p>LPD 62: minstens 1 probleemstelling per bestudeerde leerinhoud van de westerse samenlevingen tussen 1450 en 1650 uitwerken.</p> <p>LPD 63: door de leraar aangereikte of zelf gevonden informatie over de westerse samenlevingen tussen 1450 en 1650 aan de hand van vragen of een afgebakende opdracht kritisch analyseren, hoofd- en bijzaken erin van elkaar onderscheiden en er de nodige gegevens uit halen om een probleemstelling te beantwoorden.</p> <p>LPD 66: begrippen die gerelateerd zijn aan de westerse samenlevingen tussen 1450 en 1650 binnen hun specifieke context verklaren en, waar mogelijk, in andere contexten toepassen.</p> <p>LPD 67: minstens één kenmerk per maatschappelijk domein van de westerse samenlevingen tussen 1450 en 1650 uitleggen en beoordelen als vernieuwend of behoudend. (protestantisme vs rooms-katholicisme + invloed boekdrukkunst.)</p> <p>LPD 68: mogelijke onderlinge verbanden en wisselwerkingen binnen en tussen de maatschappelijke domeinen van de westerse samenlevingen tussen 1450 en 1650 aantonen. (Thirty Years War)</p>

Eindterm(en) of ontwikkelingsdoel(en):

ET 3 / ET 4 / ET 6 / ET 9 / ET 10 / ET 15 / ET 17 / ET 18 / ET 19 / ET 25 / ET 27 / ET 29 / ET 30

VOET (vanaf 2^e jaar):

ET 1: brengen belangrijke elementen van communicatief handelen in praktijk;

ET 4: blijven, ondanks moeilijkheden, een doel nastreven;

ET 5: houden rekening met de situatie, opvattingen en emoties van anderen;

ET 6: kunnen schoonheid ervaren;

ET 8: benutten leerkansen in diverse situaties;

ET 9: zijn bereid zich aan te passen aan wisselende eisen en omstandigheden;

ET 10: engageren zich spontaan;

ET 13: kunnen onderwerpen benaderen vanuit verschillende invalshoeken;

ET 14: gaan alert om met media;

ET 18: gedragen zich respectvol;

ET 19: dragen actief bij tot het realiseren van gemeenschappelijke doelen;

ET 25: stellen kwaliteitseisen aan hun eigen werk en aan dat van anderen;

ET 26: gaan om met verscheidenheid;

Informatie over de didactische beginsituatie

Praktisch (lokaal, materiaal, leraar, school,...)

Desks, chairs. Blackboard and stereo for any video footage or listening exercises. Computer with overhead beamer. (if problems with equipment: PowerPoint printed out, videos on laptop.)

Leerling (belangstelling, onderlinge relaties, leer- en gedragsproblemen)

1 OKAN student Ahmed (very good in English)

1 student with ASS Abdellah (highly intelligent, very resourceful and motivated, curious)

2 student from the Latin-Greek class Jackie and Anne-Laura (strong and motivated)

2 students from economy class 'Prifty and Caner [djanèr] (verbally strong in English, but argumentation isn't their strongsuit)

4 students from the science dept. Sama (girl), Mustafa, Lander and Stepan (3 are rather lazy, all 4 are intelligent enough, but 3 need class management!). Especially Mustafa need to be kept in check and at work.

Vakinhoudelijk (voorkennis, ervaring,...)

No specific knowledge of the crusades.

- Christianity to a certain extent
- Islam
- Roman and Carolingian Empire
- Reformation (Luther, Calvin, Henry VIII)

Persoonlijke aandachtspunten

Language focus – Approachable and clear
 Focus on definitions and instructions – Creating clarity
 Pacing of the class – Let the materials flow, avoid getting stuck on one point

Verwachte knelpunten (!) en differentiatie (inhoudelijk, organisatorisch,...) (vanaf 2^e jaar)

- 1 Time shortage
- 2 Build-up
- 3 Class management
- 4 Formats
- 5 Language

Objectives

Knowledge (K):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- K1: The pupils understand how the Counter-Reformation came to be.
- K2: The pupils list the two main topics that were discussed at the Council of Trent.
- K3: The pupils understand what role the Jesuits had in the Counter-Reformation.
- K4: The pupils see the difference between the Church's and the Protestants' way of applying confessionalization.
- K5: The pupils understand the link between the Counter-Reformation and the baroque.
- K6: The pupils list the three key characteristics of the baroque art form.

Skills (S):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- V1: The pupils are able to explain what the purpose of the Counter-Reformation was.
- V2: The pupils can give two examples of punishments carried out by the church and explain them.
- V3: The pupils can explain the double relationship the Jesuits had with the church.
- V4: The pupils can illustrate, with examples, the dual way the church made changes to itself.
- V5: The pupils are able to explain the atmosphere of mutual intolerance between the Catholic Church and the Protestants.
- V6: The pupils illustrate the difference between Lutheranism and Calvinism when it comes to confessionalization using examples.
- V7: The pupils can situate the baroque in time and place.
- V8: The pupils can apply the key characteristics of the baroque to a painting.
- V9: The pupils are able to explain the following terms in their own words: Counter-Reformation, inquisition, Jesuit, index, dogma, confessionalization, celibacy, visitation, church council, baroque, gesamtkunst/total art, chiaroscuro and rococo.

Attitudes (A):

+ verwijzing naar nummer van leerplandoel en eventueel VOET

- A1: The pupils are concentrated during an exercise
- A2: The pupils pay attention during class.
- A3: The pupils think critically about a question or problem.
- A4: The pupils are prepared to work together in groups or pairs. (optional)
- A5: The pupils are prepared to spontaneously answer a question *in English*.
- A6: The pupils show respect for each other.

Analyses of the content structure

Relations

1. Counter-Reformation = fierce movement -> reverse changes Protestant Reformation
 → Church = losing power + wealth -> persistent = torture + censorship + violence

2. Council of Trent (1545 – 1563) = punish heretics + reform the inner workings of the church
 - ➔ Punishments: - Index: List of forbidden books
 - Inquisition: hunt down + convict heretics
 - Jesuits: in direct line with Pope -> counter the Reformation
 - BUT** <-> Jesuits realised church was in desperate need of reform.
 - ➔ Changes (Reform): - Latin as the only language within the church.
 - Clergy needs higher academic education
 - Clergy had residential duty and lives by the celibacy
 - Changes (dogma): - Believing isn't enough to find salvation
 - All the seven sacraments are holy and necessary
 - Only educated men are allowed to preach the word of God.

3. Confessionalization = delineate doctrine -> bring people to either side -> Catholics vs Protestants = *mutual intolerance*
 - ➔ Catholics: Council of Trent = Punishments + Reform
 - ➔ Protestants: Lutheranism = Visitation: checking on religious believes within community
 - > means of control + alter 'incorrect' views or believes.
 - Calvinism = church council: creating stability within community
 - > means of control + actions to improve doctrine

4. Baroque = reflection + support on the Counter-Reformation thought -> Church + absolute monarchy
 - ➔ Goal = - Convince the common people of an ideological programme
 - Support the message of the Counter-Reformation
 - Show authority and glory by using precious materials
 - ➔ Characteristics = - Strong dynamic + movement in painting and sculptures
 - Use of expressivity + emotions (facial expressions)
 - Typically asymmetrical + use of diagonals
 - ➔ Baroque = 'gesamtkunst': Painting + sculpting + architecture + music = unified + coherent piece of art

5. Variants of the regular baroque:
 - ➔ Southern-Netherlands: - Rubens, Van Dyck, Jordaens,... -> International fame
 - > characterized by *chiaroscuro* = play with light and dark elements
 - ➔ Classical baroque -> used by absolute monarchies = Louis XIV of France
 - <-> huge contrast with regular baroque -> virtually no similarities
 - ➔ Rococo -> late 18th century (1730 – 1760) = castle + fancy neighbourhoods
 - > characterized by: - intimate atmosphere
 - graceful design
 - rounded corners

Research question

How did the Counter-Reformation unfold and what direct link is there with the baroque?

Leermiddelen (voor leraar en leerling; handboeken, transparanten, werkblaadjes, cursus,...)

Work bundle
Vocabulary list

Board game

Cards

Geraadpleegde bronnen (internet, bijkomende handboeken, handleidingen,...)

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Te noteren in de schoolagenda

The Reformation test + Counter-Reformation/baroque (board game)

LESUITWERKING				
Doelstellingen	Tijd	Didactische principes Werkvormen <u>Materiaal</u>	Activiteit leraar Vragen, bijvragen leraar • Activiteit leerlingen	!
<i>Presentation / Before / Motivation</i>				
	40 - 45 mi n	Principes: Motivatie Herhalings Integratie Evaluation <u>Test</u> Revision Questions <u>Pupils</u>	<p>First a short revision on the last pages of the bundle -> homework!</p> <p>To start off, we'll have the test on the Reformation. This test was made by me and will be corrected by me. I also ask the students an estimate on their mark at the end of the test. I feel that this is beneficial for their development. If they can estimate their mark accurately, it means they have a good understanding of their capabilities.</p> <p>To end the test, I go over the standard answers so that they have a general idea how the test went. This is something I learned through my teaching practice.</p> <p>Afterwards, I lead into the Counter-Reformation by quickly revising last class:</p> <p>What did we talk about?</p> <ul style="list-style-type: none"> • The Reformation <p>What is the Reformation? Key figures?</p> <ul style="list-style-type: none"> • A movement formed by Martin Luther. He protested against the church and the trade of indulgences, causing the Protestant Reformation. <p>What will happen to Luther?</p> <ul style="list-style-type: none"> • He will be banned after the Diet of Worms in 1521. <p>What can we conclude from this? How is the church going to react to the Reformation?</p>	

		Problem	<ul style="list-style-type: none"> • Violently • They will try to reverse the Reformation. <p>Exactly. Today, you will be investigating something called the Counter-Reformation. However, we're going to do this a little bit differently.</p>
<i>Practice / During / Execution</i>			
<p>All objectives are met during the board game!</p> <p>K1 – K6</p> <p>V1 – V9</p>	<p>50 min</p> <p>Principes: Motivatie Aanschouwelijk Activiteit Integratie Differentiatie</p> <p>Board game / Group activity</p> <p><u>Board</u> <u>Cards</u> <u>Dice + pawns</u> <u>Work bundles</u> <u>Vocabulary list</u> <u>Smartphone</u></p>	<p>You're going to be playing a board game today. However, you still need to learn something, so I came up with a simple system to combine both things.</p> <p>Rules:</p> <ul style="list-style-type: none"> - Step 1: You sit in groups of 3-4 people. - Step 2: You take turns throwing the dice. Everybody uses a differently coloured pawn. - Step 3: When you land on a question mark, you pull a card from the stack. - Step 4: Each card has number that correlates with a question or exercise. - Step 5: IN GROUP, you solve the question using the work bundle. (Use pencil if necessary) - Step 6: Back to step 1 <p>Symbols on the board:</p> <ul style="list-style-type: none"> - Question mark: pull a questions card. - Cage: skip a turn. - Falling man: go back 5 spaces. - Running man: go forward 5 spaces. - Double dice: role again/double turn. - Tombstone go back to the beginning. <p>TIPS: USE YOUR VOCABULARY LIST. OTHERWISE USE YOUR SMARTPHONE.</p>	

			<p>Groups (formed by me):</p> <p>Group 1:</p> <ul style="list-style-type: none"> - Emiran (Mustafa) - Lander - Anne-Laura <p>Group 2:</p> <ul style="list-style-type: none"> - Prifty - Stepan - Sama <p>Group 3:</p> <ul style="list-style-type: none"> - Caner - Abdellah - Jackie - Ahmed <p>Any questions? Please ask them.</p> <p>Each group is guided when/if necessary. Difficult concept might have to be explained for the entire class. I will call everybody to my attention. Afterwards, the board game resumes.</p>	
<i>Production / After / Repetition or round-up</i>				
V9	10 mi n	<p>Principes:</p> <p>Herhalings Beperkings Differentiatie</p> <p>Correction</p> <p><u>Work bundle</u></p> <p><u>Crossword puzzle</u></p>	<p>Technically speaking, the pupils are allowed to work on the exercises for the entire second hour.</p> <ul style="list-style-type: none"> ➔ IF there is no time left: I will assemble a correction key for the pupils to use. ➔ IF there is time left: I will correct the bundle and further explain certain key elements. 	

			<p>However, for groups that are done <u>early</u>, they can fill out a crossword puzzle I have prepared with all the necessary terms they need to know/study. I do this because some groups may be faster than others.</p> <p>TIP: The words INCLUDE SPACES that need be used in the actual crossword puzzle!</p>	
--	--	--	---	--

BORDSCHEMA

	<p>Presentation</p> <p>Possibly certain words or connections</p>	
--	--	--

6.3 Work bundles

The Crusades

Background

Why is pilgrimage a religious phenomenon?

.....

.....

.....

.....

.....

What is the Holy land?

.....

.....

Which religions claim the Holy Land? Consequence?

.....

.....

.....

To understand what the crusades are about, one needs to understand how a religious group functions. The crusades are about pilgrimage and defending what's holy. Religions all across the globe share this phenomenon of pilgrimage. They want to establish their place as a community in the world, pay for their sins or honour the birthplace of their religion. One of the earliest and most popular destinations for Christians has always been the Holy Land – A place where Jesus and his apostles had lived. The tradition to visit Jerusalem to honour great figures and places is part of being religious. These customs have been around for hundreds of years, and these spiritual attachments can cause conflict between groups or religions in this case. Christians, Muslims as well as the Jews claim the Holy Land as theirs. The crusades are a prime example of when these religions clash together. *Source 1*

The Holy Land



Most of the current Holy Land is in one country, which one?

.....

.....

What other countries are surrounding the Holy Land?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Cause of the crusades

Where? (origins)

When?



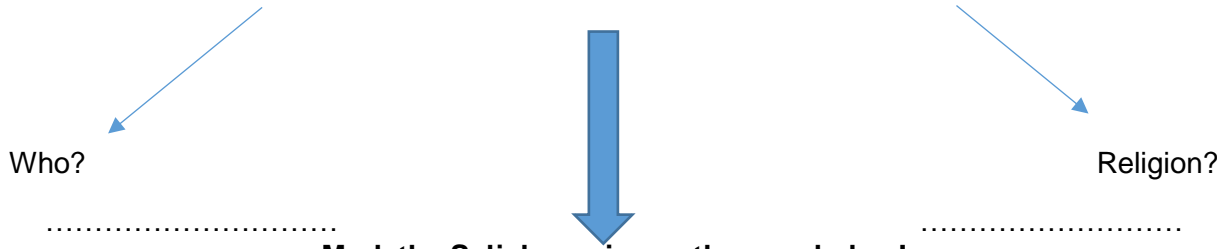
The main reason why the Crusades happened was the occupation of the Holy Land by the *Seljuk Turks*. The Seljuks are Turkish tribes that originated from Asia. They were a religious people, mostly following the Islam. During the 10th-11th century they will invade and migrate to parts of southeast Asia and eventually settle in the Middle-East. Their empire included Mesopotamia, Syria, Palestine and most of Iran.

These Turkish communities have always been more enclosed, self-sufficient and generally less tolerant towards other people. This meant that the Holy Land and city of Jerusalem were no longer a religious centre. The Seljuks claimed the territory to be theirs and started to attack the pilgrims visiting the birthplace of their religion.

Source 2

Who?

Religion?

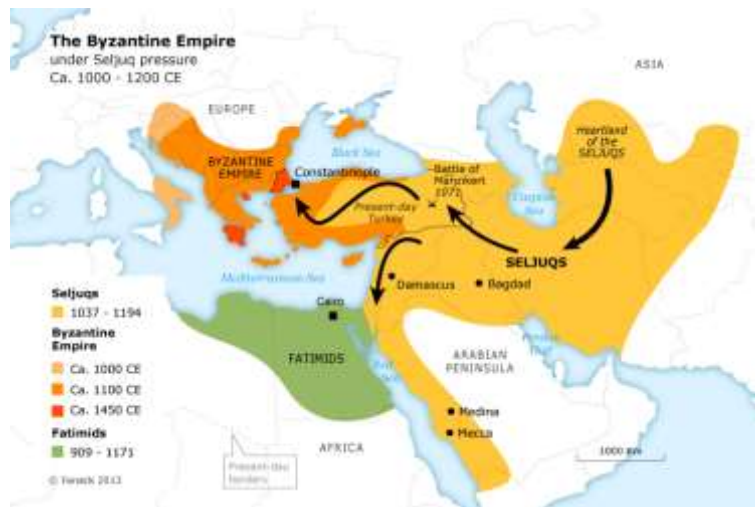


Mark the Seljuk empire on the map below!



The time of the crusades is a very interesting period in history. As we've seen, it was both a political and religious conflict between European and Turkish forces. At the end of the 11th century, Western Europe became a great world power. However, looming in the East of the Mediterranean Sea, was the Byzantine Empire. Further to the East we were able to find the Islamic Empire, posing an enormous threat to the Byzantine Empire as well as to the rest of Western Europe. The Seljuk Turks came from the East and gained a considerably large amount of territory in Anatolia. The Emperor of the Byzantine Empire, Alexius I, was losing this battle and needed help to defend his empire. In 1095, Alexius sent troops to Rome to ask for assistance from Pope Urban II. The Pope was requested to send mercenary troops to confront the Turkish threat. During the Council of Clermont in France, that same year, the Pope proposed the very first crusade. The Holy Land had to be recaptured, and so the armed pilgrimage of knights and citizens were set out to fight, wearing a cross as a symbol of the church.

Source 3



In what year was the first crusade proposed?

On what occasion?

Where was it proposed?

.....

Who are three main 'competitors' in the crusades? (Use text & image)

1.....

2.....

3.....

Explain the relationship between the following terms:

Byzantine Empire & Islamic Empire:.....

.....

Seljuk Turks & The Holy Land:

.....

Emperor Alexius I & The Pope:.....

.....

Development

First Crusade

Mark the shortest way from **Rome** to the **Holy Land**.



After the announcement of a crusade to protect the Holy Land, the East and West had to prepare in terms of equipment and for the long journey ahead of them. However, emperor Alexius soon realised Europe's forces weren't as large as anticipated, and so he had to provide a lot of warriors of his own.

The first crusade is also commonly known as the 'People's Crusade' as a result of the large number of regular peasants who contributed to the war apart from the regular armies. Usually these people had no particular skills, but were convinced by preachers, like *Peter the Hermit*, that devoted citizens would liberate the Church of God without honour or money in return. However, all of their sins would be forgiven in turn for their devotion.

Aside from the religious reasons to take part in the Crusades, many knights and peasants had other reasons. The Crusades, believe it or not, were a good opportunity for people to explore and go on an adventure. Although many of these Crusades were very demanding and violent, the urge to find and see new lands was irresistible to many.

Lastly, others were in it just for the money. The Middle-East was a very wealthy region on earth and some people liked the idea of getting rich off the Crusades. For some, the Crusades were a combination of these reasons. The military orders like the Knights Templar or The Knights of St. John fought during the Crusades because of religious reasons, but also had other influences. In the end, their presence wasn't all that valuable.

Source 4

Aside from a large army of peasants, commoners and knights, four regular armies of Crusaders were formed in different Western European regions. These armies were led by *Raymond of Toulouse, Godfrey of Bouillon, Robert of Flanders and Bohemond of Taranto*. In August of 1096 they started their journey to Byzantium, where they were supposed meet the People's Crusade led by *Peter the Hermit*.

However, Peter the Hermit resisted Emperor Alexius' advice to wait for the other crusaders and crossed the Bosphorus in early August. The invading Europeans got decimated in their first major battle with the Turkish forces. *Source 5*

In which regions were the four armies formed?

Toulouse =

Bouillon =

Flanders =

Taranto =

What was the original plan?

.....

What happened instead?

.....



Once the four armies arrived in Byzantium, they had to swear an oath to Emperor Alexius: all the territory they recaptured from the Turks as well as any other land that was conquered had to be under his rule. The Europeans had no right to control any of the Holy Land. All of the commanders took the oath *except* Bohemond of Taranto. *Source 6*



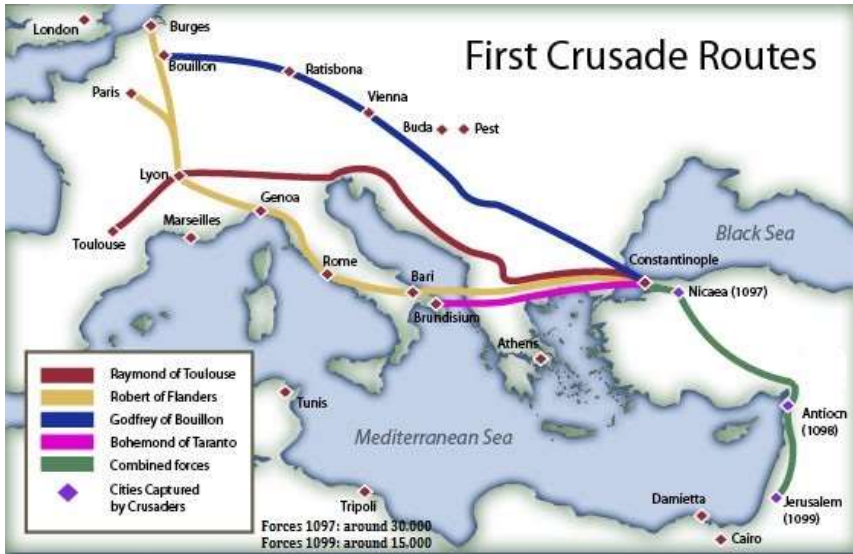
The Europeans had to take an oath.

What were the stipulations of that oath?

.....

What was Alexius afraid of?

.....



The First Crusade was one with pure intentions. Jerusalem had to be recaptured from the Islam. The armies were unified as one and started their journey from Constantinople all the way to the Holy City, capturing any important city along the way. They were persistent, violent and unbelievably determined to claim what was theirs. In total, they captured two/three major cities, starting with Nicaea, which was a swift and easy capture. *Source 7*

Although Nicaea was heavily protected by large armies of Seljuks, the spirit of the Crusaders was too great and their numbers too large for any opposition to matter. Unlike the Siege on Nicaea that went really smoothly, the Siege on Antioch took around 6 months before a victory was achieved. The forces had to survive through Winter and extreme conditions because they were unable to attack the city. However, Bohemond will persuade a rebelling Turkish soldier to open the gates to the city. A massacre followed. Bohemond, who had not taken the oath, will take over and conquer Antioch as a prince from that point on. Bohemond and his forces will not partake in the most important siege of all, the Siege of Jerusalem. When the crusaders first arrived they realised how tightly secured Jerusalem was with extremely high walls. To scale these walls, the crusaders were planning on building multiple siege towers, battering rams and catapults. After weeks of preparation, the crusaders finally penetrated the walls of Jerusalem. The city ran red with blood. *Source 8*

➔ Army count in 1096-1097:



City? Year?
What happened?



City? Year?
What happened?



City? Year?
What happened?

➔ Army count in 1099:.....

Was the first crusade a success? YES / NO

Second Crusade

After a surprisingly fast and successful crusade, most of the crusaders went home. Others stayed to form 'crusader states'. Source 9



Name the four crusader states.

- 1.....
- 2.....
- 3.....
- 4.....

What was their purpose?

.....

How did they defend themselves?

.....

Which crusader state is unprotected?

.....
 →

During the Muslims' own holy war or *Jihad* against the Christians, the Seljuks were able to gain ground from 1130-1144. Christian stability was completely thrown off once the Seljuk leader 'Zangi' was able to capture the state of Edessa. Europe was shocked. Christian authorities called for another crusade. Multiple routes were taken to get to the Holy Land. Source 10

When did the Second Crusade officially start?

.....

Two kinds of routes were taken:

- A route.
- A route.

Who took which route?

..... =

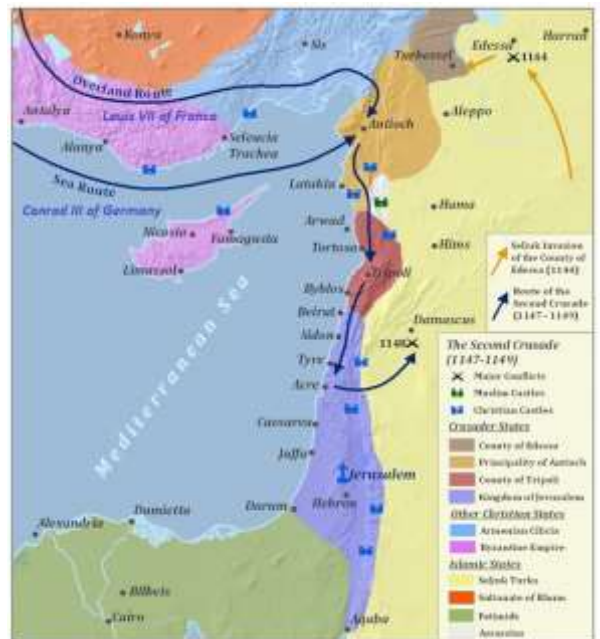
..... =

Where did both parties meet up?

.....

Give the two major battles that happened and the year. →

..... → Was the second crusade a success? YES / NO



Third Crusade

After Zangi (Seljuk leader during Second Crusade) died in 1146, a leader called Nur al-Din took over the forces together with his two generals Shirkuh and *Saladin*.

In 1169, after a siege on Cairo, Shirkuh died. Saladin became a major figure, even more so after Nur al-Din's death in 1174. He targeted the crusaders.
 Source 11



The Third Crusade started in after targeted the Multiple great rulers like from, from and Holy Roman Emperor Frederick Barbarossa fought during the Third Crusade. Unfortunately Barbarossa died due to in the year However, the armies continued their way to the major city of For the following two years the crusaders and Saladin's army will clash until Richard's forces defeated Saladin in the Battle of Arsuf (1191) and the Battle of Jaffa (1192). After re- establishing Christian control, they started to approach the city of However, a siege never happened and Richard and Saladin signed a peace treaty that brought the Kingdom of Jerusalem (*without the actual city of Jerusalem*) back under Christian rule and ended the Third Crusade in Source 12

Was the Third Crusade a success? YES / NO

Fourth Crusade

The Holy Land was stable for 7 years, until Pope Innocent III became head of the Christian church. The main goal of his papacy was a new crusade to recapture However, the Fourth Crusade didn't happen until 3 years after it was initially planned, and for good reason. Source 13

In what year did Pope Innocent call for a new crusade?

When did the Fourth Crusade start?



Who is still threatening the Holy Land?
.....

At what location did the Fourth Crusade take place?
.....

Why is this surprising?
.....
.....

What other major battle took place?
.....

Schematic major figures:

Due to internal struggles in Europe as well as struggles between Europa and the Byzantine Empire, the crusade was put on hold. The current emperor, Alexius III, came to the throne after blinding and imprisoning his younger brother Isaac II. Alexius IV, Isaac II's son, recently managed to escape Constantinople. He offered the crusaders, who had a different plan, to attack Alexius III in turn for financial support. In 1203 the crusaders organised a siege on Constantinople. By the end Alexius IV, the emperor's nephew, came to power in the Byzantine empire. However, Alexius IV couldn't keep his promises and tried to enforce the Byzantine church onto Rome. He was strangled in 1204. Constantinople got pillaged and looted later that year. Source 14

Card game: Put the events in chronological order.

Was the Fourth Crusade a success? YES / NO

Consequences

Military

- The birth of military orders.
- Traditional monastic vows + commit violence
- Orders like the Knights Templar = Huge military development
- Better weapons

Culture

- Knowledge: improvement on fields such as mathematics, healthcare/ medicine, astronomy and science.

Religion

- Solidified the Pope's control over the church.
- Intensity of devotion throughout Europe.
- Political ideas were influenced
- Highly negative effect on *interfaith* relations.



In general the crusades left a bitter taste in the mouths of many Europeans. By writers, the times of crusades was often described as unenlightened. Crusaders were brave to fight, but in reality they didn't see the illusion that religion had created. Muslims were honoured during that time as heroic and liberal. In some cases, writers would describe the crusades as something out of a fairy tale.

Source 15

The crusades had an impact on the Islamic world, even in more recent times. The German Emperor Wilhelm II will travel to Jerusalem in 1898 just to visit the grave of the great Saladin. Wilhelm was shocked by the state of which the grave was in. He paid to restore the grave, thus making sure that Saladin and the crusades were honoured and appreciated.

Source 16



Overview objectives

	The pupil knows...		The pupil is able to...
	The religious and political landscape before the Crusades.		Derive information from an image.
	How the Crusades started.		Interpret sources in a critical fashion.
	The turn of events during the first four Crusades.		Analyse maps to answer questions.
	The main consequences of the Crusades.		Explain relations between key figures.
	The historic significance that the Crusades have.		Describe the religious landscape of the Crusades.
	The functional language from the vocabulary list.		Use the right terms in the right context.
			Make a comparison between the religious landscape in the Middle-East, then and now.
			Give his/her own opinion about a certain point of debate or discussion.

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The Reformation (ca. 1450 – ca. 1540)

Germany - Martin Luther

Martin Luther was one of the most important people in the history of Christianity, and for a good reason. Luther himself was born in a small city called Elspeben in Germany on the 10th of November, 1483. He came from a very normal and sombre family. His father was a mineworker but always wanted his son to be a lawyer. He knew how demanding the life in the mines could be, and wanted a better future for his son. Luther was always a great student, despite the fact that he described school as hell. In the year 1501, Martin Luther went to the University of Erfurt, where he graduated with a master's degree in Logic and Rhetoric. At that moment it seemed like Luther was on a clear path towards becoming a lawyer. However, something changed his mind, which is why he's now a major figure in Christian history.

Source 1



General information	Who?	When?	Academic life and studies
	
	Place of birth?	Where?	
	
	Date of birth?	What?	
.....		
Background?	<i>Goal?</i>	
.....	

BUT

What ends up happening?

.....

Martin Luther will never become a lawyer, and will devote his life to religion, but why? The legend goes as follows:

“Luther was on his way home when he got caught in a storm. He feared he would not make it home and die. Fearing for his life, he called out to the only ‘person’ he could rely on, namely patroness saint Anna. He made a deal with her that if he it made out of the storm alive, he would become a monk. Luther survived the storm. The decision to become a monk never sat well with his father, but he had to keep a promise.”

Many historians believe the idea to become a monk was there for a long time, but Luther needed some kind of trigger to finally take the step. In the beginning, Martin Luther was very frustrated with religion and the church in general. It isn't until 1513 that he will truly understand what religion means to him.

Source 2

Saint Anna = +

Protects?

.....

.....

Deal = →

Why wasn't his father content with Luther's decision?

.....

.....

What is meant with a 'trigger' in this case?

.....

Luther's first years in the Monastery =

Why?

→ **Key year** =



Martin Luther will have some clear criticism toward the Catholic Church. Supposedly, the Reformation started when Pope Leo X demanded more money from regular citizens to fund and build the Saint Peter's Basilica in Rome by selling something called *indulgences*. Martin Luther would be so furious in 1517, he would write 95 theses describing what true religion should be about. It heavily criticized the Church's practices. The 95 theses set off a chain reaction not only in Germany, but all over Europe (Calvinism, Anglicanism). Soon afterwards, Luther would find supporters of his viewpoints everywhere.
Source 3



What are *indulgences*? (**Translation:**

Meaning:

95 Theses: <https://www.youtube.com/watch?v=3P1YplwPzxQ>

What does Luther say about the indulgence?

What do the people have to do?

How do the 95 theses start to spread? +

Importance?

.....

Why are the Catholics so worried at the end of the video?

.....

Indulgences: <https://www.youtube.com/watch?v=WiSCnZ4wSMo>

Does Martin Luther approve of the *trade of indulgences*? **YES / NO**

How can we see that in the video?

1.
2.

Did Martin Luther want to create another religion?

.....



Luther is often called the father of 'Protestantism'. What did he have to protest against?

.....

You can see there are two vastly different groups. Label them in the correct arrows.

In this picture, circle *The Pope* and *Martin Luther*.

In the middle of the picture we can see a

Assign the following characteristics to the right group:
religious attributes and sacraments, Bible, faith (sola fides), superstition, clergy, universal priesthood

Catholics	↔	Protestants

Characteristics of Luther's Protestantism

1. Only source of religion?

2. Sola fides doctrine?

3. Universal priesthood?

Martin Luther translated The Bible from, why?

.....

From that point on, was no long necessary. Believing was enough.

How can we see this artwork was made by a supporter of Luther?

.....

“Christians are to be taught to he who gives to the poor and lends to the needy, does a better deed than he who buys indulgences.”

The Church would react to this movement of reformers with force. Anyone who read and believed the work of Luther was labelled a *heretic*. They also tried to put Luther in a bad light by publishing various caricatures and propaganda works, and vice versa. *Source 4*

What is a *heretic*?

.....



What can you see?

.....
.....
.....

What does it mean?

.....
.....
.....

Who was it made by?

.....

What can you see?

.....
.....
.....

What does it mean?

.....
.....
.....

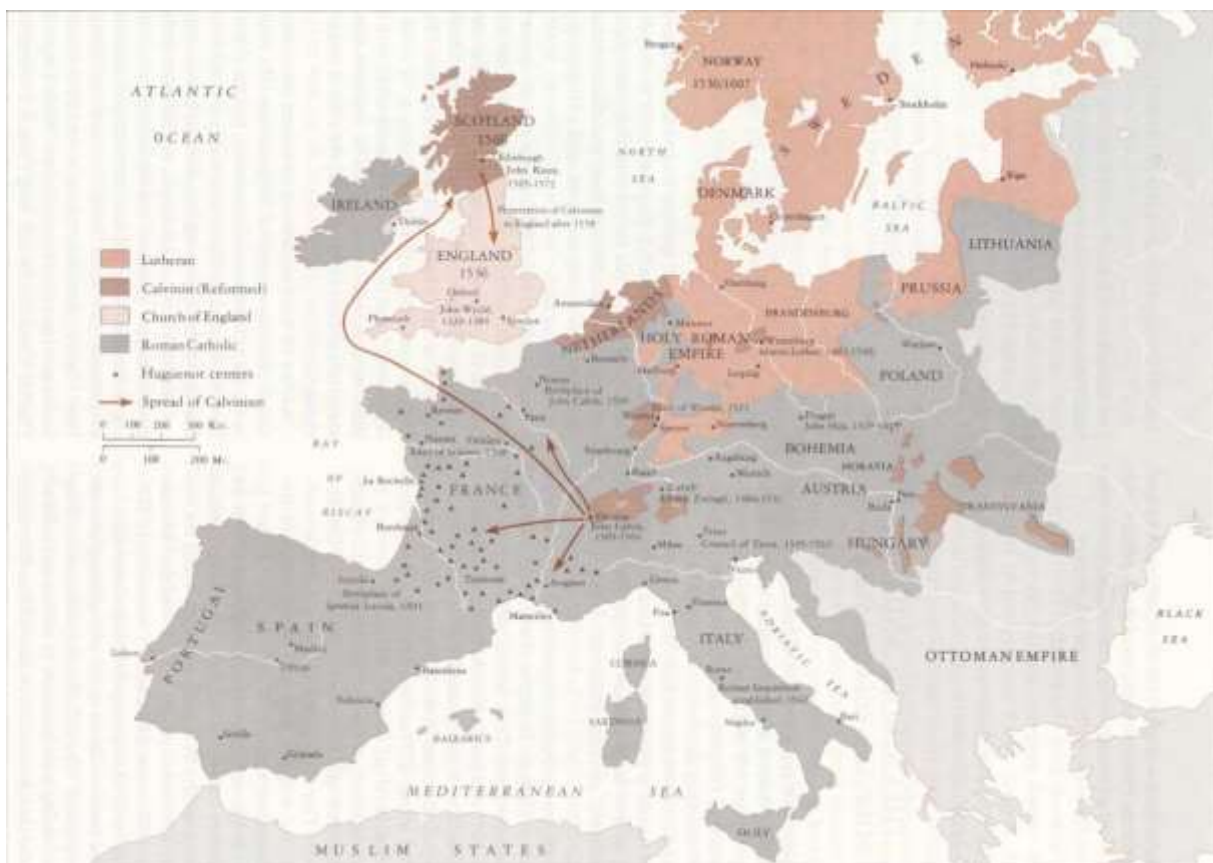
Who was it made by?

.....

In 1521, the Church would try and stop Martin Luther. He would be called before the *Diet/Edict of Worms*. The Church convicts Luther as a *heretic* and he has to flee. For the following years, all of Luther's work is banned from the public. Despite these unfortunate events, Luther would continue to fight against the Church for many years to come.

Aside for Luther's efforts to stand up against the church, many others followed in his footsteps. All of over Europe, enlightened reformers will be inspired by Luther's vision in Germany and the Netherlands, and try to reform their own communities. Pretty quickly, the entirety of Europa was fragmented. Source 5

Fragmentation



What religion is still the most dominant?

.....

What other major movements, aside Lutheranism, can we see on the map?

.....

.....

Switzerland – John Calvin

Martin Luther set off a chain reaction of reformers who wanted to share their views on religion. Most of these movements all shared some characteristics, which is why it quickly became very difficult to distinguish one movement from the other. *Lutheranism* is arguably the most important one, but a lot of men tried to follow in his footsteps, creating new religious movements of themselves. One of these men was John Calvin, a French theologian living in Geneva, Switzerland. His father, a notary working for a local bishop, wanted Calvin to become prosperous in the field of theology. During his studies he became exposed to humanism, which was influenced by the great Erasmus. Humanism had the general idea to reform the Catholic Church and bring the model back to the study of the Bible in its original languages. Humanism taught people to be tolerant and non-discriminant. It brought open-mindedness to society. Luther also largely based his ideas on the philosophy of humanism.

With this in mind, Calvin studied the three ancient Christian languages: Greek, Hebrew and Latin, in preparation for a study of the Bible. When France became intolerant towards the Reformation, Calvin fled to Switzerland to put his ideas into practice, starting with the small city of Geneva. By that time, Calvin was regarded as a protestant, although his theology has always been more conservative. His magnum opus, *'Institutes of the Christian Religion'*, gained him a good reputation among other protestant reformers. His partner, Guillaume Farel, was a preacher who was struggling to plant Protestantism in the city of Geneva. Although the town only had 10,000 people living in it, here is where the roots of Calvinism lay. From there, Calvinism will grow stronger and spread to various regions in Europe. Calvinism, the movement named after Calvin, is a well-respected movement to this day, even in North America.

Source 6



What significant role does a father have?

.....

What is the importance of humanism in the Reformation?

.....

What does it mean to be conservative?

.....

What is a magnum opus? (context)

.....

What, in a way, is Luther's magnum opus?

.....

The five pointers of Calvinism

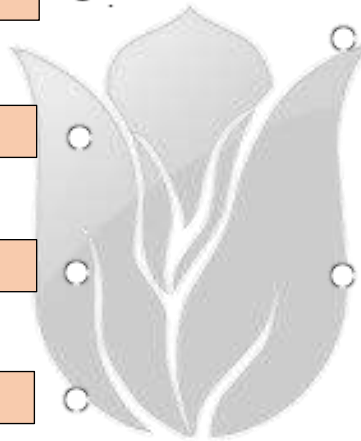
Total depravity (aka. Original Sin)

Unconditional Election

Limited Atonement

Irresistible Grace

Perseverance of the Saints (aka. Once Saved, Always Saved)



○ Jesus died for the sins of the Elect, and so his punishment was less severe. He didn't go to hell.

○ You cannot lose your salvation. The saved are eternally secured by the Holy Trinity.

○ When God calls his Elect into salvation, they cannot resist. It is an internal calling from God.

○ Every human is a sinful being. It lives in our hearts, minds and emotions. We are affected by it.

○ God does not judge. He chooses the Elect according to his will. Some are saved, others are not.



Where did Calvinism spread to?

- 1.....
- 2.....
- 3.....

Describe the religious landscape in one word:

.....

England – King Henry VIII



As we saw on the previous map, the last major movement is called Anglicanism. As the name would suggest, it was a religious movement only applicable to England and some smaller regions around it. This time it was a King who decided to reform the Church, namely King Henry VIII.

There was no particular religious philosophy that made King Henry VIII want to reform the English Church. As king, he desperately needed a male heir. Firstly, a female heir meant an unfit ruler, who would not be capable of leading the country. Secondly, a son would be able to continue the current dynasty. In other words, a male heir would avoid conflicts similar to the *War of Roses*. However, his first wife, Catharina of Aragon, was only able to give him daughters. He started to believe his marriage was cursed, and thus he had to find another women who was able to grant him a son.

In order to do so, Henry VIII had to divorce and remarry, which was 'not-done' in the eyes of the Church. Henry VIII, a sincere Roman Catholic turned to the Pope for help. Pope Clement VII refused to let him remarry. In 1534, Henry VIII will take matters into his own hands by reforming the church with support of the English parliament. The Act of Supremacy recognized him as the only Supreme Head on earth of the Church of England. Source 8

- A male heir was of utmost importance. Why?
- 1.....
 - 2.....
- What dynasty was Henry VIII part of? **Look up!**
-
- When did this dynasty start? **Look up!**
-
- Explain the relationship between the Pope and Henry VIII?
-
-
-
-
- What did the 'Act of Supremacy' do for King Henry VIII?
-
-
-



Henry VIII's reasons for reforming the Church weren't theological, but rather juridical. This also meant (and means) there aren't all that many differences between the Roman Catholic Church and the Anglican Church. **Look up!** Source 9

Anglican		Roman Catholic

An inevitable consequence of Henry VIII's full control over the Church was a series of short-lasting marriages. In total, Henry VIII will remarry **six times** in search of his new male heir. In the end, his only surviving son Edward will follow him up as king, but will die six years later at the age of 16. **Match the right wife with the correct statement and add how long the marriage lasted. Look up!** Source 10



Catharina van Aragon

After only two years of marriage and no children, she was **beheaded** for having a lover.

His very first wife.

Will be pregnant six times. Only one daughter, Mary, will survive. **Divorced.**

His very last wife.

Granted him one child after his death. **Survived.**

The only wife that gave him his precious son.

Became ill and **died.**



Anna Boleyn

She gave him one daughter, Elizabeth.

She was accused of having lovers and was **beheaded.**

She was a German friend. Henry didn't like her.

They **divorced** after seven months.



Anna van Kleef



Catharina Howard



Catharina Parr



Jane Seymour

What happened to the wives chronologically? -> ->
 -> -> ->

Consequences of the Reformation

Humanism

- Man is the centre of the universe.
- Man can learn without the help of god.
- Man can think without the help of religion.
- Man can reason without the bible.
- Enlightened

Religion

- Roman Catholic churches got threatened.
- Spread of new religious movements.
- **Counter - Reformation and Council of Trent**

Military

- **Thirty Years War:** Catholics vs Protestants.
- Most destructive war before WW I.
- **Treaty of Westphalia (1648):** Recognition of Protestant states.



Overview objectives

	The pupil knows...		The pupil is able to...
	Martin Luther's background.		Derive information from an image.
	The key differences between Catholicism and Protestantism.		Interpret sources in a critical fashion.
	The five characteristics of Calvinism.		Analyse maps to answer questions.
	The key differences between Catholicism and Anglicanism.		Analyse videos to answer questions.
	What the 95 theses are and how they got spread around.		Responsibly use his/her smartphone.
	The two main reasons why Henry VIII reformed the English church.		Use the right terms in the right context.
	The main consequences of the Reformation as we learned it.		Match pictures with the correct statements.

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The Counter-Reformation (ca. 1540 – ca. 1700)

Less important → Reading

More important → Studying

1.1 Introduction

The Counter-Reformation was a fierce movement that tried to reverse the changes that took place during the Protestant Reformation. The Church, being one of the most important institutions in the Western world, saw its power and influence deplete. Above all, a loss in power also meant a loss in wealth. The Catholic Church had been selling indulgences for years and financed great structures, like the Saint-Peters Basilica, with it. However, this wealth was unjustified according to the reformers. When the Reformation found its place in society, the Church strategized a plan to restore the glory of the church. The Counter-Reformation could be considered the main reaction to the Reformation. They were persistent in getting their role in society back, by any means necessary. This included violence, torture, censorship, etc.

Source 1



1.1.1 Council of Trent

The Council of Trent was a religious gathering that had multiple meetings between 1545 and 1563. During each meeting they discussed possible ways to eradicate and destroy the reformation thought. Each time, they came up with new ideas to punish heretics or to reform the inner workings of the church to strengthen their position in society.

Their main vision or doctrine was supported by something called 'Anathema Sit'. This was a curse or ban that was put on heretics or non-believers that questioned the word of God, the Bible and most importantly the Catholic Church.

The harshest forms of punishments were carried out by an 'organisation' called the Inquisition. Other major groups like the Jesuits will try to hunt down and stop the heretics.

Source 2

1.2 Punishments

The Church applied many forms of punishments to those who were guilty of heresy. Some of these methods were used to keep certain books and pieces of knowledge away from citizens, others were used to actively punish and exterminate heretics. Source 3

1.2.1 The Index

One of the earliest forms of aggression towards the reformation thought was the assembly of an index. The official name was the '*Index Librorum Prohibitorum*.'

Essentially, the index was a list of forbidden books. It was an initiative enforced by the Catholic Church and people who would get caught would be considered traitors and heretics. In some cases, forbidden would get burned, to make them less accessible to the public.

It was basically a censorship on literature and a direct reaction to Luther, who used literature and the printing press to spread his ideas. Source 4



After the Cruel Methods by which MESSICHOLOS BURTON, an Englishman, was Tortured in the Inquisitorial Prison at Cadix in SPAIN, previous to his Martyrdom.

1.2.2 The Inquisition (part 1)

An organisation called 'the Inquisition' was by far the most aggressive and violent initiative the Catholic Church ever used to destroy heretics.

In and of itself, the inquisition can be compared to a strong police force or court. Its only function was to hunt down potential heretics and question them on their beliefs. Any accused had the chance to defend themselves, and were considered *guilty until proven innocent*. The inquisition was allowed to torture their accused and his/her witnesses, to improve their chance of a conviction.

Once it was made clear that this person was indeed a heretic, he or she had to face serious consequences. Source 5

1.2.2 The Inquisition (part 2)

The punishments carried out by the inquisition varied greatly. Sometimes, as a convicted heretic, your property would be confiscated, leaving you poor and homeless.

Other times, the inquisition would order an execution. You could either be tortured until death, burned at the stake or be hanged. Because of this, the inquisition of was feared organisation within the Catholic Church.

Source 6



1.2.2 The Inquisition (part 3)

The inquisition had an interesting way of finding suspects. The inquisition ordered pastors to gather their religious communities to a meeting. Being absent from this meeting already made you suspicious. At this meeting they were able to confess small acts of heresy to inquisitors. In most cases, these small incidents were forgiven IF the person was able to point out two other heretics. A series of accusations followed. The serious cases were put on a list and eventually summoned before court. The suspect always found himself in a weak position, despite the evidence against him being questionable at best.

Source 7



1.2.3 The Jesuits (part 1)

The Jesuits or also known as the Society of Jesus is an male-only organisation that was especially active during the Counter-Reformation.

Ignatius of Loyola formed the organisation to pursue a sombre and military-like style of living. The Jesuits worked in direct line with the Pope in function of the Counter-Reformation.

Their main objectives were to convert non-believers into devoted Christians, reclaim the heretics back as part of their community and most importantly to educate people on the right way of living.

Source 8



1.2.3 The Jesuits (part 2)

Although the Jesuits worked together with the Church to counter the effects of the Reformation, it also recognised the fact that the Catholic Church was in desperate need of reform. They mostly struggled with the inconsistency and corruption within the Church. This is the main reason Ignatius insisted on an extremely high level of academic preparation to become a minister, pastor, bishop, etc. The idea to be highly educated got them into conflict with the Church multiple times.

Their role during the Counter-Reformation is only the tip of the iceberg. Decennia after their formation, they spread across the globe to spread their message. The Jesuits will organise events and speeches all over Catholic Europe.

Source 9

1.3 Reform initiatives

Aside from punishing heretics, the Catholic Church will apply another strategy through the process of **confessionalization**. This meant that they were going to reform the church to strengthen their doctrine and to bring as much people as possible to their side. One of the key points of their strategy was to redefine and enforce certain dogmas. *Source 10*

Reform

Every cleric shall have a better and more academic education in function of their role within the religious communities.

The only language the Church recognizes is Latin, for both the Bible and the clergy to use within the boundaries of the Church.

Every cleric has a 'residential duty' to have a personal residence within the church to fulfil his duties, including celibacy.



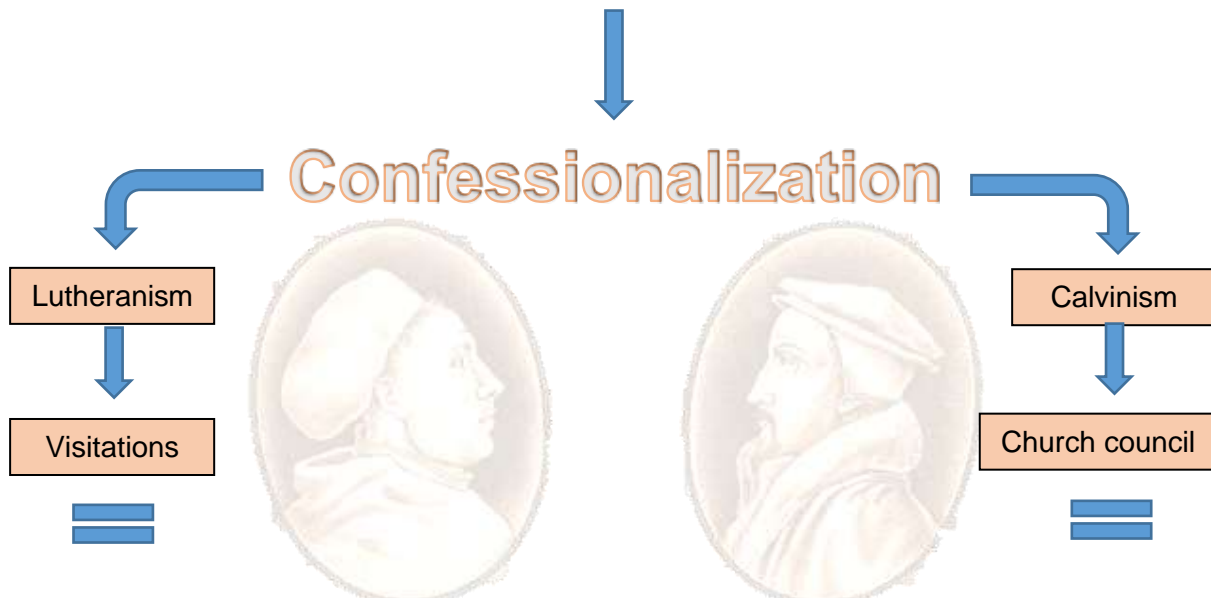
The ungodly acts of heretics aren't justified by just believing, in the sense that nothing else is necessary to find salvation.

He who believes that everybody has the right to proclaim the word of God and administer the seven sacraments is considered a heretic.

All of the seven sacraments are equal and essential to Christians and are set in place by our lord and saviour Jesus Christ.

Dogma

Confessionalization didn't just take place for Catholics, Protestants tried to properly delineate their doctrines as well, in hopes to bring as many people as possible to their movement. There was very much an atmosphere of *mutual* intolerance towards each other. Although their idea to separate society into Catholics and Protestants and punish those who believed something opposite was the same, their strategies they used were very different from each other. We can make a distinction between Lutheranism and Calvinism.
Source 11



A visitation was a way of checking if the people within a certain a community were following the correct religious doctrine. In a literal sense, the Lutheran followers would go through communities and visit people's houses to question them by means of control. This way, they could correct somebody's views or change their believes altogether.

A church council was an organisation that was erected by Calvinists that wanted to keep religious control over a community. The council brought clerics together to discuss the religious state of the community. It would go over certain actions that they could take to improve the religious stability within that specific community. It also 'corrected' people's views when necessary.



Baroque (ca. 1575 – ca. 1750)

2.1 Introduction

The baroque reflected on the spirit of the counter-reformation as well as the absolute monarchies, especially in France. The Church and a handful of kings and queens gave the most important orders. They used this new style to convince the common people that they were all-powerful or to further support the message of the counter-reformation. *Source 12*



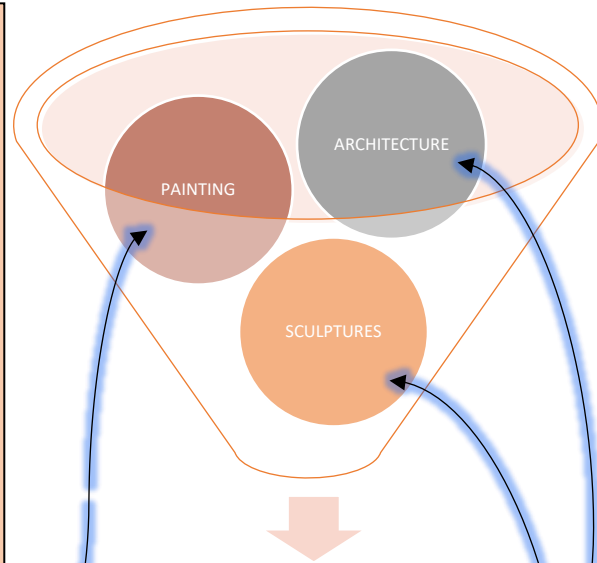
2.2 Goal

The baroque wanted to impress and support an ideological programme. This is the main reason why it was aimed at the masses, and not at a specific group of people. Sculptures and paintings depicted intense feelings and unrest. Precious materials like marble or gold were used to display glory and luxury. *Source 13*



2.3 Characteristics

The baroque differed greatly from the renaissance. Baroque was a 'gesamtkunst', which is term commonly accepted in the English language. It meant that baroque was a 'total art', in which paintings, sculptures and architecture were unified as one. These forms of art went hand in hand to create a coherent piece of art. Buildings, parks, fountains, gardens, galleries and stairs were connected and flowed together as one. It became the first form of urbanisation. *Source 14*



The baroque art form was also very good at creating impressive depth perceptions to give the illusion that a room went on for eternity.



2.3 Characteristics

The baroque had a strong dynamic appearance. This meant that sculptures tended to show a lot of movement. The sculptures were twisted into certain positions to enhance this effect. Figures were usually draped in garments and robes to further accentuate on movement. Facial expressions were usually expressive. Artists like Bernini excelled at sculpting and architecture. Paintings were mostly characterised by asymmetrical patterns supported by diagonals and whirls.

Source 15

1. Strong dynamic and movement

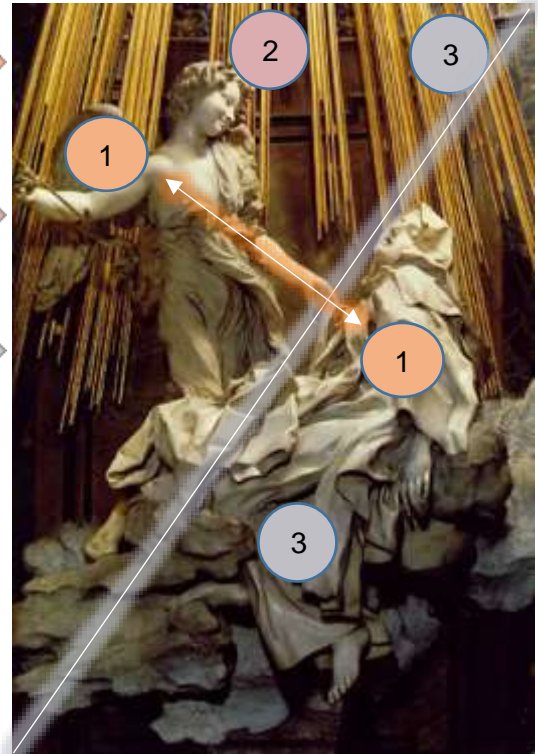
- Arms and chest
- Twisted position
- Movement between characters
- Garments and robes

2. Expressivity (facial expressions)

- Facial expressions are very different from one another.
- Mix of emotions can be felt

3. Asymmetrical

- Not symmetrical, very chaotic
- Use of diagonals
- Use of whirls (garments)



2.4 Baroque in function of the Church

The baroque originated in Italy and found its place in Southern-Europe and the Spanish colonies. De Jesuits Church of Rome, Il Gesù, became the prototype for baroque churches and buildings. It was used as a propaganda strategy to support the message of the counter-reformation.

Source 16



2.5 Southern-Netherlands

In the Southern-Netherlands many artists like Rubens, Van Dyck and Jordaens found international fame. Their art was mostly characterized by something called *chiaroscuro*, or the contrast between light and dark.

Source 17



2.6 Baroque in function of absolute monarchies

In some countries and regions the regular baroque turned into the classical baroque. This alternative style served purpose for the absolute monarchies who wanted to show authority and glory. Places like the castle of Versailles are prime examples of the classical baroque. In a way, the alternative can even be considered as a completely new art form, since it has so little in common with the regular baroque art. Virtually none of the key characteristics are to be found in the classical baroque.

Source 18



2.7 Rococo

Lastly, a small variation of the regular baroque style started to develop at the end of the 18th century. The style, called the rococo, was famously known for its intimate atmosphere, graceful design and rounded corners. Especially in the castles and fancy neighbourhoods this style was frequently found.

Source 19



Questions and exercises

1. Explain the term 'Counter-Reformation' and its general purpose!

Counter-Reformation:

Purpose:

2. At what occasion did the Church make important decisions. Which two things did they discuss?

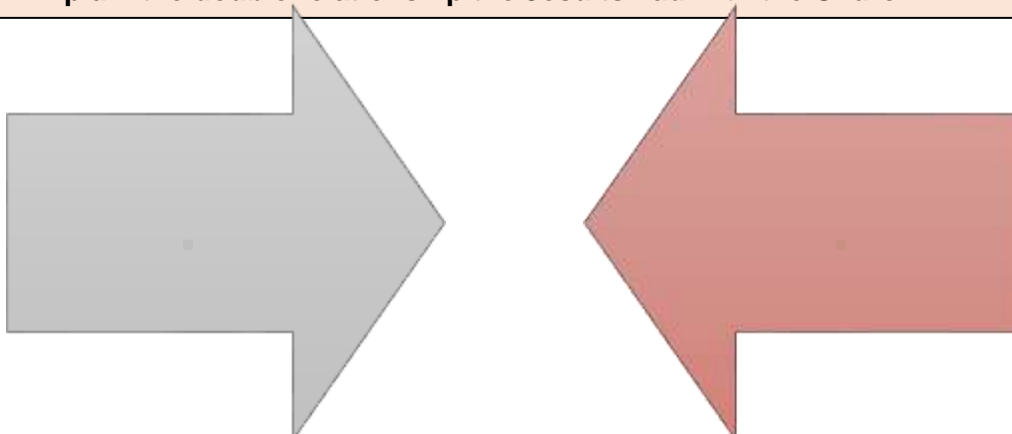
Occasion: _____

Topics:

4. Complete the following grid. Explain your answer!

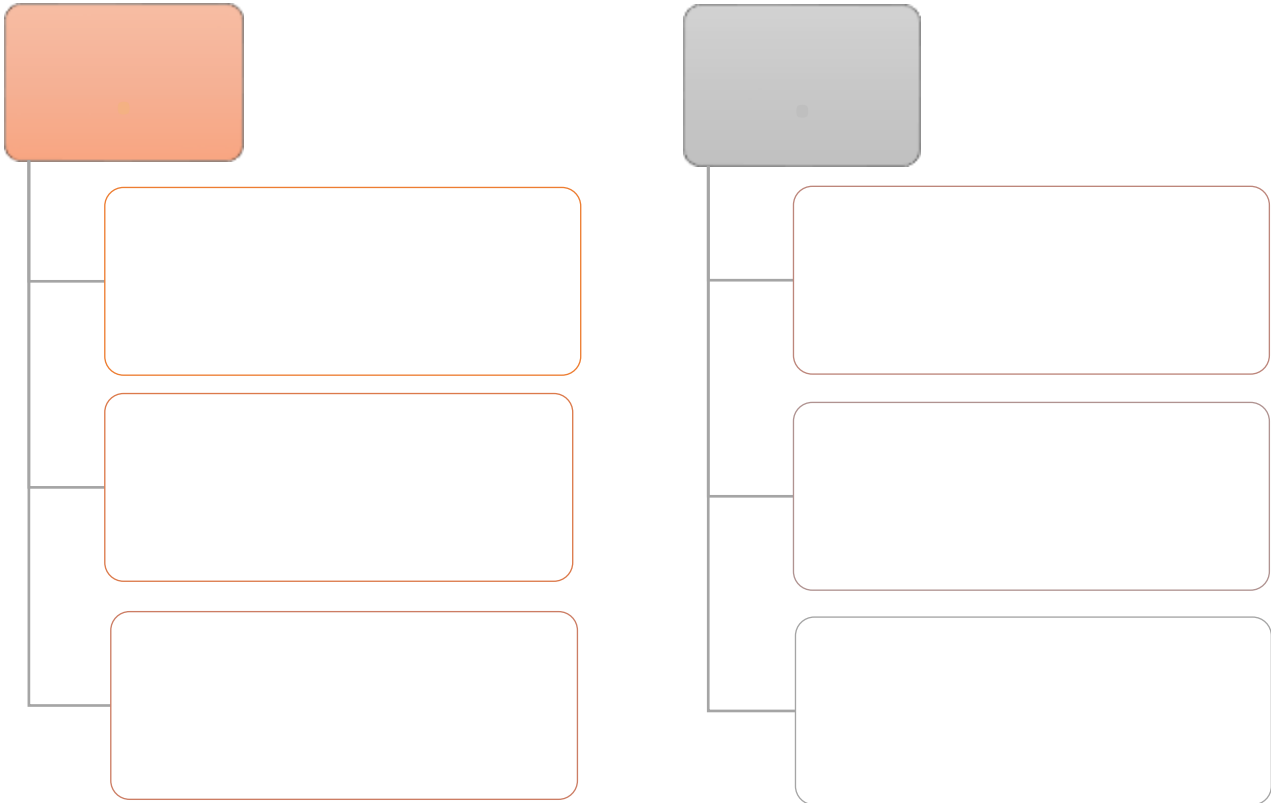
Punishments for heresy	
Type 1:	Type 2:

3. Explain the double relationship the Jesuits had with the Church.



5. What is 'confessionalization' and explain the dual way the Catholic Church made changes!

Confessionalization:



6. 'There was very much an atmosphere of *mutual intolerance* between the Catholic Church and the Protestants.' Explain!

7. The term 'confessionalization' was put into practice very differently for the Protestants compared to the Catholics. Explain and make a distinction between Lutheranism and Calvinism!

Confessionalization:	
Lutheranism:	Calvinism:
-	-

8. When and where did the baroque art form arise?

When? _____

Where? _____

9. Explain the connection between the baroque and the Counter-Reformation.

Link:

10. Explain the term 'gesamtkunst' in your own words!

Gesamtkunst:

11. Name the three essential characteristics of the baroque art form by analysing the following sculpture. (Use the picture!)



1. _____

2. _____

3. _____

12. Explain the term 'chiaroscuro' based on the following painting!



Objectives

	The pupil knows...	The pupil is able to...
	The general idea behind the Counter-Reformation.	Derive information from an image.
	The different kinds/types of punishments the church used.	Interpret source in a critical fashion.
	How the church reformed itself internally.	Responsibly use his/her smartphone.
	How the general atmosphere of mutual intolerance came to be.	Use the right terms in the right context.
	The difference between Lutheranism and Calvinism in terms of confessionalization.	Analyse works of art to answer questions.
	The origins of the baroque art form.	Explain essential connections between facts or characters.

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6.4 PowerPoint presentations

- The Crusades



PXL



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PXL



PXL



PXL

<https://www.youtube.com/watch?v=pUEqSQASE5c>



PXL



PXL



<http://www.history.com/topics/crusades>



Raymond of Toulouse



Godfrey of Bouillon



Robert of Flanders



Bohemond of Taranto





PXL



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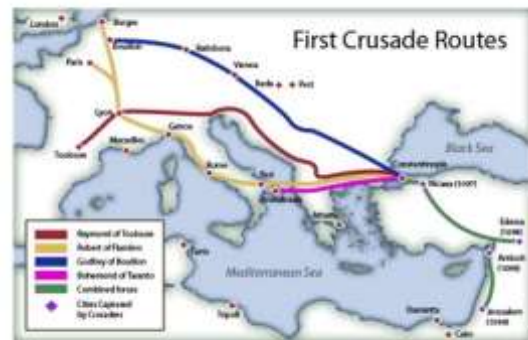
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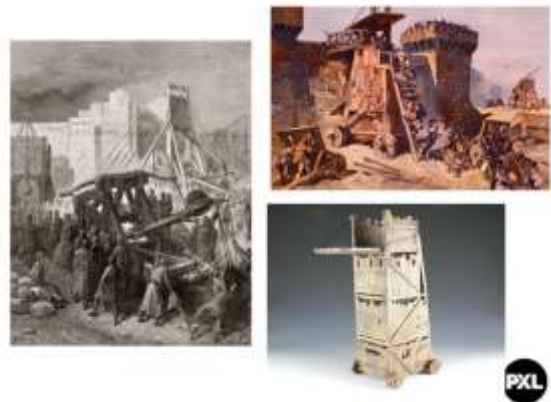
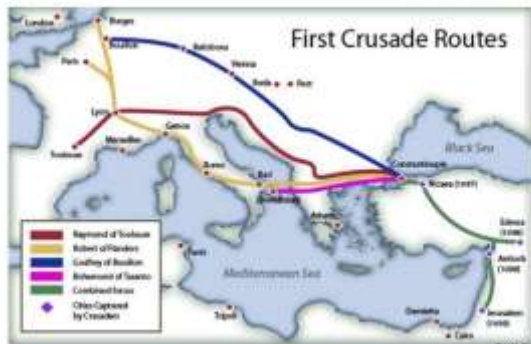
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Richard I Of England
"The Lionheart"

Philip II of France

Frederick I Barbarossa



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Task

- I form groups of 2-4. Pupils do NOT get to choose.
- Choose a topic from the list
- Each topic has a set of criteria: ALL of them have to be met
- Prepare a 10-15 minute presentation
- Deadline: **NEXT CLASS**



- The Reformation:



Video 1:
<https://www.youtube.com/watch?v=3P1YpiwPzxQ>

Video 2:
<https://www.youtube.com/watch?v=WiSCnZ4wSM>





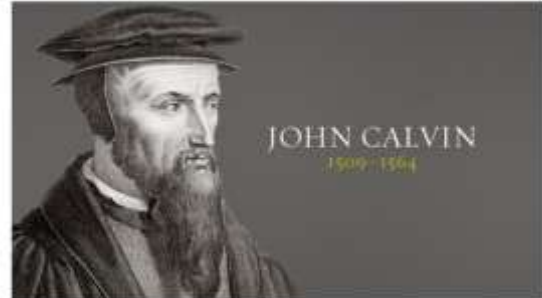
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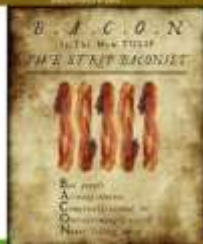
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THE 5 POINTS
of REFORMED THEOLOGY

Total Depravity The doctrine of total depravity states that humans are born with a sinful nature and are completely incapable of doing good or saving themselves through their own efforts.	Unconditional Election The doctrine of unconditional election states that God chooses individuals for salvation based on His sovereign will, not on any merit or action of theirs.	Limited Atonement The doctrine of limited atonement states that Christ's death on the cross was intended to atone for the sins of the elect, not for all of humanity.	Irresistible Grace The doctrine of irresistible grace states that God's call to salvation is effective and cannot be resisted by the individual.	Persuasion of the Saints The doctrine of the persuasion of the saints states that the elect are assured of their salvation and will persevere in faith until the end.
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6.5 Vocabulary lists

The Crusades

TO STUDY		
Word	Translation	Definition
A pilgrim's journey	Een Bedevaartstocht	A journey to a place of particular interest or significance
A crusade	Kruistocht	Each of a series of medieval military expeditions made by Europeans to recover the Holy Land from the Muslims in the 11th, 12th, and 13th centuries
A council	Een raad / bijeenkomst	An advisory, deliberative, or administrative body of people formally constituted and meeting regularly
A Jihad	Een Jihad	A struggle or fight against the enemies of Islam
A county	Een provincie	A territorial division
A principality	Een vorstendom	A state ruled by a prince
A siege	Een belegering	A military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender
A papacy	Een pausdom	The office or authority of the Pope
An oath	Een ede	A solemn promise, often invoking a divine witness, regarding one's future action or behaviour
Monastic	Klooster- (lijk)	Relating to monks, nuns, or others living under religious vows, or the buildings in which they live
Interfaith	Interreligieus (tussen religies)	Relating to or involving different religions or members of different religions
Seljuks	Seljuk Turken	A member of any of the Turkish dynasties which ruled Asia Minor in the 11th to 13th centuries, successfully invading the Byzantine Empire and defending the Holy Land against the Crusaders
Holy Land	Heilige Land	A region on the eastern shore of the Mediterranean, in what is now Israel and Palestine, revered by Christians as the place in which Christ lived and taught, by Jews as the land given to the people of Israel, and by Muslims.

TO KNOW: FUNCTIONAL LANGUAGE		
Word	Translation	Definition
A globe	Een wereldbol	A spherical representation of the earth or of the constellations with a map on the surface.
A phenomenon	Een fenomeen	A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question
A sin	Een zonde	An immoral act considered to be a transgression against divine law
A commoner	Een burger	One of the ordinary or common people, as opposed to the aristocracy or to royalty
A destination	Een bestemming	The place to which someone or something is going or being sent
A stipulation	Een voorwaarde	A condition or requirement that is specified or demanded as part of an agreement
A custom	Een gewoonte / gebruik	A traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time
A peace treaty	Een vredesverdrag	A formally concluded and ratified agreement between states
A struggle	Een strijd	Have difficulty handling or coping with
A tribe	Een stam	A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader
A commander	Een commandant	A person in authority, especially over a body of troops or a military operation
A fairy tale	Een sprookje	A fabricated story, especially one intended to deceive
A mercenary	Een huurling	A professional soldier hired to serve in a foreign army
A peasant	Een boer	A poor smallholder or agricultural labourer of low social status (chiefly in historical use or with reference to subsistence farming in poorer countries):
A preacher	Een predikant	A person who preaches, especially a minister of religion
An illusion	Een illusie	A false idea or belief
An authority	Een autoriteit	A person or organization having political or administrative power and control
An apostle	Een apostel / volgeling	A vigorous and pioneering advocate or supporter of a particular policy, idea, or cause

An announcement	Een aankondiging	A formal public statement about a fact, occurrence, or intention
Internal	Intern	Existing or occurring within an organization
Financial	Financiëel	Relating to finance or money
Chronological	Chronologisch	Following the order in which they occurred
Spiritual	Spiritueel	Relating to or affecting the human spirit or soul as opposed to material or physical things
Formation	Formatie	A group of people or things in a particular arrangement or pattern
Expansion	Uitbreiding	The action of becoming larger or more extensive
Colonization	Kolonisatie	The action or process of settling among and establishing control over the indigenous people of an area
Devotion	Toewijding	Religious worship or observance
Unenlightened	Niet verlicht (religieus)	Not having or showing an enlightened outlook
Heroic	Heldhaftig	Having the characteristics of a hero or heroine; admirably brave or determined
Considerably	Aanzienlijk	By a notably large amount or to a notably large extent; greatly
Enclosed	Ingesloten	Seclude (a religious order or other community) from the outside world
Self-sufficient	Zelfvoorzienend	Needing no outside help in satisfying one's basic needs, especially with regard to the production of food
Particular	Bepaald / Bijzonder	Used to single out an individual member of a specified group or class
Assistance	Bijstand	The action of helping someone by sharing work
Equipment	Material	The necessary items for a particular purpose
Major	Groot / grotendeels	Important, serious, or significant
Except	Behalve	Not including; other than
To restore	Herstellen	Repair or renovate (a building, work of art, etc.) so as to return it to its original condition
To appreciate	Appreciëren	Recognize the full worth of
To resist	Weerstaan / Negeren	Refrain from doing (something tempting or unwise)
To invade	Binnenvallen	(of an armed force) enter (a country or region) so as to subjugate or occupy it
To decimate	Slachting aanrichten / decimeren	Kill, destroy, or remove a large proportion of

To originate	Ontstaan / afstammen	Have a specified beginning
To migrate	Migreren / Verhuizen	(of a person) move to a new area or country in order to find work or better living conditions
To settle	Vestigen	Make one's permanent home somewhere
To loom	Opdoemen / oprijzen	(of an event regarded as threatening) seem about to happen
To pose	Opstellen / zich voordoen	Present or constitute (a problem or danger)
To clash	Botsen / in strijd gaan met	Meet and come into violent conflict
To occupy	Innemen	Take control of (a place, especially a country) by military conquest or settlement
To anticipate	Voorspellen / verwachten	Regard as probable; expect or predict
To contribute	Bijdragen / helpen	Help to cause or bring about
To convince	Overtuigen	Cause (someone) to believe firmly in the truth of something
To liberate	Bevrijden	Set (someone) free from imprisonment, slavery, or oppression
To conquer	Veroveren	Overcome and take control of (a place or people) by military force
To approach	Benaderen	Come near or nearer to (someone or something) in distance or time
To enforce	Afdwingen	Compel observance of or compliance with (a law, rule, or obligation)
To strangle	Wurgen	Squeeze or constrict the neck of (a person or animal), especially so as to cause death
To pillage	Plunderen	Rob a (place) using violence, especially in wartime
To loot	Stelen / roven	Private property taken from an enemy in war
To solidify	Vastzetten	Make stronger; reinforce
To blind	Verblinden	Cause (someone) to be unable to see, permanently or temporarily
To imprison	Opsluiten	Put or keep in prison or a place like a prison
To establish	Oprichten / vestigen / vaststellen	Initiate or bring about (contact or communication)
To suppose	Veronderstellen / aannemen	Think or assume that something is true or probable but lack proof or certain knowledge

Source: Oxford Dictionary

Vocabulary list: The Reformation

TO STUDY		
Word	Translation	Definition
A heretic	Een ketter	A person believing in or practising religious heresy
An indulgence	Een aflaat	a grant by the Pope of remission of the temporal punishment in purgatory still due for sins after absolution. The unrestricted sale of indulgences by pardoners was a widespread abuse during the later Middle Ages
Logic	Logica	Reasoning conducted or assessed according to strict principles of validity
Rhetoric	Retoriek	the art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques
Reformation	Reformation	A 16th-century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
Protestantism	Protestantisme	Adherence to the forms of Christian doctrine which are generally regarded as Protestant rather than Catholic or Eastern Orthodox.
Diet of Worms	Concordaat van Worms	A meeting of the Holy Roman emperor Charles V's imperial diet at Worms in 1521, at which Martin Luther was summoned to appear. Luther committed himself there to the cause of Protestant reform, and his teaching was formally condemned in the Edict of Worms.
Humanism	Humanisme	A rationalist outlook or system of thought attaching prime importance to human rather than divine or supernatural matters.

TO KNOW: FUNCTIONAL LANGUAGE		
Word	Translation	Definition
A council	Een raad / concilie	An advisory, deliberative, or administrative body of people formally constituted and meeting regularly
A treaty	Een verdrag	A formally concluded and ratified agreement between states
A patroness	Een patroonheilige (v)	The protecting or guiding saint of a person or place.
A monk	Een monnik	A member of a religious community of men typically living under vows of poverty, chastity, and obedience.
A scale	Een weegschaal	An instrument for weighing, originally a simple balance (a pair of scales) but now usually a device with an electronic or other internal weighing mechanism
A basilica	Een basiliek	A large oblong hall or building with double colonnades and a semi-circular apse, used in ancient Rome as a law court or for public assemblies.
A caricature	Een karikatuur / tekening	A picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect
A characteristic	Een kenmerk	A feature or quality belonging typically to a person, place, or thing and serving to identify them.
A notary	Een notaris	A person authorized to perform certain legal formalities, especially to draw up or certify contracts, deeds, and other documents for use in other jurisdictions.
A magnum opus	Een meesterwerk	A work of art, music, or literature that is regarded as the most important or best work that an artist, composer, or writer has produced.
A conservative	Een behoudsgezinde	A person who is averse to change and holds traditional values
A doctrine	Een leer	A belief or set of beliefs held and taught by a Church, political party, or other group
A sin	Een zonde	An immoral act considered to be a transgression against divine law
A dynasty	Een dynastie / familie	A line of hereditary rulers of a country

A beheading	Een onthoofding	The action of cutting off a person's head, especially as a form of execution
An heir	Een erfgenaam	A person legally entitled to the property or rank of another on that person's death
An acronym	Een afkorting	An abbreviation formed from the initial letters of other words and pronounced as a word
An attribute	Een gebruiksvoorwerp / gerei	A material object recognized as symbolic of a person, especially a conventional object used in art to identify a saint or mythical figure
To publish	Uitgeven / publiceren	Prepare and issue (a book, journal, or piece of music) for public sale
To convict	Veroordelen	Declare (someone) to be guilty of a criminal offence by the verdict of a jury or the decision of a judge in a court of law
To distinguish	Onderscheiden	Recognize or treat (someone or something) as different
To devote	Toewijden	Give all or most of one's time or resources to (a person or activity)
To reason	Bedaren / bepraten	Persuade (someone) with rational argument
To trigger	Laten afgaan	(especially of something read, seen, or heard) distress (someone), typically as a result of arousing feelings or memories associated with a particular traumatic experience
To fund	Funderen / bekostigen	Provide with money for a particular purpose
Despite	Ondanks	Without being affected by; in spite of
Wealth	Rijkdom	An abundance of valuable possessions or money
Criticism	Kritiek	The expression of disapproval of someone or something on the basis of perceived faults or mistakes
Authority	Gezag	The power to influence others, especially because of one's commanding manner or one's recognized knowledge about something
Propaganda	Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view
Theology	Godgeleerdheid	The study of the nature of God and religious belief

Prosperous	Succesvol	Successful in material terms; flourishing financially
Open-minded	Ruimdenkend	Willing to consider new ideas; unprejudiced
Ancient	Oud / antiek	Belonging to the very distant past and no longer in existence
Depravity	Verdorvenheid	Moral corruption; wickedness
Salvation	Redding	Deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ
Damnation	Verdoemenis	Condemnation to eternal punishment in hell
Unconditional	Onvoorwaardelijk	Not subject to any conditions
Elect	(uit-)kiezen	Choose (someone) to hold public office or some other position by voting
Atonement	Verzoening / Bestrafing	The reconciliation of God and mankind through Jesus Christ
Grace	Genade / gratie	The free and unmerited favour of God, as manifested in the salvation of sinners and the bestowal of blessings
Perseverance	Volharding / vasthoudendheid	Persistence in doing something despite difficulty or delay in achieving success
Applicable	Toepasselijk	Relevant or appropriate
Juridical	Juridisch	Relating to judicial proceedings and the administration of the law
Inevitable	Onvermijdelijk	Certain to happen; unavoidable

Source: *Oxford Dictionary*

Vocabulary list: The Counter-Reformation

TO STUDY		
Word	Translation	Definition
Counter-Reformation	Contra-reformatie	The reform of the Church of Rome in the 16th and 17th centuries which was stimulated by the Protestant Reformation.
A heretic	Een ketter	A person holding an opinion at odds with what is generally accepted.
Inquisition	Inquisitie/recht-bank	An ecclesiastical tribunal established by Pope Gregory IXc.1232 for the suppression of heresy. It was active chiefly in northern Italy and southern France, becoming notorious for the use of torture. In 1542 the papal Inquisition was revived to combat Protestantism, eventually becoming an organ of papal government.
A Jesuit	Een Jezuïet	A member of the Society of Jesus, a Roman Catholic order of priests founded by St Ignatius Loyola, St Francis Xavier, and others in 1534, to do missionary work. The order was zealous in opposing the Reformation. Despite periodic persecution it has retained an important influence in Catholic thought and education.
An index	Catalogus / index	An official list of books which Roman Catholics were forbidden to read or which were to be read only in expurgated editions, as contrary to Catholic faith or morals. The first Index was issued in 1557; it was revised at intervals until abolished in 1966.
Confession-alization	Confession-alisering	<i>Protestant and Catholic competed to establish their faith more firmly with the population of their respective area. This confession-building occurred through "social-disciplining," as there was a stricter enforcement by the churches of their particular rules for all aspects of life in both Protestant and Catholic areas.</i> - Wikipedia

A dogma	Een geloofsartikel	A principle or set of principles laid down by an authority as incontrovertibly true.
Celibacy	Het celibaat	The state of abstaining from marriage and sexual relations.
A visitation	Een visitatie	An official visit of inspection, especially one by a bishop to a church in his diocese.
Church council	Kerkraad	The ruling body of a parish.
Baroque	Barok	Relating to or denoting a style of European architecture, music, and art of the 17th and 18th centuries that followed Mannerism and is characterized by ornate detail. In architecture the period is exemplified by the palace of Versailles and by the work of Wren in England. Major composers include Vivaldi, Bach, and Handel; Caravaggio and Rubens are important baroque artists.
Gesamtkunst / total art	Totaalkunst / eenheidskunst	An artistic creation such as an operatic performance that encompasses music, theatre and the visual arts.
Chiaroscuro	Clair-obscur	The treatment of light and shade in drawing and painting.
Rococo	Rococo	Denoting furniture or architecture characterized by an elaborately ornamental late baroque style of decoration prevalent in 18th-century continental Europe, with asymmetrical patterns involving motifs and scrollwork.

TO KNOW: FUNCTIONAL LANGUAGE		
Word	Translation	Definition
An institution	Een instelling	An organization founded for a religious, educational, professional, or social purpose.
A doctrine	Een (geloofs)leer	A belief or set of beliefs held and taught by a Church, political party, or other group.
A cleric	Een geestelijke	A priest or religious leader, especially a Christian or Muslim one.
A court	Een rechtbank	A body of people presided over by a judge, judges, or magistrate, and acting as a tribunal in civil and criminal cases.
A conviction	Een veroordeling	A formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offence.

A stake	Brandstapel staak	A wooden post to which a person was tied before being burned alive as a punishment.
An inquisitor	Inquisiteur	An officer of the Inquisition.
To pursue	Nastreven	Seek to attain or accomplish (a goal) over a long period.
To convert	Bekeren	Change one's religious faith or other belief.
To deplete	Verminderen	Use up the supply or resources of.
To redefine	Herdefiniëren	Define again or differently.
To eradicate	Uitroeien	Destroy completely; put an end to.
To exterminate	Uitroeien/Verdelgen	Destroy completely.
To assemble	Samenvoegen	Fit together the separate component parts of (a machine or other object)
To enforce	Afdwingen	Cause (something) to happen by necessity or force.
To delineate	Aflijnen	Describe or portray (something) precisely.
To carry out	Uitvoeren	To put into execution.
To confiscate	In beslag nemen	Take or seize (someone's property) with authority.
To depict	Verbeelden	Represent by a drawing, painting, or other art form.
To torture	Martelen	Inflict severe pain on.
To summon	Dagvaarden	Authoritatively call on (someone) to be present as a defendant or witness in a law court.
To enhance	Vermeerderen	Intensify, increase, or further improve the quality, value, or extent of.
To accentuate	Accentueren	Make more noticeable or prominent.
Fierce	Heftig/fel	Having or displaying a violent or ferocious aggressiveness.
Inconsistency	Tegenstrijdigheid	The fact or state of being inconsistent.
Corruption	Corruptie	Dishonest or fraudulent conduct by those in power, typically involving bribery.
Persistent	Aanhoudend	Continuing firmly or obstinately in an opinion or course of action in spite of difficulty or opposition.
Censorship	Censuur	The suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.
Anathema (sit)	Vervloekt	A formal curse by a pope or a council of the Church, excommunicating a person or denouncing a doctrine.

Salvation	Redding zaligheid	/	Deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ.
Ideological	Ideologisch		Based on or relating to a system of ideas and ideals, especially concerning economic or political theory and policy.
Coherent	Samenhangend		Forming a unified whole.
Urbanisation	Verstedelijkingen		The process of making an area more urban.
Heresy	Ketterij		Belief or opinion contrary to orthodox religious (especially Christian) doctrine.
Questionable	Bedenkelijk		Doubtful as regards truth or validity.
Propaganda	Propaganda		Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

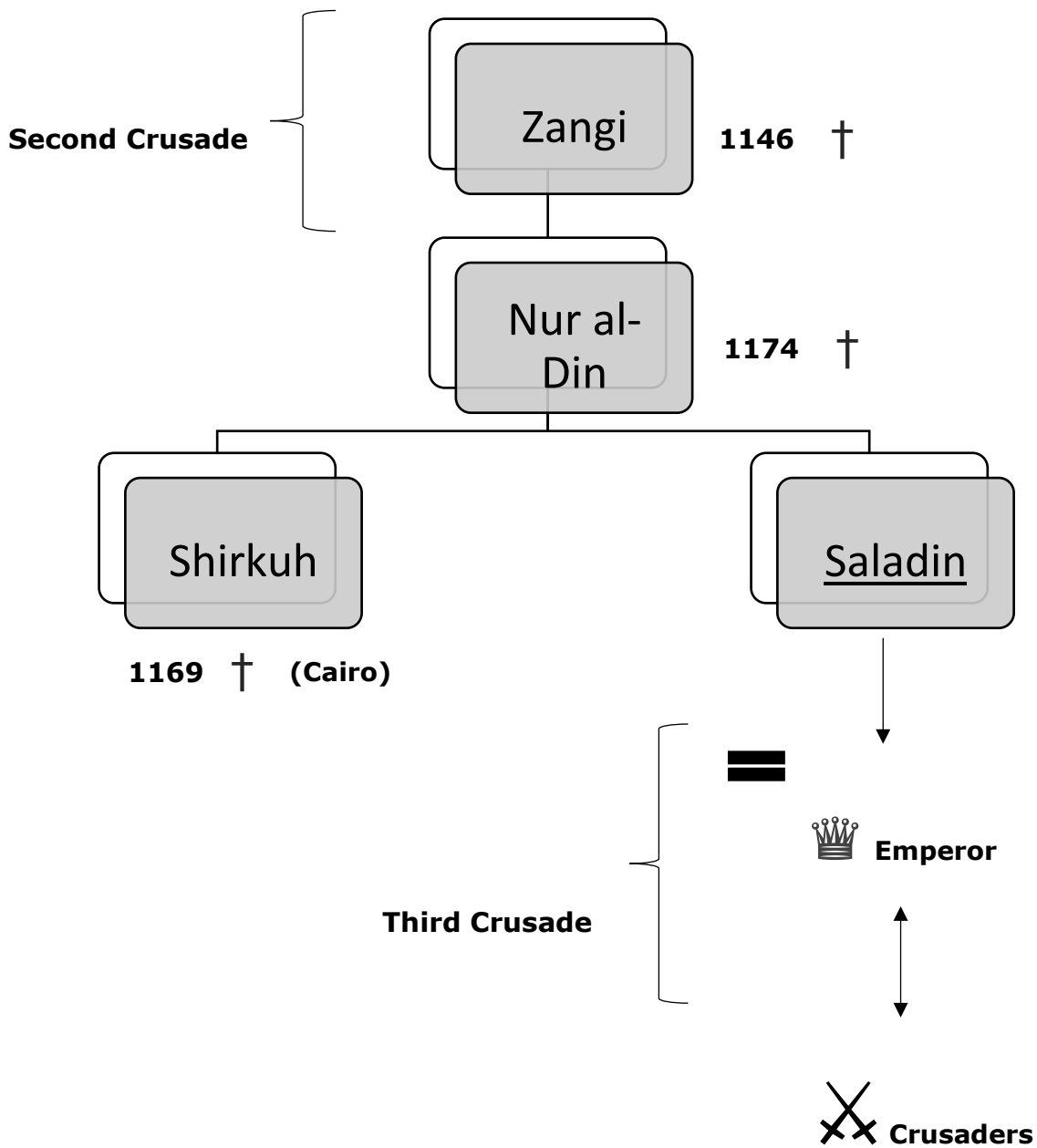
Source: Oxford Dictionary

Evaluation criteria:

Capital letters and interpunction (3)	Grammar (3)	Spelling (vocabulary) (3)	Sentence structure (3)	Content (3)
<p>- Zeer goed: 2-3: Perfect gebruik van hoofdletters en leestekens met mooie zinsbouw tot gevolg.</p> <p>- Voldoende: 1-2: Standaard en correct gebruik van hoofdletters en leestekens.</p> <p>- Zwak: 0-1: Geen, weinig of incorrect gebruik van hoofdletters en leestekens.</p>	<p>- Zeer goed: 2-3: zeer goed tot uitstekend gebruik/toepassing van de grammatica.</p> <p>- Voldoende: 1-2: kennis en toepassing van de grammatica is voldoende.</p> <p>- Zwak: 0-1: de kennis en toepassing van de grammatica is onvoldoende</p>	<p>- Zeer goed: 2-3: lexicaal gevarieerde en correct gespelde tekst</p> <p>- Voldoende: 1-2: basiswoordenschat en spelling is gerespecteerd.</p> <p>- Zwak: 0-1: bevat veel voorkomende fouten en is een lexicaal arme tekst.</p>	<p>- Zeer goed: 2-3: zeer goed gestructureerde tekst.</p> <p>- Voldoende: 1-2: standaard structuur (inleiding, midden, slot) is gerespecteerd</p> <p>- Zwak: 0-1: geen structuur, de tekst is chaotisch en onsamenhangend - poging tot structuur maar onvoldoende</p>	<p>- Zeer goed: 2-3. Alle gevraagde elementen komen aan bod en zijn correct.</p> <p>-Voldoende: 1-2. De inhoud is correct maar blijft beperkt tot enkel de basiskennis.</p> <p>- Zwak: 0-1: de leerling voldoet niet aan de criteria en de kennis is onvoldoende gestudeerd.</p>

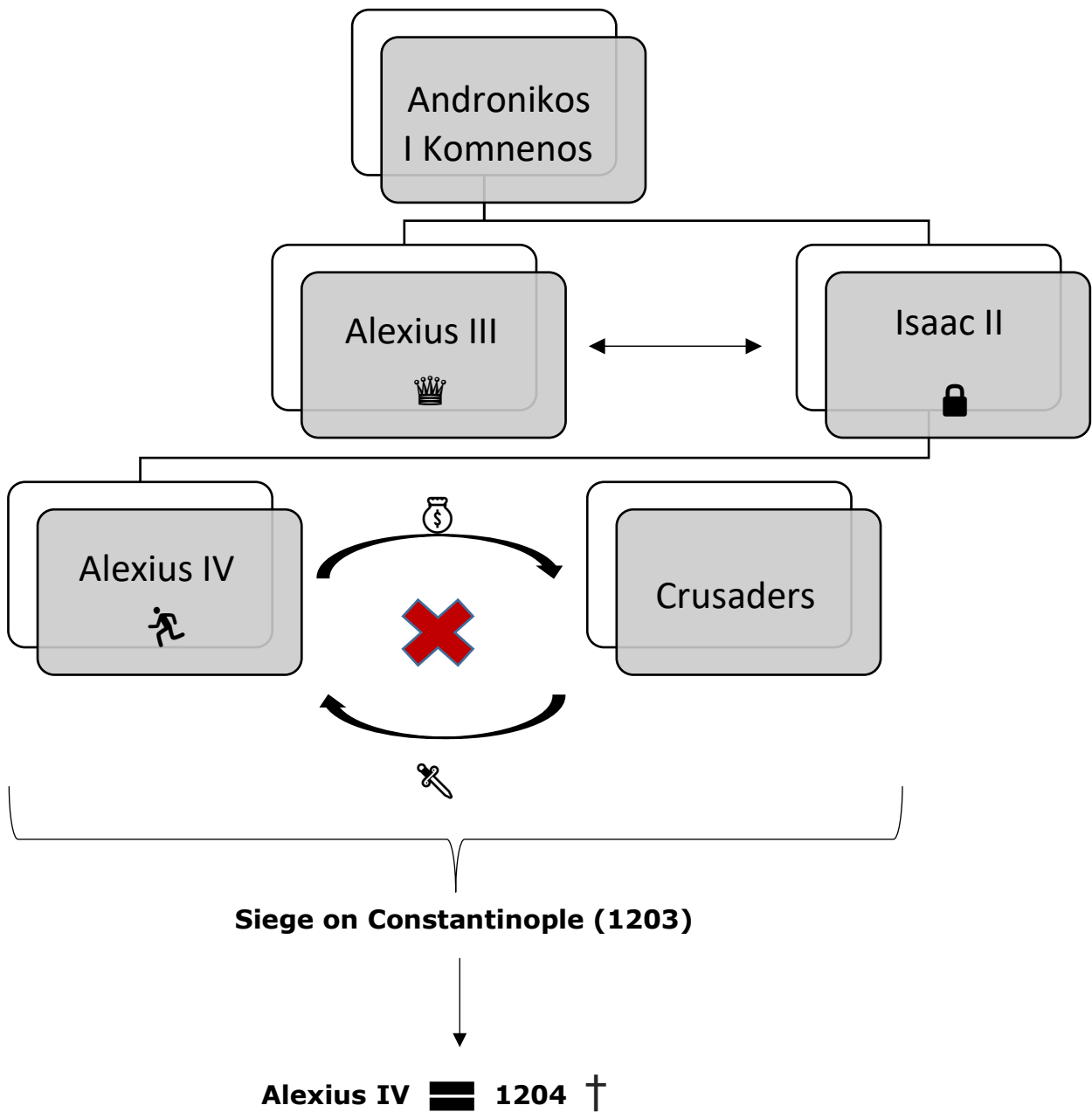
Total: .../15

- The Crusades: Scheme 1 ¹⁴⁵



¹⁴⁵ The Crusades: Scheme 1, shows the changes in leadership between the Second and Third Crusade. A similar scheme was used in class.

• The Crusades: Scheme 2 ¹⁴⁶



¹⁴⁶ The Crusades: Scheme 2, shows the changes in leadership leading up to the Fourth Crusade, ending in the Siege of Constantinople and Alexis' IV death. A similar scheme was used in class.

- **The Crusades: Card game**¹⁴⁷

<p>Pope Innocent III proposes the Fourth Crusade.</p>	<p>The Fourth Crusade was put on hold because of problems between Europe and the Byzantine Empire.</p>	<p>Alexius III blinds and imprisons his brother and emperor, Alexius IV.</p>	<p>Alexius III claims the throne for himself, becoming the new Byzantine emperor.</p>
<p>Isaac II, Alexius IV's son, escapes Constantinople. He requests help from the crusaders in turn for money.</p>	<p>The crusaders organise a siege on Constantinople in 1203. The siege was a success.</p>	<p>Religious problems occurred and Alexius IV became a target of the crusaders.</p>	<p>Alexius IV got strangled in 1204. Constantinople got pillaged and looted.</p>

¹⁴⁷ *The Crusades: Card game. Used to show the order of events during the Fourth Crusade. Pupils had to put the cards into chronological order. This was done individually.*


- The Reformation: Test¹⁴⁸

CLIL 4: Test 'The Reformation'

NAME:

Class:

Date:



Total: /25



1. Answer the questions based on the map below! (.../13)

1a. Complete the legend in the upper left corner with the right religious movements! (.../2,5)



1b. Put the time of the Reformation on the following timeline. (.../1)

1c. Mark Luther's birthplace and university on the map. (.../2)

¹⁴⁸ The Reformation: Test. Mostly content-based and really challenging. Results were good.

1d. What did he study at university and why? (.../2)

1e. The Church convicted Luther as a *heretic*. (.../3)

When? (year) _____

Where? (+map) _____

What does being a 'heretic' mean? _____

1f. Where did John Calvin start his religious movement? Mark on the map! (.../1)

1g. Name at least three places where Calvin's religion spread to. (.../1,5)

1 _____ **2** _____ **3** _____

2. Answer the questions based on the texts below! (.../12)

The Pope and Martin Luther were in a religious struggle. Luther had highly critical views on the church. He wrote his magnum opus which set off a chain reaction in Europe.

John Calvin was a humanist and theologian who started a semi-popular religious movement. His views and doctrine are represented by a beautiful spring-flower.

Anglicanism was sparked for very different reasons than the other movements. There was a certain struggle between the Pope and King Henry VIII. It is safe to say one of these parties won the conflict between them.

2a. What is Luther's magnum opus called? (.../1) _____

2b. How was his work able to spread so quickly? (.../1)

2c. Luther disapproved of one major thing concerning the church. Explain. (.../2)

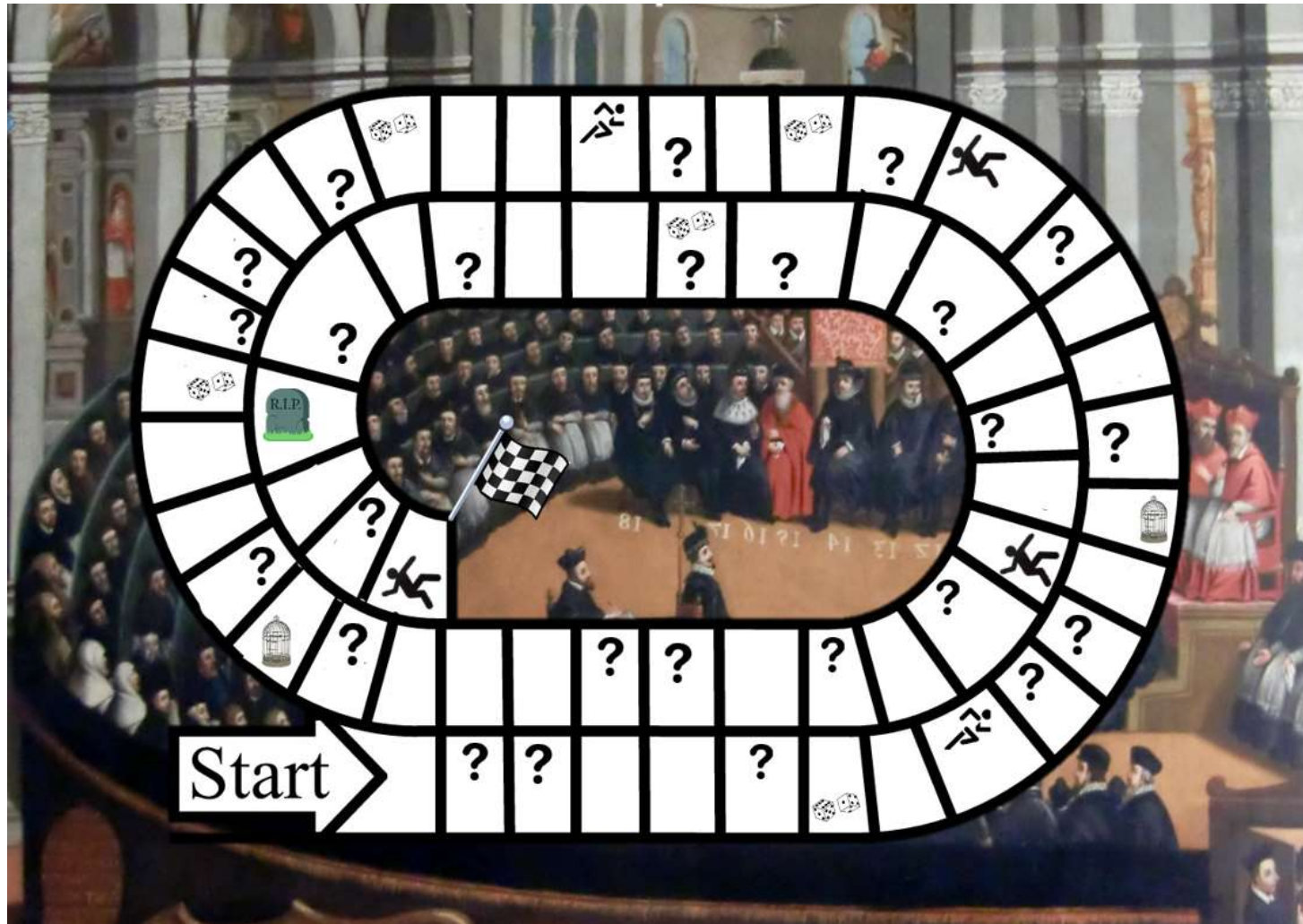
2d. Luther's doctrine was based on three major principles. Give all three and explain! (.../3)

2e. True or False? Explain when false! (.../3)

	T	F
<p>Perseverance of the saints refers to the blessing one receives from the saints, which is inescapable.</p> <p>.....</p> <p>.....</p>		
<p>Jesus wasn't damned nor was he saved and eventually died for the sins of the people, not for his own sins.</p> <p>.....</p> <p>.....</p>		
<p>Only God can choose who gets saved but people are able to make mistakes and still end up in hell.</p> <p>.....</p> <p>.....</p>		

2f. 'Anglicanism was sparked for very different reasons.' Explain (.../2)

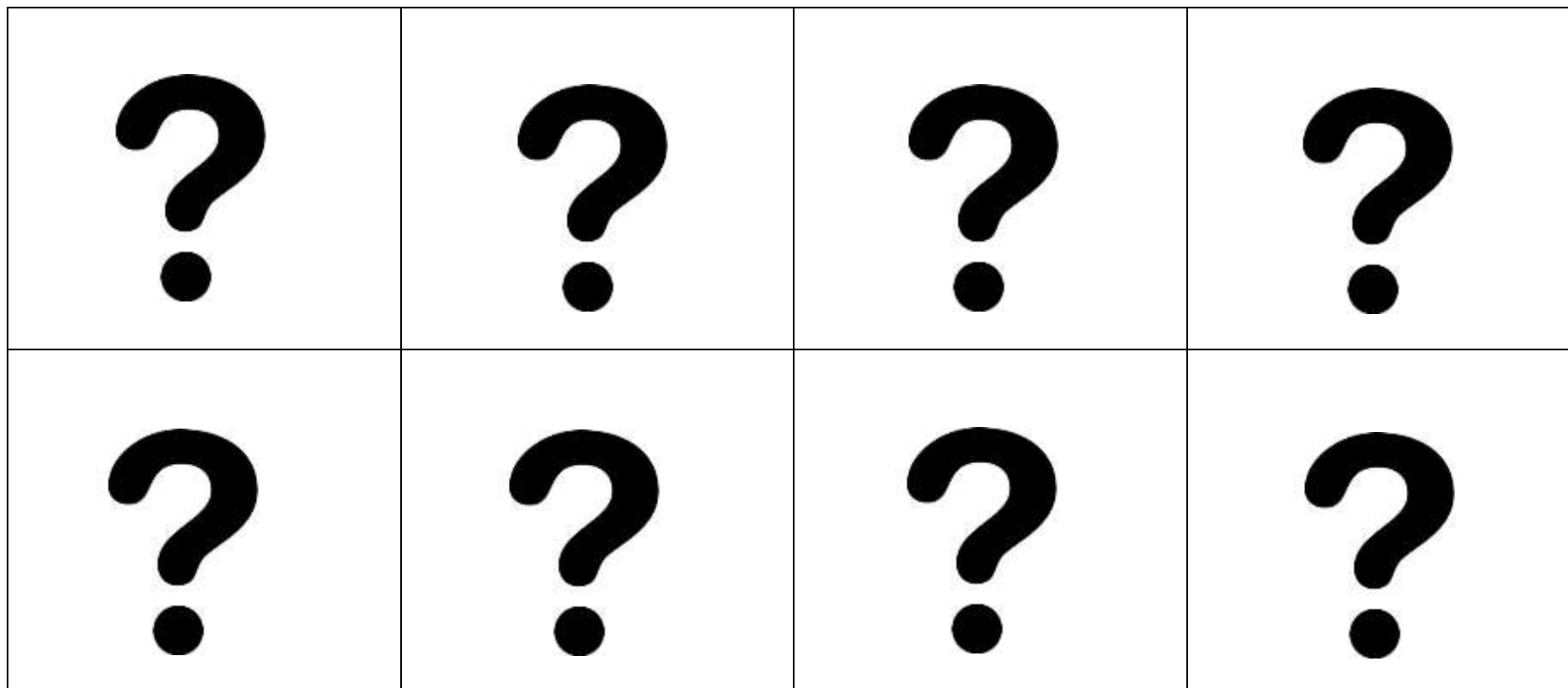
- The Counter-Reformation: Board game ¹⁴⁹



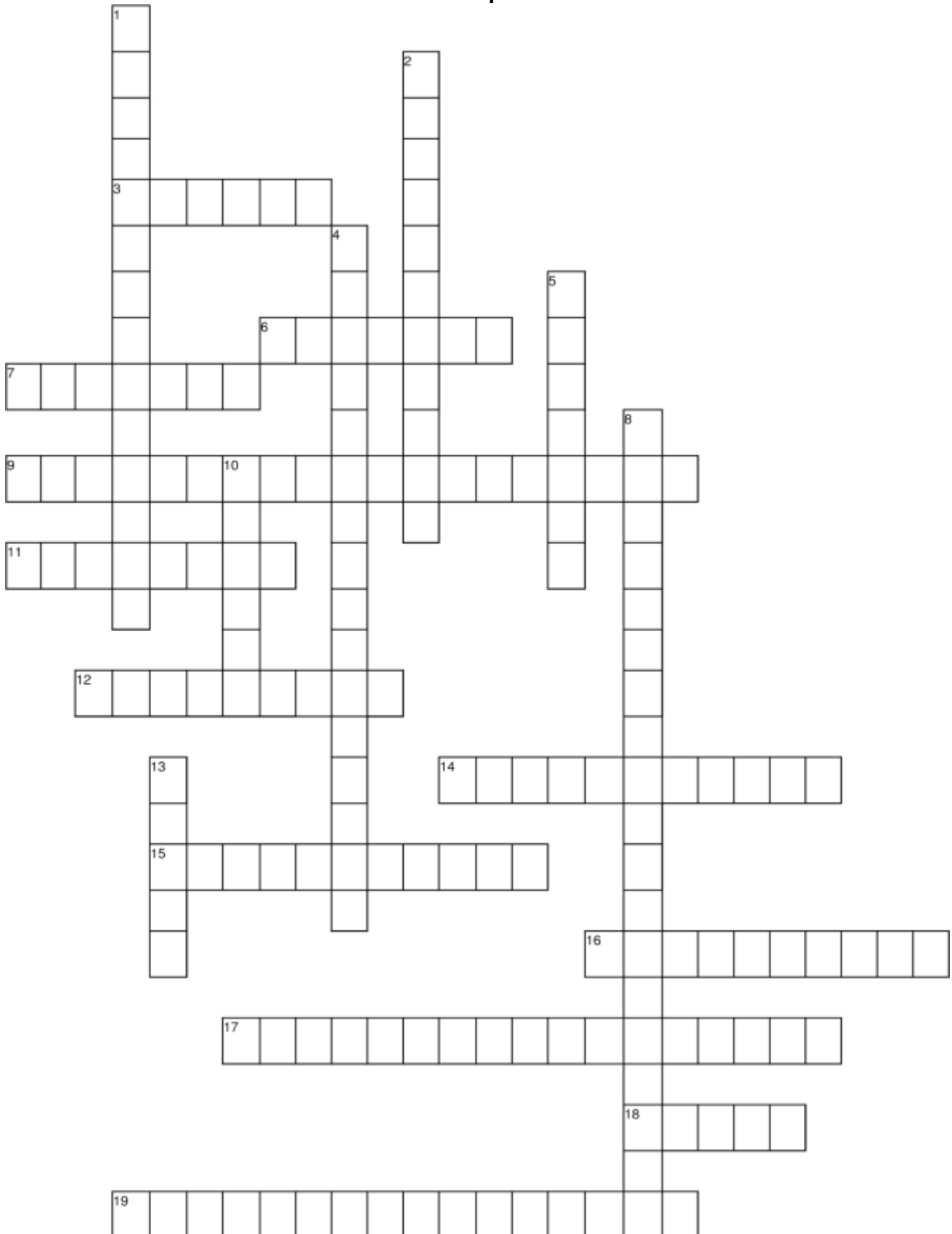
¹⁴⁹ The Counter-Reformation: Board game. Pupils compete against each other. They solve the questions from the bundle together. The different symbols all have specific meanings (can be found in lesson plan). The background is the 'Council of Trent', which started the effort of the Counter-Reformation.

- **The Counter-Reformation: Cards**¹⁵⁰

¹⁵⁰ These cards were designed to go with the board. When a pupil landed on a question mark, he had to pull a card. Each card had a number on it (handwritten) that was linked to a question or exercise in the bundle. The pupils would then solve that particular exercise together using the bundle.



• **The Counter-Reformation: Crossword puzzle¹⁵¹**



¹⁵¹ *The Counter-Reformation: Crossword puzzle. This crossword puzzle was designed for pupils who were finished with the exercises. It specifically focussed on the necessary vocabulary they had to study.*

Across

3. somebody who works in a religious setting
6. a group that worked in direct line with the Pope
7. an art form that served as a propaganda tool
9. a movement that wanted to reverse the Reformation
11. the duty of abstaining from marriage or sexual relations
12. strategy in paintings to put the essential elements in the centre
14. the use of light and dark elements
15. unified art
16. an official visit by a local bishop or pastor
17. a variant of the baroque that shares virtually no similarities
18. list of forbidden books assembled by the Catholic Church
19. a religious meeting used to discuss anti-Protestant matters

Down

1. a religious body that discusses community issues
2. organisation that was formed to suppress heretics
4. the duty to stay within the church's residence
5. somebody who believes something different from the norm
8. process of delineating doctrines
10. a small variant on the regular baroque
13. a principle laid down by the church as incontrovertibly true

6.7 Reflection

Although CLIL is still a pilot project in Flanders, I was able to experience 8 hours of immersion teaching in Koninklijk Atheneum Plus in Hasselt. I taught history using English as the second language of instruction. Furthermore, the variation of this particular CLIL project adapted a full immersion setting, allowing me to really experiment with ideas and materials. Below I will attempt to voice my opinions and personal findings on immersion education in its current state:

In my opinion, one of the more essential things that I have mentioned in the theoretical part of this thesis is the lack of clear objectives or a curriculum within the CLIL-project. Every school that has adapted the programme does things according to their own ideology and views, which leaves the eventual goal of CLIL open to interpretation. On the contrary, I can confirm, at least from my own experience, that there is little to no difference in terms of methodology. This may be so as a teacher you are still working with the Flemish curriculum for history, but it may also be that the nature of immersion does not necessarily require a new curriculum. Although I strongly believe more structure within CLIL is unquestionable, I managed to teach in immersion without many obstacles. As an immersion teacher, you are largely responsible for a greater deal of support in terms of language. The use of vocabulary lists, smartphones and other audio-visual materials are fairly easy to come by and helped me to elevate my classes to the next level.

Another important aspect that stood out to me immediately was the presence of a large amount of ex-OKAN students. In some cases, these students had little experience with the English language. However, one of the remarkable aspects of immersion is that those differences do not really seem to matter. I quickly observed that those particular students performed just as well as the 'regular' Dutch-speaking students, using the exact same materials. This may indicate that using a foreign language as the primary language of instruction may actually cause cultural differences to dissipate.

However, there were also some negatives about the entire experience. Although it is very rewarding to be able to develop your own materials, it is definitely frustrating to not have any sort of guidelines as to what is acceptable and what is not. Since proper books and a curriculum are lacking, as an immersion teacher you are left with following your own instincts, which is not always reliable. On a creative level, creating your own materials is encouraged for all teachers, but you need to know what essential items within a subject need to be covered and which ones are less of a priority. The lack of materials, not to mention the lack of evaluation tools, is worrisome to say the least, which directly correlates with the issues that were found in the theoretical part of this paper.

I believe CLIL has a successful future in Flanders provided a proper structure, which is supported by the Flemish government, is developed. Furthermore, there is a desperate need for books and curricula developed by experts. Through cooperation between governments and teachers, there is a good chance we will achieve those goals. Overall, my experience in CLIL was unforgettable and definitely one to relive once again.

Conclusion

In this bachelor thesis I did research on how and why to acquire a second language through immersion. I explored the vast number of possibilities immersion education has to offer and how Europe has integrated this form of education thus far. More importantly, I explored what challenges both teacher and student have to face when dealing with any form of an immersion setting. However, there is also a large focus on what immersion could achieve on a functional and cognitive level, pushing more and more countries to consider implementing a similar project.

Immersion has a lot of value in the world of education because it allows students to seamlessly learn a foreign language through a content-based subject, which becomes a powerful asset in a globalised world. A large number of schools and teachers are reluctant to try the idea because they have this preconceived notion that immersion is too difficult for their pupils. Researchers like Ellen Bialystok, among many others, have proven time and time again that not only is immersion possible across all ages, it is beneficial for any student regardless of their linguistic capabilities, given that immersion is applied consistently over a longer period of time.

Although Flanders still has not implemented a proper curriculum, it is safe to say that other regions around the world, such as Canada, have proven their success when it comes to immersion education after proper support from their government. Based on the lessons that I have taught myself I daresay preparing creative materials for the EFL classroom is definitely time consuming and extremely challenging, but the results are visibly noticeable. Pupils have a greater sense of language and are able to explore and exceed their own limitations. They learn a language from a new angle and learn how to use the language functionally, and to their advantage, dropping cultural barriers and opening up new possibilities for their future.

Due to these advantages immersion education helps pupils to prepare themselves to become more flexible and experienced, which is invaluable in the complex, multi-linguistic and globalised world of tomorrow.

Bijlagen

- Correspondence dr. Bialystok:¹⁵²



Michiel Vandebosch
vr 7/10/2016, 15:19



Dear doctor **Bialystok**,

Let me introduce myself: I'm a Belgian college student who's currently working on his thesis for his final year. The subject of my thesis is immersion education and in my research your name kept reappearing. You have done some incredible research that has been extremely fascinating to read over the past couple of weeks. The chances that this will actually work are pretty slim, but they are there nonetheless; I wanted to ask if there are any materials or papers you could share that I could use for my thesis? If not, I wish you the absolute best in your future endeavours of course.

With kind regards, Michiel



Ellen Bialystok <ellenb@yorku.ca>
vr 7/10/2016, 21:21



2 bijlagen (2 MB) Alle downloaden Alles opslaan in OneDrive - PXL

Dear Michiel,

I am attaching two recent papers that you probably don't have (I'm not sure they're really out yet).

Good luck with your thesis!

Regards,

Ellen **Bialystok**

--

Ellen **Bialystok**, OC, PhD, FRSC
Distinguished Research Professor
Walter Gordon York Research Chair in Lifespan Cognitive Development
Department of Psychology
York University
Toronto, Ontario, M3J 1P3
Canada

Office: 416 736-2100 Ext. 66109

Lab: 416 736-2100 Ext. 30562

Fax: 416 736-5814

www.lcad.lab.yorku.ca



Michiel Vandebosch
za 8/10/2016, 11:59
Ellen **Bialystok** <ellenb@yorku.ca>



Dear Doctor **Bialystok**,

Thank you so very much for your response. It means a great deal to me. I'm looking forward to reading through your papers.

Thank you once more!

With kind regards, Michiel

¹⁵² *Ellen Bialystok is a successful psychologist. She has a PhD and specializes in cognitive and language development. I decided to contact her after continuously reading through and using her work as part of this thesis. I received two exclusive papers from her in function of my own work.*

• The Crusades: Results test¹⁵³

Dagelijks werk 2	3CLIL	3CLIL	3CLIL	3CLIL	3CLIL	3CLIL	3CLIL
3CLIL	Attitude ET 25-30	Orientation: Crusades	Test 1: Crusades	Test crusades 2	CLIL English	PE 2	Toetsen 2 CLIL
	2017-01-20	2017-01-27	2017-01-27	2017-03-10	2017-03-17	2017-03-17	2017-03-17
	DW	DW	DW	DW	DW	DW	DW
	5	20	15	7	5	40	60
Klasgemiddelde	3,0	11,2	8,1	4,4	3,7	24,2	34,8
3EC							
5. KONINGS Julie-Laure	2,5	14	9,5	4	3	24	40
10. SCHUURMANS Nick	4	0	8,5	5,5	3	24,8	12,2
3GL							
2. Kaur Kamelijit	2,5	12,5	3,5	6	4	18	41,1
3. LISMOND Linus	2,5	16	7,5	7	4	22,4	51,1
4. MARTENS Senne	3,5	17,5	13,5	5	4	30,4	50
5. Patwal Sargun	2,5	14,5	9,5	7	4	25,6	47,8
3HW							
1. Clifford Eboni	3	0	9	2	3,5	24,8	4,4
2. De Carvalho Martins Pisco Logatheaux Francisca		11,5	6,5	2	4	21	30
3. Do Nascimento Carneiro Luis				4,5	3,5	28	38,6
7. SCHILLEBEERS Emile	2,5	0	6,5	0	3	19,2	0
3LA							
2. Claes Chiel	3	16	10	5	4	27,2	46,7
6. KETELERS Clisse	3,5	14	6,5	5	4	22,4	42,2
10. WARSON Kato		14,5	8	3,5	3	22	40
3WE							
1. Al-Yassin Yassin	3,5	13	10,5	6,7	5	30,4	43,8
11. MGBOKWERE Denzell	4	11	9,5	3	3,5	27,2	31,1
16. Vlieghe Arnwid							
17. VREVEN Floor	2,5	13	8,5	4	3	22,4	37,8

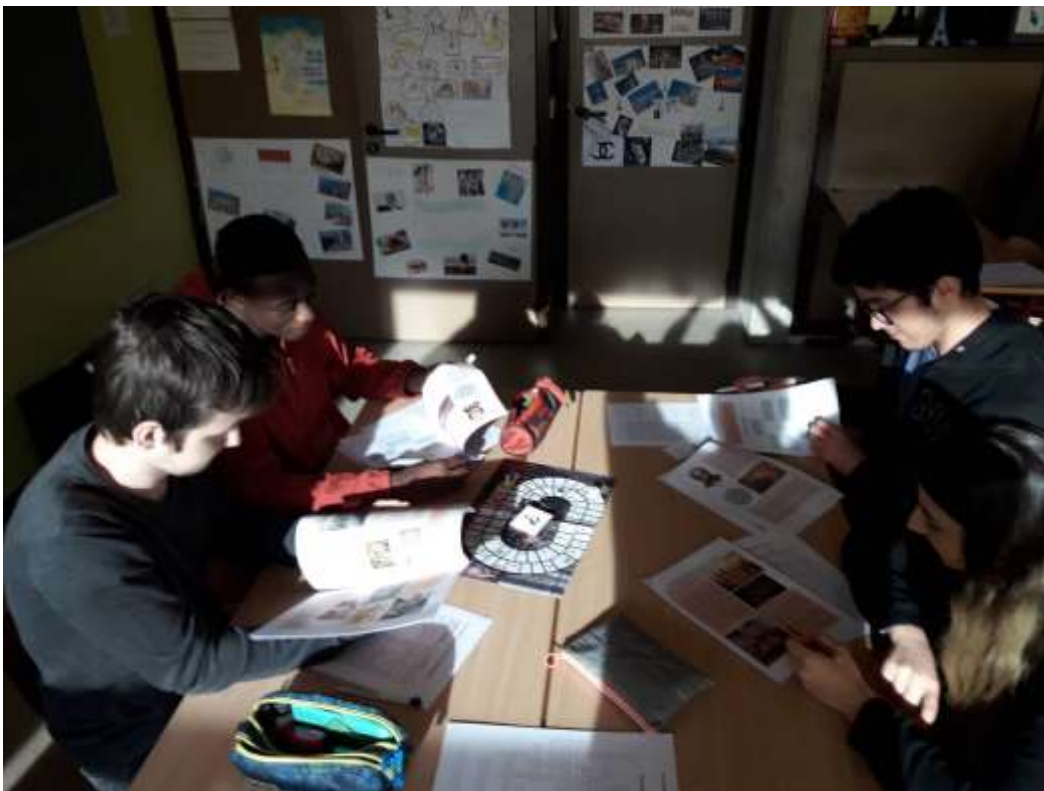
• The Reformation: Results test¹⁵⁴

1	Dagelijks werk 2	4CLIL	4CLIL	4CLIL	4CLIL	4CLIL	4CLIL	4CLIL
2	4CLIL	natiseren leersto	Test L5	Test L6	a-Vaardigheden	b-Vaardigheden	The Reformation	Perm.Eval. 2
3		2017-01-23	2017-01-30	2017-02-13	2017-03-06	2017-03-13	2017-03-13	2017-03-17
4		DW	DW	DW	DW	DW	DW	DW
5		10	15	9	10	10	25	40
6	Klasgemiddelde	7,1	9,4	7,1	7,7	8,4	17,2	29,5
7	4EC							
8	1. Altunyay Caner	3,5	3	6	8,5	9	14	24
9	10. Mensah Prifty Nti	6,5	7,5	3	8	8	14,5	29
10	4LA							
11	3. Claesen Anne-Laura	8,5	9,5	4	7	8,5	19,5	31
12	9. Vanheusden Jackie	8,5	15	9	10	9,5	23	37
13	4WE							
14	1. Al-Homsi Sama	7	8	9	7	8	20,5	28
15	2. Al-Rubaye Ahmed Ali	8,5	9	9	8			33
16	3. Albayrak Mustafa	4,5	7,5	8	10	9,5	12,5	29
17	10. LAGHMOUCH Abdellah	8,5	14,5	9	7	8	18,5	31
18	14. Moors Lander	9	13,5	9	7	8	19	32
19	18. Tazetdinov Stepan	6,5	6	5	4	7	13,5	21

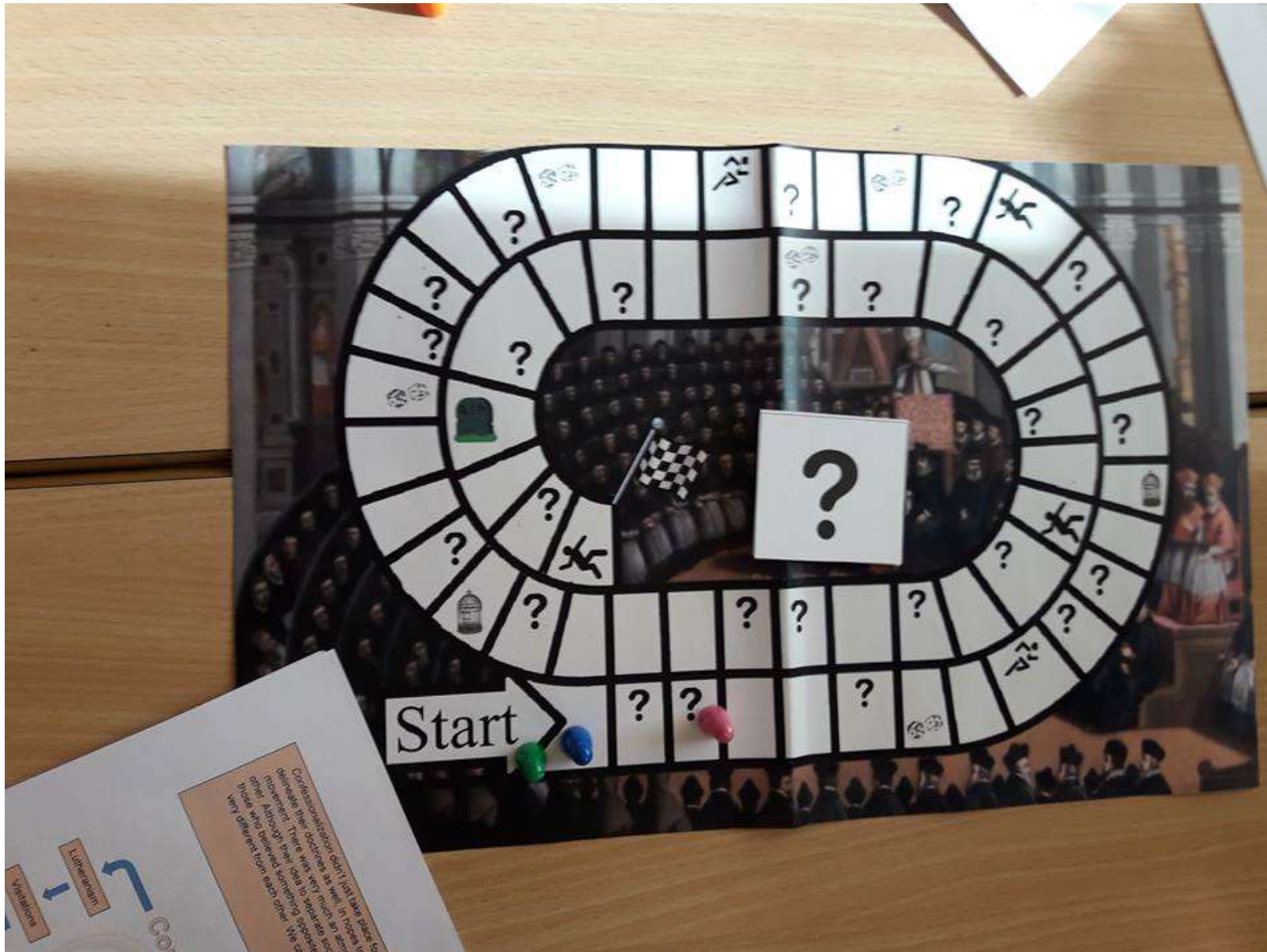
¹⁵³ The Crusades: Results test: writing test with the overall results marked in orange. Some lower marks due to high evaluation on language. Content was considered less important.

¹⁵⁴ The Reformation: Results test: a skills and content test. Marks in orange. The overall scores were higher because there was a clear focus on content. No evaluation on language.

- Photos teaching practice (*Credit: Mrs. Gandoul*):¹⁵⁵



¹⁵⁵ Pictures that were taken during my teaching practice (*Counter-Reformation: Board game*). Photos taken by my mentor: Mrs Gandoul. The photos were originally posted on the school's Facebook-page.





- Evaluation and comments by Mrs. Gandoul:¹⁵⁶
 - *The Crusades: Class 1*

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novelle

BEOORDELING STAGELES DOOR DE VAKMONTOR

Identificatie Naam student: <i>Emmanuel Akab</i> Leerjaar: <i>Masterproef - Civ</i> Leerinstelling: <i>The American</i> Opleidingsniveau: <i>B²</i> Aard van de stageopdracht: <i>Stageles</i>		Stagecoach: <i>W4+</i> Klas of aantal klas: <i>30/12/18</i> Datum: <i>20/07/2018</i> Lesuur: <i>11u - 13</i> Vakmuntor: <i>Emmanuel Akab</i>	
---	--	--	--

Synthese

Aandachtspunten op korte termijn

Tip: Always teach with respect of international law. Because as a teacher, what you share => sticks! Stay critical of media (especially tv). We concluded that have him and time again. *arrived that Jerusalem is the capital of Palestine. The borders that have been acknowledged are those set in 1967. All the other parts added under Israeli flag are considered "OCCUPIED" territory.*

Aandachtspunten op langere termijn

Datum: *20/07/18*
 Naam en handtekening vakmuntor: *Michiel Vandebosch*

Datum: *20/07/18*
 Naam en handtekening stagiar: *Tawwa Gandoul*

Vak: *Civ - History* **novelle**

PXL EDUCATION Naam:

... oorspronkelijke ... niet oorspronkelijke ... is ontb ... goed

Eenkele de afzonderlijke items krijgen een score. Het is niet nodig een globale beoordeling toe te kennen aan de les. De afzonderlijke scores worden niet uitgemiddeld in een "gemiddelde score".

1. Begeleider van leer- en ontwikkelingsprocessen

Begeleider van leer- en ontwikkelingsprocessen, kent en benut zijn kennis van de leer- en ontwikkelingsprocessen, kan en kan wel de leer- en ontwikkelingsprocessen begeleiden, ondersteunen, stimuleren en gericht werken, ontwikkelt en gebruikt de juiste methoden, technieken, middelen, differentieert, werkt samen met de leerling.

sterke punten: *++*

verbeterpunten: *Go over to each pupil, make all of them participate. Nvm => you did afterwards!*

2. Opvoeder

Begeleider van leer- en ontwikkelingsprocessen, heeft aandacht voor welbevinden en betrokkenheid, respecteert de sociale en culturele diversiteit, heeft aandacht voor arbeidsdeling, gaat akkoord en doet met leerlingen om, pakt problemen op, presenteert aan.

sterke punten: *++*

verbeterpunten:

¹⁵⁶ All the comments, criticisms and compliments given by Mrs. Gandoul during teaching practice.

Vak: **novelle**
 Naam:

3 Inhoudelijk expert -- - + ++
 Beschrijft vakgebied en vaardigheden, past inhoudelijke principes toe, vertaalt naar leerplan, koppelt inhoudelijke inhoud aan leerplan, actualiseert inhoud, legt horizontale en verticale verbanden.

sterke punten ++ Also good language	Verbeterpunten Be critical of maps on the net. Work with 10-resolution when it comes to that area.
---	---

4 Organisator -- - + ++
 Bevoordt gestructureerd werkmateriaal, timing en tempo, plant eigen taken, geeft concrete instructies, waart administratieve taken uit, heeft een goede materiële organisatie.

sterke punten ++	verbeterpunten
---------------------	----------------

Vak: **novelle**
 Naam:

5 Innovator en onderzoeker -- - + ++
 Oriënteert en herkent aanvullend didactisch materiaal, gebruikt vernieuwende werkvormen, maakt feedback in ontstap, staat eigen keuzes aan to.

sterke punten ++	Verbeterpunten
---------------------	----------------

6 Taal -- - + ++
 Herkent context en rijke taal, zowel mondeling als schriftelijk, articuleert duidelijk, gebruikt gepast stemvolume, handelt begrijpelijke taal, stimuleert correct taalgebruik van leerlingen.

sterke punten ++	verbeterpunten
---------------------	----------------

7 Attitude -- - + ++
 Besluitingsvermogen, wilskracht, gerichtheid, kritische ingesteldheid, leergierigheid, organisatievermogen, zin voor samenwerking, verantwoordelijkheid, flexibiliteit.

sterke punten ++ That is a lot of effort & preparation! The ass up bundle and will use this!	verbeterpunten
---	----------------

8 Houding in de klas -- - + ++
 Enthousiasme, expressieve uitstraling, lichaamstaal, oogcontact, verzorgd voorkomen, non-verbale signalen, gebruik van de volledige ruimte.

sterke punten ++	verbeterpunten
---------------------	----------------

➤ The Crusades: Class 2 (Test and presentations)

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Tel: +32 11 77 90 02
education@pxl.be
www.pxl.be

novelle

BEOORDELING STAGELES DOOR DE VAKMONTOR

Identificatie	
Naam student: <i>Michiel Vandebosch</i>	Stageplein: <i>Koninklijk Algemeen</i>
Leervak: <i>Gechiedenis (CHN)</i>	Klas (+ aantal uren): <i>3CHN 2 AB</i>
Lesonderwerp: <i>The Crusades Part 1</i>	Datum: <i>27/02/2017</i>
Opleidingsinstelling: <i>Brabantse Hogeschool</i>	Lesuur: <i>3+4</i>
Aard van de stageopdracht: <i>Engels</i>	Vakmontor: <i>Kevin Oosthuis</i>

Synthese

Aandachtspunt(en) op korte termijn

Aandachtspunt(en) op lange(re) termijn

Datum: <i>27/11/2017</i> Naam en handtekening vakmontor: <i>T. Gansdau</i>	Datum: <i>27/02/2017</i> Naam en handtekening stagelair: <i>M. Vandebosch</i>
---	--

PXL EDUCATION **novelle**

Vak: _____
Naam: _____

--- = onvoldoende - = niet onvoldoende + = in orde +++ = goed

Eenkel de afzonderlijke items krijgen een score. Het is niet nodig een globale beoordeling toe te kennen aan de les. De afzonderlijke scores worden niet versproken in een "gemeinsame score".

1. Begrijper van leer- en ontwikkelingsprocessen

Heeft rekening met didactische begrippen, kan en kan wel doorvragen, selecteert en structureert informatie en geeft reacties, draakt en gebruikt daarbij redenen, onderhoudt krachtige leerrelatie met de leerder, werkt samen met de leerder.

sterke punten	verbeterpunten
<i>alle krijgen vantage les concrete instructies!</i>	

2. Opvoeder

Bouwt positief contact op met leerlingen, heeft aandacht voor welzijn en betrokkenheid, respecteert de sociale en culturele diversiteit, heeft aandacht voor afstemming, gaat akkoord en discussieert met leerlingen om, past problemen op voorhand op.

sterke punten	verbeterpunten
<i>Michiel was very clear about his expectations for their presentation!</i>	

PXL EDUCATION Vak: **novelle**
 Naam:

3 inhoudelijk expert

Buizen: inhoud en vaardigheden, past vaardigheden principe toe, werkt naar behoren, onderlegt kennis aan andere leerlingen, inhoudelijk steun, legt verband en verhoudingen vast.

sterke punten	verbeterpunten
→ check praxis assessment document	

4 Organisator

Buizen: getuigenis van kennis, bereid om anderen te helpen, geeft concrete invullingen, weet administratieve taken af, heeft een goede manier van organiseren.

sterke punten	verbeterpunten
→ Well prepared and organised. (As always ;-)	

PXL EDUCATION Vak: **novelle**
 Naam:

5 Innovator en onderzoeker

Buizen: in het leerproces actief, neemt initiatief, gebruikt kennis om problemen op te lossen, werkt samen met anderen, stelt vragen, zoekt naar oplossingen.

sterke punten	verbeterpunten
NVT	

6 Taal

Buizen: controle en taal, weet wat de taal is, kan de taal gebruiken, weet de taal te gebruiken, kan de taal gebruiken, kan de taal gebruiken.

sterke punten	verbeterpunten
→ Very consistent!	

7 Attitude

Buizen: houding, houding, houding, houding, houding, houding, houding, houding.

sterke punten	verbeterpunten
→ Very open, patient and direct with students	

8 Houding in de klas

Buizen: houding, houding, houding, houding, houding, houding, houding, houding.

sterke punten	verbeterpunten
NVT (pupils do presentations)	

- The Reformation and Counter-Reformation:
 - The Reformation: Class 1

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 www.pxl.be

novelle

FEEDBACK BIJ STAGELES DOOR DE VAKMENTOR

Identificatie (in te vullen door de student)	
Naam student: Vandebosch Michiel	Stageplaats: Kennelijk Immersie +
Vak: Doucheproef (Engels + Dutch)	Klas (+ aantal les): 4 Clit 10/11
Lesonderwerp: Reformation	Datum + lesnr: 06/05 1+2
Stagejaar: 3	Naam vakmentor: Louisa Gandoul

Beste mentor

Geef de items op de volgende pagina's telkens te beoordelen volgens onderstaande schaal:
 -- = zwaar onvoldoende - = onvoldoende += voldoende +++ goed

Uw scores zijn louter formatief en dienen als feedback voor de student. Ze worden niet gebruikt voor de beoordeling van de stage. U moet daarom geen punt geven voor de les als geheel. Geef wel in onderstaande tabel enkele sterke punten en aandachtspunten voor de student te noteren, samen met de nodige tips.

Sterke punten:
 Content and structure was great!

Prioritaire aandachtspunt(en) (te bereiken tegen volgende les) + tips:
 After you do your part, make them work. Divide texts/sources so the lesson is more active for them.

Overige aandachtspunten (te bereiken op (middel)lange termijn) + tips:
 Don't waste time paraphrasing after they gave the right answer.

Datum: 6/3/2017	Datum: 06/03
Naam en handtekening vakmentor: L. Gandoul	Naam en handtekening stagiair: M. Vandebosch

PXL EDUCATION Vak: Naam:

novelle

1 Begelider van leer- en ontwikkelingsprocessen

Voorbereiding van de stage (de student schrijft degelijke lesvoorbereidingen; houdt rekening met de beginsituatie; formuleert correcte doelstellingen; selecteert passende leerinhouden) -- - (••)

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips?

Wat was 'voldoende' of 'goed'?

LV was prima

Uitvoering van de stage (de student realiseert een gestructureerde lesopbouw; kiest gepaste werkvormen; selecteert geschikt didactisch materiaal; realiseert een krachtige leeromgeving) -- - (•••)

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips?

Wat was 'voldoende' of 'goed'?

Goede uitvoering met uitnodiging van het tempo!

Evaluatie en differentiatie in de stage (de student zorgt voor doelgerichte evaluatie; concrete remediering; differentiatie; een vakoverschrijdende aanpak) -- - (•••)

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips?

Wat was 'voldoende' of 'goed'?

Good job with the exception of having to be more active activating in the second part!

PXL EDUCATION Vak: **novelle**
 Naam:

2 Opvoeder -- - + + +
 De student bouwt een positief contact op met leerlingen, heeft aandacht voor welbevinden en betrokkenheid, respecteert de sociale en culturele diversiteit, heeft aandacht voor attitudevorming, gaat adequaat en discreet met leerlingen om, pakt probleemgedrag preventief aan.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

Good councher to pupils, relates to their world.

3 Inhoudelijk expert -- - + + +
 De student beheerst vakinhoud en vaardigheden, raadpleegt verschillende informatiebronnen, actualiseert leerinhouden, legt horizontale en verticale verbanden, past vakdidactische principes toe, vertaalt de leerstof naar de leefwereld van de leerlingen, ...

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

No question about it.

4 Organisator -- - + + +
 De student bevordert een gestructureerd werkklimaat, hanteert een correcte timing en lastempo, plant eigen taken, geeft concrete instructies, voert administratieve taken uit, heeft een goede materiele organisatie, ...

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

Tempo was working part in second half!

PXL EDUCATION Vak: **novelle**
 Naam:

5 Innovator en onderzoeker -- - + + +
 De student creëert en hanteert vernieuwend didactisch materiaal, gebruikt vernieuwende werkvormen, neemt feedback in ontvangst, stuurt zijn eigen functioneren bij, ...

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

Good use of all media.

6 Taal -- - + + +
 De student hanteert correcte en rijke taal – zowel mondeling als schriftelijk, articuleert duidelijk, gebruikt een goed stemvolume, hanteert begrijpbare taal, articuleert correct taalgebruik van leerlingen.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

7 Attitude -- - + + +
 Besluitvaardigheid, relationele gerichtheid, kritische ingesteldheid, leergierigheid, organisatievermogen, zin voor samenwerking, verantwoordelijkheidszin, flexibeliteit.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

Very positive and open attitude! Thanks me and pupils.

8 Houding in de klas -- - + + +
 De student heeft een enthousiaste, expressieve uitstraling, goede lichaams taal, verzorgt voorkomen, maakt oogcontact, gebruikt non-verbale signalen, gebruikt de volledige ruimte.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

As mentioned above!

➤ **The Counter-Reformation (Board game + test Reformation)**

PXL EDUCATION Departement PXL Education
 Vrijheidsstraat 5, 3000 Hasselt
 Tel: +32 11 77 80 82
 info@pdxl.be
 www.pxl.be

novelle

FEEDBACK BIJ STAGELES DOOR DE VAKMENTOR

Identificatie op de vellen door de student

Naam student: <i>Kenneth Michiel van Oudenrijck (L. Engels - leer)</i>	Stageplaats: <i>Koninklijke Akademie +</i>
Levensperiodes: <i>Totk + Counter-Reform.</i>	Klas (+ aantal ln): <i>4C10C - 10101</i>
Stagejaar: <i>5</i>	Datum + lesuur: <i>13/03 1+2</i>
	Naam vakmentor: <i>Toussaint Gaudard</i>

Beste mentor

Geflees de items op de volgende pagina's telkens te beoordelen volgens onderstaande schaal:
 - - = zwaar onvoldoende - = onvoldoende + = voldoende ++ = goed
 (De scores zijn louter formatief en dienen als feedback voor de student. Ze worden niet gebruikt voor de beoordeling van de stage. U moet daarom geen punt geven voor de les als geheel. Geflees wel in onderstaande tabel enkele sterke punten en aandachtspunten voor de student te noteren, samen met de nodige tips.

Sterke punten:
Well organised, very creative (love that!) teacher!

Prioritaire aandachtspunt(en) (te bereiken tegen volgende les) + tips:

Just timing. Try and make an estimate of how long a test / reading comp. will take. Last year of 2nd year

Overige aandachtspunt(en) (te bereiken op (middel)lange termijn) + tips:

Datum: *13/03/2017* Datum: *13/03*
 Naam en handtekening vakmentor: *T. Gaudard* Naam en handtekening stagier: *M. Vandebosch*

PXL EDUCATION Vak: **novelle**
 Naam:

1. Beoordeling van leer- en ontwikkelingsproces

Voorbereiding van de stage (de student schijft degelijke voorbereidingen, heeft rekening met de logische, formele correcte details/ingen, scoort op passende manier)

Wat was 'zeer onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

2. Uitvoering van de stage (de student realiseert een gestructureerd leerplan, leest gepaste werkvoor, selecteert geschikt didactisch materiaal, realiseert een krachtige leeromgeving)

Wat was 'zeer onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

I was amazed about your level of English and your organisational talent and creativity! It's been refreshing! Thank you for that!

3. Evaluatie en differentiatie in de stage (de student zorgt voor doelgerichte evaluatie, concrete remediation, differentiatie, een vakoverschrijdende aanpak)

Wat was 'zeer onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

Gain good with challenges and can assess upcoming difficulties well. Good handling of the differentiation aspect in this classroom with the OKAN-students!

PXL EDUCATION Vak: _____ Naam: _____ **novelle**

2 Opvoeder -- - + **

De student bouwt een positief contact op met leerlingen, heeft aandacht voor behoeften en betrokkenheid, respecteert de sociale en culturele diversiteit, heeft aandacht voor attitudevorming, geeft adequaat en discreet met leerlingen om, zoekt problemen/strag proactief aan.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

3 Inhoudelijk expert -- - + **

De student beheerst vakinhoud en vaardigheden, raadpleegt verschillende informatiebronnen, actualiseert leermethoden, legt horizontale en verticale verbanden, past vakdidactische principes toe, vertaalt de leerstof naar de leefwereld van de leerlingen.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

4 Organisator -- - + **

De student bevordert een gestructureerd werkklimaat, hanteert een correcte timing en lestempo, plant eigen taken, geeft concrete instructies, voert administratieve taken uit, heeft een goede materiele organisatie.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

PXL EDUCATION Vak: _____ Naam: _____ **novelle**

5 Innovator en onderzoeker -- - + **

De student creëert en hanteert vernieuwend didactisch materiaal, gebruikt vernieuwende werkwijzen, neemt feedback in ontvangst, staat zijn eigen functioneren bij.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

Game - aspect: welk wordt introduced!

6 Taal -- - + **

De student hanteert correcte en rijke taal - zowel mondeling als schriftelijk, articuleert duidelijk, gebruikt een gepast stemvolume, hanteert begrijpelijke taal, applyeert correct taalgebruik van leerlingen.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

7 Attitude -- - + **

Bereidingsvermogen, relationele gerichtheid, kritische ingesteldheid, leergierigheid, organisatievermogen, zin voor samenwerking, verantwoordelijkheid, flexibiliteit.

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

8 Houding in de klas -- - + **

De student heeft een enthousiaste, expressieve uitstraling, goede lichaamstaal, verzorgt voorkomen, maakt oogcontact, gebruikt non-verbale signalen, gebruikt de volledige naam, ...

Wat was 'zwaar onvoldoende' of 'onvoldoende' + tips? Wat was 'voldoende' of 'goed'?

- **Extra files from Mrs. Gandoul regarding CLIL in Koninklijk Atheneum Plus:¹⁵⁷**

File meeting 1

VERGADERING CLIL - 25/09/2014 – LERARSKAMER – 16.15-16.50

- aanwezig: Touria Gandoul, Frédérique Konings, Katrien Moermans (voorz.), Katrien Vandeurzen, Lisa Zacharioudakis, Joost Hansen (verslag)

1. Roosterproblemen:

Hoe de gemiste lessen van de leerlingen bijwerken?
Communicatie met de ouders?

Overleg directie, nu in het Nederlands (voorlopig)

Infomoment CLIL 17de uitleg aan de ouders door de directeur.

2. Cursusmaterialen:

- Afspraak: dezelfde leerstof, dezelfde cursus, maar dan in het Engels
- Stand van zaken?

*Letterlijke vertaling moeilijk omdat het niveau in het Engels anders is (wetenschappelijk).
Inhoudelijk blijft alles hetzelfde. Structuur zal hetzelfde zijn (zodat de lln. makkelijk kunnen
vergelijken met de Ndl. cursus). Zodra de inleiding af is, leest Katrien V. na.*

3. Evaluatie

- Afspraak: dezelfde toetsen en examens in het Nederlands
- Stand van zaken?

*Vakgroep spreekt toetsen/taken en examens af onder mekaar.
Zou geen problemen mogen opleveren.*

4. Remediëring

- Iemand kan niet volgen, hoe bijwerken?

Streven om CLIL-lln in de groep te houden

Eerste rapport afwachten.

*Uitstapmoment na de examens. Dan nog 300/500 van het jaarcijfer te halen. Duidelijk
communiceren. Vermijden dat tekorten op 'Engels' kunnen afgeschoven worden.*

5. Beoordeling start CLIL/haalbaarheid

Moeizaam, maar we gaan er komen.

Soms vragen over woordenschat in het Engels ==> beamer wordt goed gebruikt.

¹⁵⁷ These files were given to me by Mrs. Gandoul. Since they do not have an actual source or link, I decided to include them here. Mrs. Gandoul also mentioned that these are the only meetings she attended because the project was already in existence before she worked in Koninklijk Atheneum Plus.

Files meeting 2

Klaar voor CLIL: Van decreet naar praktijk!

Verslag bijscholing/infosessies: Touria Gandoul

Locatie: Huis van het GO! Brussel

Datum: 4/6/2014

Uur: 10u-12u15

Aanwezigen: Adjunct-directeur Mevr. Philippaerts, collega's Katrien Vandeurzen, Jan Lagrain en ikzelf.

<u>Doelgroep:</u>	
Toekomstige CLIL-leerkrachten, maar ook directeurs, coördinatoren, pedagogische begeleiders,...	
<u>Geselecteerde projecten:</u>	
<u>Titel project</u>	<u>Naam organisatie</u>
Klaar voor CLIL: van decreet naar praktijk	Interfacultair Departement LerarenOpleiding (IDLO) (VUB) en Departement lerarenopleiding (KHLeuven)
Met CLIL uit de startblokken	Centrum Voor Taal en Onderwijs (CTO) en Specifieke Lerarenopleiding (SLO) Talen, (KULeuven)

1. Korte inleiding:

- Voorstel PA Dhr. Plancke:

Van deze bijeenkomst gebruik maken om een netwerk op te starten (proeftuinen contacteren voor tips/adviezen/info wordt aangemoedigd!). Elkaar leren kennen en zorgen voor een goede flow van info is op dit moment wel van belang. Op deze manier de expertise delen zorgt voor een verrijking

- Voorstellen kandidaten CLIL:

1. [Oostende](#): (proeftuin) Ensor instit. Bio-esthetiek in het Frans (specifiek vak)
2. [Internationale school Woluwe](#): (proeftuin) Wisk in het Frans (vanaf 2^{de} graad); Inf/Chem/Fys in het Engels (vanaf 3^{de} graad). Voor het schooljaar 2014-2015 zijn er plannen om: MO+PO in het Engels te geven in de 1^{ste} graad & Aardr. In het Frans te geven van de 1^{ste} t.e.m. de 3^{de} graad (complementaire vakken)
3. [KTA2](#): (proeftuin) Bio-esthetiek in het Frans (specifiek vak). CLIL wordt gegeven in het 3^{de} jaar in de praktijkvakken + in de 1^{ste} graad (1A+2A) in de vrije ruimte/modules. De bedoeling is om zo, verspreid over de 3 graden een 6-jarig project uit te werken.
4. [Hotelschool](#): (proeftuin) Praktijkvakken in het Frans (specifiek). Voor schooljaar 2014-2015: Ook in de 1^{ste} graad (1A+2A) CLIL toegepast (in complementair vak 'voeding') en dit verder uitbouwen tot een 6-jarige structuur.
5. [KA+](#): geschiedenis in het Engels (complementair vak). Hier licht Dhr. Plancke de bedenkingen van de commissie toe m.b.t. de goedkeuring voor KA+.
6. [Vrijzinnige school](#): (proeftuin) In de vrije ruimte wordt reeds het Frans geïmplementeerd via projecten/modules. Schooljaar 2014-2015: econ. in de 2^{de} graad in het Frans (complem.vak).
7. [Overpelt](#): handelsecon. + boekhouding in het Engels (complementair vak)

8. **Oostende:** (proeftuin) Pegasus wiskunde in het Frans (vanaf het 1^{ste} jaar t.e.m. het 6^{de} jaar). Volgend schooljaar 2014-2015: fysica in het Engels vanaf het 1^{ste} t.e.m. het 6^{de} jaar. Hiervan worden in het 1^{ste} jaar 2 u in het NL voorzien en 1u in het Engels (remediërend gedeelte). In de 2^{de} graad is dat andersom (2u in het Engels en 1u remediërend in het NL).

2. Cognitieve effecten van CLIL:

Pretest werd gedaan (statistieken beschikbaar in [boek](#)) en uitleg gegeven aan verschillende [proeftuinscholen](#).

Conclusie: wetensch. Bewijs dat er een grotere leerwinst is bij de leerlingen door de toepassing van CLIL. Eerst een sterke stijging, dan stagnatie, maar onderliggende leerprocessen blijven zorgen voor vooruitgang.

3. Attestering voor CLIL-leerkrachten:

Taaltesten voor CLIL-leerkrachten (info/uitleg):

Ugent: <http://www.ugent.be/nl/studeren/masteropleidingen/praktisch/toelating/master/taal.htm>

Waarom C1?

Doel GO!: lijn doortrekken; om het te behalen niveau van lesgevende lkr. gelijk te schakelen met dat van de professoren of lectoren aan hogescholen of universiteiten. De pedagogische adviseuren denken dat dit vooral een politiek (welles-nietes)spel zal worden.

Niveaubepaling CLIL-leerkrachten:

<http://www.selor.be/nl/procedures/certificaten/taaltesten/> (is een mogelijkheid!)

Leerkrachten (regenten die een taaldiploma hebben en dus over het minimale B2/1 niveau beschikken) krijgen een voldoende geachte status toegekend voor CLIL.

Masters (zonder taaldiploma), moeten een C1 attest halen of een bijscholing/opleiding volgen. Ze moeten een C1 halen voor elke vaardigheid. Hier wil men in het GO! niet vanaf stappen.

- **Engels:**
[Perspektief in Gent](#): biedt bijscholingen voor CLIL aan. Dit zijn taallessen met een taalexamen (om er nu nog aan te beginnen = zinloos). Inschrijvingen van half oktober tot november 2014.
[VUE](#): je kan er nu al contact met [Douglas Atkinson](#) of je inschrijven voor een [ACTO-test](#).
- **Frans:**
Hiervoor kan je terecht bij de Alliance Française. Van 2-16 december kan je je nog inschrijven (in Gert) en dan kan je die inschrijvingsbewijzen alsnog inleveren bij de onderwijscommissie.

4. Problemen:

- A. Dure prijs van die bijscholingen/opleidingen (ca. €150-250)! Duurtijd van de testen (schriftelijk = gemidd. 4u en mond. 2u).
- B. Officieel moet er op CLIL scholen een parallel-traject aangeboden worden in de moedertaal.
- C. Voor Engels meer mogelijkheden dan voor Frans. Florival Tine (PA Frans) gaat eens aankloppen bij de [Alliance Française Bruxelles](#) ([gezamenlijke test](#), betaald door GO! is misschien voordeliger, net zoals bij groepsaankopen?) en info vragen. Bekijk ook die van [Gent!](#) Organisatorisch ligt dit natuurlijk wat ingewikkeld.
- D. Een P-code toekennen aan CLIL-uren is niet toegestaan! CLIL-uren moeten ook effectief als dusdanig doorgegeven worden aan de inspectie.
- E. Evaluatie: Als school een plan opstellen voor de evaluatie zodat de kwaliteitszorg niet enkel extern, maar ook intern op punt staat (en blijft). Zorg voor duidelijk omschreven/omlijnde criteria!

5. Bedenkingen van de commissie voor KA+:

Waarom een 2-uursvak in de 2^{de} graad opstarten als CLIL-project volledig in het Engels (stam)?

Ze vonden het niet zo duidelijk en zagen daar een groot gevaar omdat geschiedenis net zo'n 'talig' vak is! Ruimte voor 'interpretatie' maakt het geven van geschiedenis in CLIL erg moeilijk!

Tip van de internationale school van Woluwe: contact opnemen met de Hans Sachs Gymnasium! Ik heb de vrijheid genomen hier reeds wat opzoekingen rond te doen en heb was aangenaam verrast! Hier is alvast de link:

http://www.hans-sachs-gymnasium.de/poemia/index.php?option=com_content&view=category&layout=blog&id=2&Itemid=7

6. Noden:

- Gratis nascholingsprogramma van 1 jaar in verschillende sessies! Vanaf 1/7/2014! (zie CLIL addendum 1 p.3!)
 - o Intake gesprekken
 - o CLIL-team opzetten (enkel CLIL-lkr) met communicatie naar HELE schoolteam
 - o Beleid uitwerken (enkel voor directies)
 - o Methodiek: CLIL-lkr. gaan naar proeftuinscholen over heel Vlaanderen (Oostende, Ottignies, Dilsen)
 - o Interne klaspraktijk: schoolspecifieke sessies volgen (dus zelf ook een volledige les voorbereiden en uitwerken voor zo'n sessie te geven aan collega's + peer-eval door collega CLIL-lkr.)
 - o Bezoek aan gastscholen
 - o Interne klaspresentaties lkr.+CLIL lkr
- Onze school is reeds ingeschreven voor deze sessies (dit heeft Hilde reeds gedaan via mail op vraag van Mevr. Philippaerts!).
- Mogelijke test voor 1^{ste} graad (language proficiency assesment: als ref de testen van het 6^{de} lj gebruiken. Voor de 2^{de} graad (moeten alle examens identiek zijn in het 2^{de} jaar Engels). Indien die examens identiek zijn mogen ze diene n als basis test voor een niveaubepaling voor CLIL-lln! Dus 2^{de} jaar Engels=pretests Engels!
- Geschiedenisexamens van Joost en Touria moeten ook identiek zijn (niveau-bepaling)!

Nota:

Je kan eventueel taalprojecten doen of iets CLIL-achtigs onder een andere benaming, dan val je niet onder dezelfde strenge controlevoorwaarden. Maar, alles moet wel in orde zijn voor de verificateurs bij controle!

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