

# From Content and Language Integrated Learning (CLIL) to Intercultural Citizenship and Language Integrated Learning (ICLIL)

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## **Abstract**

In light of globalisation, UNESCO urged society at large to promote a culture of peace and non-violence, global citizenship and appreciation of cultural diversity through inclusive and equitable education. Due to the Covid-19 pandemic in 2020, this appeal has become more compelling. Children and youngsters have to learn how to mediate, cooperate in culturally diverse democratic societies and contribute to a more inclusive, just and peaceful world, which might only be possible by adopting an intercultural democratic stance on education, and if education is prepared to let fall rigid borders between subjects. On this basis, in this chapter it is argued that the CLIL approach should embrace Education for Intercultural Citizenship and become 'Intercultural Citizenship and Language Integrated Learning'. It is also advocated that in mandatory schooling in Portugal, it is essential to create more opportunities for learners, especially those who are disadvantaged, to learn English and Intercultural Citizenship through CLIL.

## **Keywords**

citizenship; Content and Language Integrated Learning (CLIL); democratic competence; Intercultural Citizenship Education (ICE); English as a Foreign Language (EFL).

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## Resumo

Em virtude da globalização, a UNESCO já havia instado a sociedade em geral a promover uma cultura de paz e não-violência, cidadania global e valorização da diversidade cultural através de uma educação inclusiva e equitativa. Agora, devido à pandemia Covid-19, esse apelo tornou-se mais premente. As crianças e jovens necessitam de aprender como mediar, cooperar em sociedades democráticas culturalmente diversas e contribuir para um mundo mais inclusivo, justo e pacífico, o que apenas pode ser possível no âmbito de uma perspectiva de educação democrática intercultural, e na educação se fizer o esforço de abolir fronteiras rígidas entre disciplinas. Assim, argumenta-se neste capítulo que a abordagem Aprendizagem Integrada de Conteúdos e Língua deve abraçar a Educação para a Cidadania Intercultural para se transformar em Aprendizagem Integrada de Cidadania Intercultural e de Língua (AICIL). Mais ainda se alega que em Portugal é essencial criar mais oportunidades para os alunos na escolaridade obrigatória, especialmente os mais desfavorecidos, aprenderem a língua inglesa e cidadania intercultural através de AICL.

## Palavras-chave

Aprendizagem Integrada de Conteúdos e Língua (AICL); cidadania; competência democrática; Educação para a Cidadania Intercultural (ECI); inglês como língua estrangeira.

## 1. Introduction

We are now emerging from a long period of restrictions due to SARS Cov2. We understand that the global world, interconnected by economic factors and the internet, has seen the rise of even greater rifts than before, such as disparities in wealth, disregard for the environment, poor social development, xenophobic discourse and social behaviours that have become more complex due to the COVID-19 pandemic (United Nations, 2020; 2021).

More than ever, education should develop “the individual and collective awareness of belonging to a global and democratic, fair and sustainable citizenship” (Pennacchiotti *et al.*, 2020, p. 2) through which “everyone is prepared to participate” (Osler & Starkey, 2005, p. 1). Therefore, citizenship education must be the concern of all disciplines, especially Foreign Languages (FL) that are key in the development of intercultural communication. Learning should also be viewed from an interdisciplinary perspective “in which the subjects are fundamental tools

for understanding the world, not simply an end in themselves” (Pennacchiotti *et al.*, 2020, p. 4). In light of this, the European Commission (EC) states that one of the ten trends transforming education is about “moving from silos to mash-ups, towards interdisciplinary and technology-powered learning” (2018, p. 24). Content and Language Integrated Learning (CLIL), as an innovative symbiosis, is considered to help motivate learners especially those not performing well in mainstream schooling, and increase their level of confidence (Baïdak *et al.*, 2017).

Existing research evidence has already established that interdisciplinary projects, CLIL pedagogy, and citizenship content in the Foreign Language (FL) classroom provide more opportunities to develop competences for a democratic culture (Porto, 2018a; Yulita, 2018). However, there is a need to examine how this assumption may work with disengaged learners in compulsory schooling in Portugal. This chapter aims to describe the effects of two different interdisciplinary associations between citizenship and English as a Foreign Language (EFL) to promote democratic competence in disengaged 8<sup>th</sup> graders aged 12 to 14 within A1 and A2 levels of English.

On this basis, this chapter intends to demonstrate that CLIL pedagogy presents advantages to the Portuguese educational system, which can still innovate to accomplish the principles of the curricular document *Perfil dos Alunos à Saída da Escolaridade Obrigatória (Learners' Profile at the End of the Compulsory Education)* (Martins *et al.*, 2017) and, on top of that, provide opportunities to develop competences for democratic culture as the Council of Europe suggests (Council of Europe, 2018b). In addition, it argues that CLIL pedagogy can be applied in difficult social contexts with learners who are low achievers and disengaged, corroborating the opinion of many that CLIL has been perceived as an elitist pedagogy for more skilled learners (Apsel, 2012; Pérez Cañado, 2020; Van Mensel *et al.*, 2020). Furthermore, this chapter maintains that CLIL pedagogy should embrace, together with the pillars of the “4Cs” a solid Intercultural Citizenship Education (ICE) theory aligned with the Reference Framework of Competences for Democratic Culture (RFCDC).

## 2. State of the art

Supra-national European institutions have produced frameworks such as the *Common European Framework of Reference for Languages* (Council of Europe, 2001) and its complement, the *CEFR, Companion Volume* (Council of Europe, 2020) on language policy which promote a vision of the learner as a social agent, who co-constructs meaning through interaction (Council of Europe, 2018a). Language

teaching has shifted from a functional perspective to one of language education, reinforced by the principles of the RFCDC. The latter compels language teaching to provide learners with opportunities to mobilise democratic and intercultural competences (Council of Europe, 2018c).

Democratic and intercultural competences are described as “the ability to mobilise and deploy relevant psychological resources (namely values, attitudes, skills, knowledge and/or understanding) in order to respond appropriately and effectively to the demands, challenges, and opportunities presented by democratic situations” (Council of Europe, 2018b, p. 32). These two competences are strongly interconnected through four areas: values, attitudes, skills and knowledge, and critical understanding (Council of Europe, 2018b), thus reinforcing the idea that learning is not reduced solely to cognitive processes. Learning is a complex process that implies learning *about* democracy, which is the acquisition of knowledge and critical understanding of the self; of language and communication; of the world through topics such as politics, human rights, religion, history, media, economics, the environment, and sustainability; learning *through* democracy, implying interactive or collaborative learning situations to develop values and attitudes; and the ability to use one’s capabilities in a given context or situation as learning *for* democracy (Council of Europe, 2016).

Having these relevant frameworks in mind and from a language education perspective, in order to develop democratic and active citizens through experiences, even if virtual (Matos & Melo-Pfeifer, 2020), one may also call on Byram’s Intercultural Citizenship Education (ICE) framework. The latter promotes the fusion between political and language education, expanding intercultural communicative competence into intercultural political competence. This integration enhances “the international dimension of political education and the political dimension of language education” (Byram, 2008b, p. 177). This framework is mainly based on two important premises: international communication and critical democratic European citizenship. Political education within Byram’s framework “should be oriented to education for democratic citizenship and ‘learning democracy’” (2008b, p. 178). Foreign Language Education (FLE) can support democracy learning by “providing the linguistic competence necessary to engage with people of other countries and languages in democratic processes but also, in the capacity for critical cultural awareness, by introducing a perspective of mediation and negotiation” (Byram, 2008b, p. 165).

On the other hand, political education may reinforce language education with evaluative, cognitive and action orientations. Byram fosters an evaluative orientation, confirming the importance of the critical awareness competence/ *savoir s’engager*. The resulting richness of integrating language education and political education is twofold: learners develop awareness that “one’s own values

and ideological perspectives are culturally determined and that they may not be compatible with those of other people” (Byram, 2008b, p. 179); second, political education emphasises the recognition of universal rights, and the trust in democratic principles, which may work as ‘explicit criteria’. With regard to cognitive orientation, despite the fact that language education may focus on cultures, political processes and institutions, language educators may wish “to develop links with the cognitive orientations of political education” (Byram, 2008b, p. 180), which implies introducing general knowledge objectives such as *lifeworld*,<sup>2</sup> society, democracy and globalisation. Although educational goals lead to mutual understanding and respect for the Other, action orientation “does not require students to actually engage with the issues outside the classroom” (Byram, 2008b, p. 217). Action orientation requires that learners develop skills of discovery and interaction, such as searching for websites with alternative views on a controversial topic.

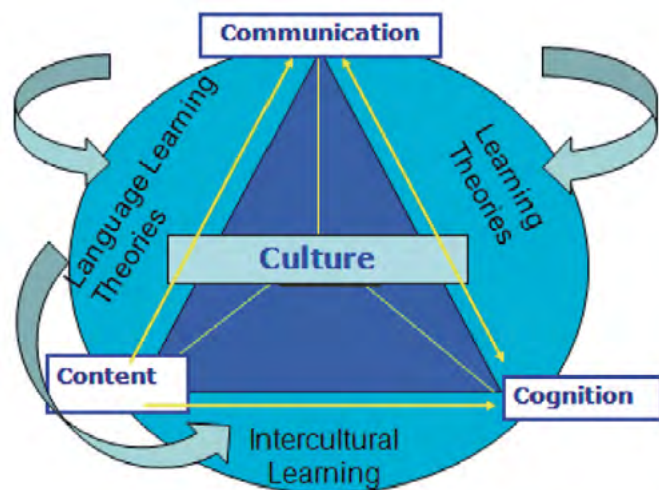
An appropriate method for this symbiosis between language education and political education “already exists in the concept of content and language integrated learning” (Byram, 2008b, p. 131) because CLIL raises cultural and global citizenship awareness (Coyle, 2006), building intercultural knowledge and understanding (Marsh & Frigols Martin, 2009).

Coyle, Hood, and Marsh (2010) define CLIL as “a dual-focussed educational approach in which an additional language is used for learning and teaching of both content and language” (p. 22). However, CLIL is not only about deciding which content or language needs to be taught. It involves a deep and “complex conceptualisation of learning including cognitive demands and intercultural understanding” (Coyle, 2015, p. 89). The extent to which CLIL is successful in developing language, content learning and intercultural understanding is dependent on different components and their interrelationships.

The “4Cs Framework” is composed of four components within a symbiotic relationship: content, cognition, communication and culture (Coyle, *et al.*, 2010). In Figure 1, the framework illustrates an equilateral triangle, representing the equal importance of three components, with culture at its centre, reinforcing the centredness of “cultural and intercultural understanding” (Coyle, 2015, p. 91).

<sup>2</sup> Byram states that “lifeworld” includes topics such as: “lifeworld... responsibility... family; tasks [...] of schooling, living in the community; other cultures” (2008b, p. 181).

FIGURE 1. 4Cs framework.



SOURCE: Coyle, 2015.

Although “the culture dimension is accorded an integral position among the most important factors” (Dalton-Puffer, 2007, p. 210), teaching through a foreign language does not automatically develop intercultural competence in CLIL classrooms. For this reason, Byram suggests that learners can interact with young people from other countries, whether through real or virtual exchanges, so as “to learn more about one’s own country by comparison; learning more about ‘otherness’ in one’s own country; becoming involved in activity outside school or making class-to-class links to compare and act on a topic in two or more countries” (2008a, p. 130), combining the ICE with the “4Cs.” Porto (2018a) corroborates Byram’s view that “[i]ntercultural citizenship theory offers an alternative theoretical perspective to frame CLIL studies, which in general are conceptualised within second language acquisition theories, sociolinguistic models, classroom discourse approaches and systemic functional linguistics” (p. 3). Shifting from a linguistic and communicative approach and aiming at intercultural communicative competence and citizenship education, Yulita (2018), assumes that the results of her study involving a pedagogical intervention with UK and Argentinian learners, indicate that learners developed substantial competences for democratic culture defined by the Council of Europe’s model.

### 3. Materials and Methods

CLIL is “highly popularised in Europe” (Ersanli, 2019, p. 302). Although some schools in nearly all countries provide CLIL programmes, they vary considerably across Europe (Baïdak *et al.*, 2017). In Portugal, CLIL is more common in tertiary and primary education (Piacentini *et al.*, 2019) than in secondary education. CLIL projects in Portugal are assigned to ‘Estudo do Meio’ (Environmental Studies) and ‘Expressões’ (Artistic Expressions) in primary education and History and Science in lower secondary. The goals of these initiatives are mainly related to developing linguistic competence in English and content knowledge acquisition (Piacentini *et al.*, 2019), and within primary schools, “to make learning in English language lessons more relevant and meaningful” (Ellison, 2018, p. 8).

In spite of the fact that Portuguese governments have been showing political will to promote Citizenship Education (CE) (*Decreto-Lei n.º 139/2012*) and FL learning (*Decreto-Lei n.º 176/2014*, 2014), integrating citizenship education and EFL through innovative CLIL models is still not part of CLIL programmes and compulsory education in Portugal.

The empirical study was carried out during one school year (2019-2020). This research adopts the methodological format of two case studies to examine how CLIL model B3 and CLIL model B4, appropriate for lower secondary, (Coyle *et al.*, 2010) generates democratic competence processes and outcomes in disengaged and low achievers at a cluster of schools in Portugal (see Table 1).

In general, learners in the third cycle of compulsory education at this cluster of schools are low achievers. Alpha Class and Beta Class are no exception. In both classes there are low performers in English and some academic subjects such as Portuguese, Mathematics, History and Science. Several learners had to repeat subjects and were at risk of dropping out. Although these learners were not integrated into Territórios Educativos de Intervenção Prioritária (Priority Intervention in Education Territories), as Matos and Lopes (2016) describe, they present very identical characteristics: poor and disadvantaged backgrounds; special needs; lack of family support; Países Africanos de Língua Oficial Portuguesa (Official Portuguese-speaking African Countries) immigrant background. These two classes demonstrated difficulties in the diagnostic test at the beginning of the school year showing abilities that vary from A1 to A2, below the expected CEFR B1 level.

**TABLE 1.** Boundaries of the two case studies.

	Alpha Class	Beta Class
<b>Subject area</b>	Citizenship and Development	English as a Foreign Language
<b>Unit of analysis</b>	8 <sup>th</sup> grade learners (n = 20)	8 <sup>th</sup> grade learners (n = 20)
<b>Method</b>	Citizenship contents taught in English (CLIL Model B3)	Citizenship contents developed within an eTwinning project (CLIL Model B4)
<b>Context</b>	A cluster of schools – Compulsory Education	
<b>Time frame</b>	2019-2020	
<b>Study Requirements</b>	Present the project for authorization – Pedagogical council. School community Teachers of the target learners	

SOURCE: Researcher's own project development

The CLIL approach in Alpha Class (model B3) was undertaken in the Citizenship subject for 45 minutes per week. The researcher created a citizenship manual from scratch for Alpha Class to ensure support for language and content learning. Although this manual covered citizenship topics such as democracy, interculturality, human rights and gender equality, learners could choose topics they would like to work on, such as Covid-19 and racism.

Within an interactive and learner-centred methodology, learners worked and participated in groups to accomplish macro tasks, such as class discussion, research work and oral presentations. This collaborative environment was necessary for mutual feedback and scaffolding. In the warm-up phase of each lesson, learners and the teacher created links that built on previous knowledge, structures and vocabulary through multimodal resources and authentic materials, such as art, video clips, pieces of news and pictures. The warm up created meaningful moments so that the learners learnt the vocabulary and established an emotional response to the topic. In order to develop a dialogic approach (Morgado *et al.*, 2015, p. 22), the while and post exploring phases of the lessons included the following language functions: describing, explaining, asking questions, evaluating and drawing conclusions.

The teacher and more independent learners scaffolded the learning process by providing examples, contextualising vocabulary or organising their knowledge in schema representations whenever necessary. Learners also had the opportunity to assess the lesson and their learning process and outcomes, using the Competences for Democratic Culture (CDC) descriptors.<sup>3</sup> The learning outcomes implied argumentation for or against citizenship issues and action in the community that was interrupted when Covid-19 restrictions started. One of the actions involved developing a school noticeboard to raise awareness about local and global issues (see Figure 2).

**FIGURE 2.** Citizenship noticeboard (2019-2020).

<sup>3</sup> Descriptors of Competences for Democratic Culture are statements describing learning targets and outcomes for each competence.

Following Byram's (2008a; 2008b; 2018) suggestion to introduce ICE in the Foreign Language classroom through an international project, CLIL model B4 involved several tasks that consisted of collaboration and communication with digital pen friends from Turkey and Spain through messaging on eTwinning and chatting using the Google Slides application. The CLIL model B4 with Beta Class was undertaken in one of three 45 minute-lesson per week. CLIL model B4 did not follow a predetermined programme or manual like CLIL model B3 did.

Through a poll, the Portuguese learners and their international partners, decided on the topics they would like to work on together. Citizenship issues such as Peace and Sustainability and the comparison between different peoples, cultures and their perspectives on these topics became the content of language lessons. Following the 4Cs framework proposed by Byram, the group tasks consisted of collaborative strategies to produce a comparison between countries about the positive and negative aspects of the school where they studied and the city where they lived. For that purpose, learners had to engage in meaningful dialogue and negotiation through eTwinning messaging and Google apps. They organised group work among partners; described their contexts; conducted research to explain phenomena (Peace and Sustainability); found evidence; compared data and constructed arguments for their perspectives. Learners did oral presentations about their conclusions, including their partners' views on their school and hometown. In the final part of the project, learners communicated with European partners through video conferencing, shared messages of Peace and Hope (see Figure 3) and played Kahoot about the projects they did together. This project was not affected by the Covid restrictions because Beta Class was supposed to work online with their European partners.

FIGURE 3. eTwinning project (school year 2019-2020).



Both classes collected and organised their work in portable portfolios and ePortfolios, and used Google Classroom and other Google applications before the first lockdown, which prevented disruption when Covid-19 impeded learners from going to school.

This study comprises a longitudinal and developmental perspective on democratic competence. It applies Qualitative Content Analysis (QCA) to examine the democratic *learning process* using participant-generated textual data (portfolios and ePortfolios). The written products are divided into units of coding, and Computer-Assisted Qualitative Data Analysis Software (CAQDAS) is used to generate codes to help interpret data (Schreier, 2012). The descriptors of the CDC provide a theoretical background for coding. The study also relies on Quantitative



Analysis (QA) to examine democratic *learning progress* through pre- and post-questionnaires. Data are analysed using the guidelines suggested by Mertens (2015) and Neuman (2016) in terms of choice of scale of measurements, statistical procedure and the interpretation issues in quantitative analysis. The pre-and post-questionnaires were based on the Global Competence background questionnaire or self-report (OECD, 2018).<sup>4</sup>

## 4. Results and Discussion

Although at macro level these two CLIL models follow the same frameworks and methodological principles, they make use of different tasks and resources. This may entail differences in participants' *learning process* and *learning progress*.

According to the QCA, both models promoted a wide range of democratic competences. Table 2 summarises the QCA of one year of two classes' textual data translated into the percentage of the subcodes for each domain. According to Table 2, both models provided more opportunities to develop clusters of knowledge and skills than attitudes and values (see percentages – Table 2). However, this finding can also be explained by the data collection method. These competences emerged from participant-generated textual data. If the QCA had focused on the dialogic interaction of the classroom through audio/video and the observation of the teacher-researcher, analysis would certainly have provided more information about attitudes and values.

**TABLE 2.** Democratic domains and some examples of QCA subcodes and extracts.

Alpha Class	Knowledge and critical understanding of the world Knowledge and critical understanding of the self	47%
<p><b>Gender_equality &gt; Genderequality2</b></p> <p>I said no because women are "equal" to men and have to have the same rights as men.</p> <p><small>Gender_equality2_Pos_3 Knowledge and critical understanding of the world &gt; Reflects critically on gender pay differences (0)</small></p>		
<p><b>Democracy &gt; Democracy2</b></p> <p>I'm honest. In the group I will be the group's speaker and I explain the task, I do my part of the task and I present the project orally.</p> <p><small>Democracy2_Pos_2 Knowledge and critical understanding of the self &gt; Describes his/her own character and motivations (0)</small></p>		

<sup>4</sup> The global competence background questionnaire can be accessed here <https://www.oecd.org/pisa/PISA-2018-Global-Competence-Questionnaire.pdf>

Beta Class	Knowledge and critical understanding of the world Knowledge and critical understanding of the self	48%
<p><b>Peace &gt; Peace_Guernica1</b></p> <p>This painting by Picasso shows many things: a horse, a bull, one mother who cries because her son died in her arm, a woman in despair because her house was destroyed and one woman who has got an hurt leg is trying to run away. It's about the effects of Spanish Civil war. It represents the attack by Germany and Italy on Guernica, a Spanish city.</p> <p><small>Peace_Guernica1_Pos_11 Knowledge and critical understanding of politics/ human rights &gt; Describes Guernica (0)</small></p>		
<p><b>About me and my life &gt; My identity and motivations</b></p> <p>I like going to the cinema with my friends, listening to music, watching TV, hanging out, sending messages and dancing.</p> <p><small>My identity and motivations_Pos_4 Knowledge and critical understanding of the self &gt; Describes his/her own character and motivations (0)</small></p>		
Alpha Class	Skills	23%
<p><b>Human rights &gt; Humanrights5</b></p> <p>Countries that not respect-Canada –</p> <p><small>Humanrights5_Pos_3 Analytical and critical thinking skills &gt; Finds examples to support arguments (0)</small></p> <p>Canada has historically been one of the nations that most respects the broad range of human rights. However, one of the issues that still prevails in Canada is the racial and gender discrimination towards indigenous women. In recent years, the government has implemented laws and measures aiming to fight this problem.</p> <p><small>Humanrights5_Pos_4 Analytical and critical thinking skills &gt; Finds examples to support arguments (0)</small></p>		
Beta Class	Skills	20%
<p><b>Peace &gt; Peace_Guernica3</b></p> <p>Nelson Mandela because he was a person who fought against racism.</p> <p><small>Peace_Guernica3_Pos_4 Analytical and critical thinking skills &gt; Finds examples to support arguments (0)</small></p> <p>For example Zeca Afonso who on April 25<sup>th</sup> made a revolution song that alerted the soldiers to start a revolution.</p> <p><small>Peace_Guernica3_Pos_6 Analytical and critical thinking skills &gt; Finds examples to support arguments (0)</small></p>		
Alpha Class	Attitudes	16%
<p><b>Environment &gt; Environment3</b></p> <p>I didn't know Greta till the day I saw her in a meeting with Donald Trump on TV. She is very courageous. I know that climate is changing and teenagers have a very important role to save nature. We have to be activists like Greta.</p> <p><small>Environment3_Pos_7 Civic-mindedness &gt; Expresses willingness to co-operate toward common causes (0)</small></p>		

Beta Class	Attitudes	19%
<p>Interculturality &gt; Interculturalcontacts1</p> <p>Are you done with work? I already finished !</p> <p>Interculturalcontacts1_Pos_7 Self-efficacy &gt; Shows determination to accomplish the task (0)</p> <p>The eTwinning project helps us to communicate with people from other countries and by talking to these people we know what is happening in their country and so we know what is happening around the world</p> <p>Interculturality7_Pos_10 Openness to cultural otherness and to other beliefs &gt; Expresses an appreciation for having intercultural experiences (0)</p>		
Alpha Class	Values	14%
<p>Education &gt; Education-myimaginedschool2</p> <p>Pulling someone down will never help them reach the top Humiliating doesn't make you proud, much less powerful.. it makes you unhappy. No to bullying.</p> <p>Education-myimaginedschool2_Pos_3 Valuing human dignity and human rights &gt; Argues for human dignity and human rights (0)</p> <p><b>I think that to maintain peace in the world there should be a conversation among the world respect one another.</b></p> <p>sa4_Pos_12 Valuing democracy, justice, fairness, equality and the law &gt; Supports a peaceful resolution of c</p>		

SOURCE: Researcher's own project development – abridged from MAXQDA.

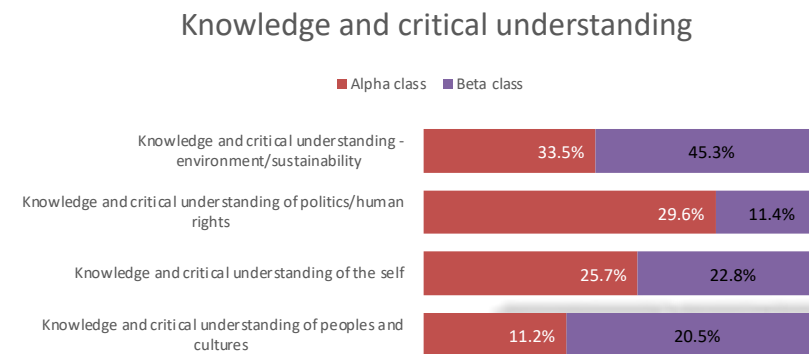
Even though the intention is not to quantify the QCA, this cross-case analysis provides a description of domains in 2D bar charts to clarify not only the differences between classes, but also the designs of the CLIL models, which led to the production of different segments.

The QCA shows that Alpha Class (henceforth Alpha) developed more knowledge and critical understanding of the world, concerning the environment/sustainability, human rights, and politics because CLIL model B3 is more focused on topics that are relevant to the development of procedural knowledge, critical understanding, and analytical skills (see Graph 1). Beta Class (henceforth Beta) developed more competences within knowledge of the world concerning the environment/sustainability and knowledge of the self because CLIL model B4 is more focused on intercultural communication through an international project with Spain and Turkey. Learners chose local issues regarding their school and hometown to compare with their partners' contexts. Apart from this, learners could talk about themselves, their opinions, and worldviews with their eTwinning partners.

CLIL model B3 also provided moments of knowledge of the self (Graph 1). Learners had the opportunity to introduce themselves to the class, talk about their character and values so as to establish democratic and fair rules at the beginning of the model. Learners also reflected about who they are and what they can

accomplish for themselves in their lives and their roles in the group, mirroring their future role in society through self-assessment.

GRAPH 1. Knowledge and critical understanding.

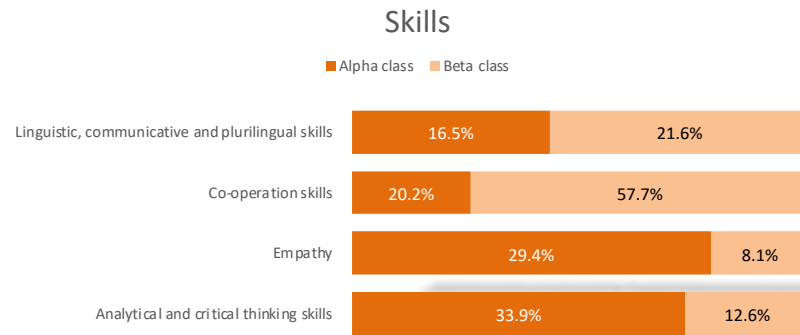


SOURCE: Competences from MAXQDA.

Concerning *Skills* (see Graph 2), both models provided opportunities to develop analytical and critical thinking skills that go hand in hand with the knowledge and critical understanding about several topics. Nonetheless, CLIL model B3 produces more moments to develop knowledge and critical understanding about human rights, democracy, and supranational institutions, which provide a sound basis of explicit criteria to evaluate events critically and sensitise learners “about issues of human suffering and cultivate empathy” (Porto & Zembylas, 2020, p. 357), as one may see in *Skills* Alpha (Graph 2). Through political education content, learners developed cognitive objectives such as selecting material, reflecting, critically analysing and arguing, which are also important in developing democratic competence. Learners need to recognise and understand explicit criteria to evaluate social and political phenomena around them (Byram, 2008b; Osler & Starkey, 2015).

Both models integrated principles of group work, project-based and action-based learning methodologies. Yet, the QCA shows that there are more subcodes related to cooperation skills in Beta than in Alpha. Although the design of CLIL model B3 implied group work throughout the model with equal opportunities to work in groups as CLIL model B4, there are fewer segments in which learners write about or show their collaboration skills. The design of the tasks of CLIL model B4 yielded more extracts that confirm collaborative work between the eTwinning partners.

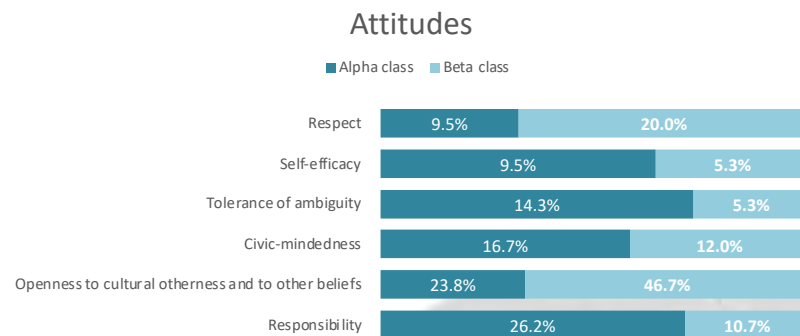


**GRAPH 2. Skills.**

SOURCE: Competences from MAXQDA.

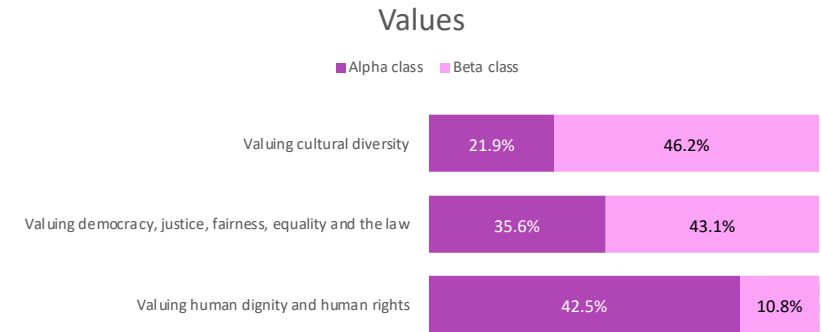
Through democratic cooperative processes of learning and real or imagined experiences, both models provided opportunities to develop a wide range of attitudes and values necessary for democratic culture and personal development.

In terms of *Attitudes*, despite the fact that CLIL model B3 did not imply collaboration with international partners, Alpha developed 'responsibility' and 'openness to cultural otherness and other beliefs.' Beta's participant-generated texts testify development of attitudes of 'openness to cultural otherness and respect,' confirming the collaboration work between the eTwinning partners (Graph 3).

**GRAPH 3. Attitudes.**

Source: Competences from MAXQDA.

Regarding Graph 4, although both models intended to develop democratic values, CLIL model B3 might have dedicated more moments to 'valuing human dignity and human rights' than CLIL model B4. The segments certify that Alpha developed more values related to human dignity and human rights, while Beta developed more values linked to cultural diversity.

**GRAPH 4. Values.**

Source: Competences from MAXQDA.

The QCA of the participant-generated textual data demonstrates that both CLIL models provided opportunities to develop a wide range of democratic competences, more focused on knowledge and skills than attitudes and values clusters during the *learning process*. Despite these similarities, there are several differences between them in all domains that may be confirmed by the Quantitative Analysis (QA) of the learners' self-report questionnaires (see Table 3).

As the Likert scales of the questionnaire ranged between 1 to 4 and 1 to 5<sup>5</sup> (Table 3), one may understand that Beta's starting point mean values<sup>6</sup> ( $\bar{x}$ ) were higher than Alpha's in all constructs in the pre-questionnaire, except in the construct 'Global mindedness.' Beta displays a  $\bar{x}$  of 3.2 and Alpha presents a  $\bar{x}$  of 3.3.

<sup>5</sup> In construct 1, learners were supposed to choose one answer (1 – I don't know anything; 2 – I know something but I couldn't explain; 3 – I know something and could explain; 4 – I can explain because I am familiar with this) which reflected how informed they were about several global issues. All other constructs included a Likert scale 1-5 (1 – Not at all like me; 2 – Not much like me; 3 – Somewhat like me; 4 – Mostly like me; 5 – Very much like me).

<sup>6</sup> The mean is the average in a collection of numbers, which is "calculated by adding up all the scores and dividing by the number of scores" (Mertens, 2015, p. 491) and its symbol is ( $\bar{x}$ ).

**TABLE 3.** Quantitative analysis of constructs (1-6) and mean values.

Constructs <sup>7</sup>	Alpha			Answer type	Beta			Top Progress
	$\Delta$ <sup>8*</sup>	Pre $\bar{x}$ <sup>9*</sup>	Post $\bar{x}$		$\Delta$	Pre $\bar{x}$	Post $\bar{x}$	
1 Awareness of global issues	0.4	2.1	2.6	Scale 1-4	0.0	2.5	2.5	<b>Alpha</b>
2 How important is learning English?	0.3	3.9	4.3	Scale 1-5	0.1	4.1	4.1	<b>Alpha</b>
3 Interest in learning about other cultures	0.3	3.5	3.8	Scale 1-5	0.2	3.6	3.8	<b>Alpha</b>
4 Respect for people from other cultural backgrounds	0.2	4.2	4.4	Scale 1-5	0.1	4.3	4.3	<b>Alpha</b>
5 Perspective-taking	0.4	3.7	4.0	Scale 1-5	-0.1	3.9	3.8	<b>Alpha</b>
6 Global mindedness	0.4	3.3	3.7	Scale 1-5	0.4	3.2	3.6	<b>Beta</b>

SOURCE: Researcher's own development.

The progression in some constructs would probably be difficult for Beta at the end of the school year because 'how important is learning English' already presents a  $\bar{x}$  of 4.1 and 'respect for people from other cultural backgrounds' exhibits a  $\bar{x}$  of 4.3 in the pre-questionnaire before the model started.

According to the QA, Alpha presented lower starting points, but demonstrated greater progress in six out of eight constructs: 'Awareness of global issues'; 'How important is learning English'; 'Interest in learning about other cultures'; 'Respect for people from other cultural backgrounds'; and 'Perspective-taking.'

<sup>7</sup> The background questionnaire by the OECD provides constructs that are related to the RFCDC and the ICE. The researcher added one construct related to learning English due to the importance of its international dimension.

<sup>8\*</sup> The capital letter  $\Delta$  (delta) symbolises change. It means the difference between a pair of numbers (Comenetz, 2002). The column with the symbol  $\Delta$  represents the difference between pre  $\bar{x}$  and post  $\bar{x}$ . All digits rounded to the first decimal case to obtain a simpler representation.

<sup>9\*</sup> The symbol  $\bar{x}$  represents the weighted mean value of all scores divided by the number of answers.

**TABLE 4.** Quantitative analysis of constructs (7-8) and progress.

Constructs	Answer Type a) <sup>10</sup>	Alpha's responses (n=20)					Quest. results a)	Beta's responses (n=20)					Top Progress
		b)	c)	d)	e)	b)		c)	d)	e)			
7 Learners' engagement regarding global issues	Choose options	18	4	8	8	3	Pre	14	1	10	6	9	<b>Alpha</b>
		18	1	12	7	5	Post	15	3	9	3	4	
		=	-3	+4	-1	+2	$\Delta$	+1	+2	-1	-3	-5	
8 Intercultural contacts	Yes/No	20					Pre	16					<b>Beta</b>
		19					Post	20					
		-1					$\Delta$	+4					
8 Interest in intercultural contacts	Yes/No	19					Pre	17					<b>Beta</b>
		19					Post	20					
		=					$\Delta$	+3					
8 English in the intercultural contacts	Yes/No	10					Pre	14					<b>Beta</b>
		14					Post	17					
		+4					$\Delta$	+3					

SOURCE: Researcher's own development.

Beta outscored Alpha in the following constructs: 'Intercultural encounters' (construct 8), and 'Global mindedness' (Construct 6). Yet, the QA also demonstrates that Beta consolidates some constructs that were already strong, such as 'How important is learning English?' (Construct 2) and 'Respect for people from other cultural backgrounds' (Construct 4). It also shows progress in constructs such as 'Interest for learning about other cultures' and 'Global mindedness,' which is consistent with the QCA.

Both CLIL model projects could have developed engagement in service action in the community, yet due to Covid-19 this construct presents very little progression or none, as one may see in construct 7 in Table 4.

There is one inconsistent aspect between the QCA and the QA, regarding Beta: the construct 'Perspective-taking.' Although the QCA shows that Beta learners developed cooperation skills, there were some learners that considered that some eTwinning partners did not meet their work and communication expectations. This may have influenced their perceptions when answering the post-questionnaires.

<sup>10</sup> Chart key - a) I reduce the energy at home to protect the environment; b) I choose products for ethical or environmental reasons; c) I keep myself informed about world events via sites online; d) I participate in favour of environmental protection; e) I regularly read websites on international social issues.

In fact, the construct 'Perspective-taking' reveals a decrease (see construct 5 in Table 3), which is reported in the QA.

Despite the differences between both models, the qualitative and quantitative analyses demonstrate that both CLIL models proved to be beneficial for disengaged 8<sup>th</sup> graders to increase the awareness of how important it is to learn English and develop a wide range of intercultural and democratic competences, confirming the latest theory on EFL and ICE. Alpha's self-report may indicate that CLIL model B3 leads to overall benefits, not only in order to develop interest in learning English and political competence but also intercultural competence, mainly due to explicit citizenship content. Through the findings of the QA, one may perceive that CLIL model B4 presents learning benefits with respect to developing intercultural competence, global mindedness, and interest in learning English predominantly due to the international partnership.

Both models developed learners' interest in learning English as a Foreign Language. These CLIL models provided opportunities for learners to learn English in unconventional ways. Learners experienced the English language using multimodal and digital resources about topics they are used to experiencing in Portuguese. The content and the design of tasks matched their maturity and cognitive levels, which produced a high level of interaction and productivity as recommended by Coyle *et al.* (2010). Yet, Alpha reports more progress in global awareness than Beta. This finding may be derived from the limited topics that Beta worked on.

CLIL model B3 implemented a collaborative process of mediating information in English and a dynamic code switch between Portuguese and English, which was useful in preventing the weaker learners from experiencing a lack of motivation (Coyle *et al.*, 2010). Also, through the intercultural project, mediation work among all elements of the groups in CLIL model B4 was essential when it came to presenting their work outcomes in oral presentations and written production. This implied reception, production, and interaction to "make communication possible" (Council of Europe, 2018a, p. 32).

In terms of knowledge and critical understanding of language/communication, learners experienced English language learning freely without feeling that they were doing artificial and strategic grammar drills. They wrote about concepts and opinions using their linguistic and communicative skills, turning to translation if needed, without the grammar-focused straitjacket of the traditional English classes in which all tasks aim to polish their artificial language outcomes (Porto, 2018a).

These two CLIL models presuppose that learners work in multilevel linguistic competence groups in which each element has the responsibility to accomplish the tasks collaboratively. However, in CLIL model B3 there was an explicit intention to develop an awareness of the necessary processes of democratic work. All

elements of each group reflected on their own responsibilities and had very clear roles in order to accomplish the tasks. CLIL model B4 did not have any session to analyse and reflect about working democratically in groups before starting their project with their international partners. Beta learners were free to decide their roles within the group with their partners. This fact may have led to a decrease in the 'Perspective-taking' construct in the post-questionnaire.

CLIL models may have contributed to a progression in democratic competence in both classes, which is corroborated by both QA and QCA. However, one should not overlook the fact that there are several macro, social and psychological factors that may have also contributed to this progression. These macro factors may be the cultural, political and economic characteristics of a country; social factors, like their parents, the peer group, the school and social media content; and psychological factors, for example, social identities and social trust (Barrett, 2018).

## 5. Conclusions

This study took its lead from several theoretical frameworks that claim that interdisciplinary pedagogical approaches may provide more opportunities for learners to develop democratic competence. Research also claims that not only do international projects enhance the development of intercultural communicative competence, but inserting citizenship content in the foreign language classroom may also develop competences for a democratic culture. Therefore, two CLIL models were designed to develop competences for democratic culture applied in difficult social contexts with learners who are low achievers and disengaged. The CLIL models follow the same frameworks and methodological principles, but they present different characteristics.

Model B3 was a specific citizenship module taught through CLIL by the researcher (an English language teacher) because of the international dimension of the content (e.g., human rights violations). It was designed around a flexible cross-curricular approach; it had a plan, but learners also proposed the integration of different topics such as Covid 19 and racism. The researcher, as an English language teacher, could complement content teaching with a focus on language structures which enabled learners to access thinking skills.

Model B4 was designed around a competence-based approach. This model involved authentic content learning and communication through the CLIL language through an international partnership. The content was decided by learners together with their international partners, which learners viewed as an authentic

way to use the English language. The teacher-researcher scaffolded the content and language learning process.

Despite the design differences between the models, learners developed a wide range of knowledge and critical understanding, analytical thinking skills, linguistic, communicative, and plurilingual skills, cooperation skills, civic-mindedness, and openness to cultural otherness attitudes and values of democracy, of cultural diversity and human dignity. Moreover, the qualitative and quantitative analyses demonstrate that the interest of these learners in learning English improved and they developed a broad range of intercultural and democratic competences. In a sense, this study confirms the latest theory on EFL and ICE. In fact, the findings of this research and its methodology confirm that CLIL is beneficial to raising culture and global citizenship awareness (Coyle, 2006), conflating citizenship education with FL teaching as Byram (2008b), Porto (2018a) and Yulita (2018) recommend. This perspective goes in hand with CLIL model B4 because it implied virtual intercultural encounters in which learners interacted with young people from other countries. CLIL model B4 corroborates ICE theory because, in this model, language teaching was reinforced with political education through an international project so as to develop not only democratic competence but also intercultural communicative competence (Byram, 2018). Learners had the opportunities to use a FL (English), develop critical cultural awareness, focus on Others who live beyond their national border, their culture (s) and ways of living and compare their living situation with them.

On the other hand, CLIL model B3 was innovative in its own right because it entailed teaching the new school subject of “Citizenship” in English. CE lacks a transnational perspective and the linguistic competence needed for international interactions (Byram, 2018b), but CLIL model B3 provides a solution to this problem. Not only do the topics hold local and transnational perspectives, but the content is also worked in English, a language for international communication. In this model there was no international project, but intercultural awareness competences were developed through different tasks using human rights as explicit criteria. The design of this model was based on the principle that human rights education equips learners to engage with other cultures on the basis of equality of dignity (Osler & Starkey, 2015). Despite the differences between both models, the qualitative and quantitative analyses demonstrate that both CLIL models proved to be beneficial for the learning of English and development of disengaged 8<sup>th</sup> graders and to develop intercultural and democratic competences.

Overall, these models helped learners develop not only “a balance of cultural, national, and global identifications and allegiances” (Banks & Nguyen, 2008, p. 148), but also values, attitudes, skills, knowledge and critical understanding to exercise democratic citizenship effectively (Beacco *et al.*, 2016), fulfilling the principles

established in the RFCDC. This study makes evident that Portuguese compulsory education can still innovate to educate all on behalf of a democratic culture, without leaving any learner behind, providing a sense of well-being and humanity through which “everyone is prepared to participate” (Osler & Starkey, 2005, p. 1). The research also demonstrates that creative approaches using CLIL overcome the present limitations of the ‘Key Competences’ (Despacho N.º 6605-A/2021, 2021) in achieving the educational vision of the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (Martins *et al.*, 2017, p. 7).

## 6. Recommendations for the implementation of CLIL projects

This study reveals that CLIL approaches can be applied in difficult social contexts with disengaged learners contradicting the opinion of many that CLIL is an elitist pedagogy. CLIL methodologies in Portugal are usually focused on teaching content such as Science, for example (Piacentini *et al.*, 2019), so that learners who proceed to university studies at home or abroad can be proficient in English. The school subject “Citizenship” in compulsory schooling in Portugal (República Portuguesa, 2017) conforms to the *Perfil dos Alunos à Saída da Escolaridade Obrigatória*, a referential document that aims at developing local as well as global awareness and mindedness (Martins *et al.*, 2017). This document recommends that learners become aware of themselves and mindful of local and global communities. Therefore, global mindedness implies that learners develop a sense of responsibility for themselves and a connection to local citizens, and the world community and its members. Thus, this study argues that CE should be taught to all learners in English for its international dimension in collaboration with the English language teachers (Byram, 2008b).

On the other hand, this study also provides strong evidence that EFL also benefits from integrating citizenship content and international projects, which provide disengaged young learners with opportunities to develop intercultural, and democratic competences, confirming research by Porto (2018a) and Yulita (2018).

This study also yields evidence that intercultural communicative competence emerges from interaction in CLIL classrooms, if intentional pedagogical actions aim at providing appropriate content for communication (Starkey, 2002), developing criticality, a focus on peoples from other cultures and a comparative analysis between learners’ situation and that of Others’ (Porto *et al.*, 2018).

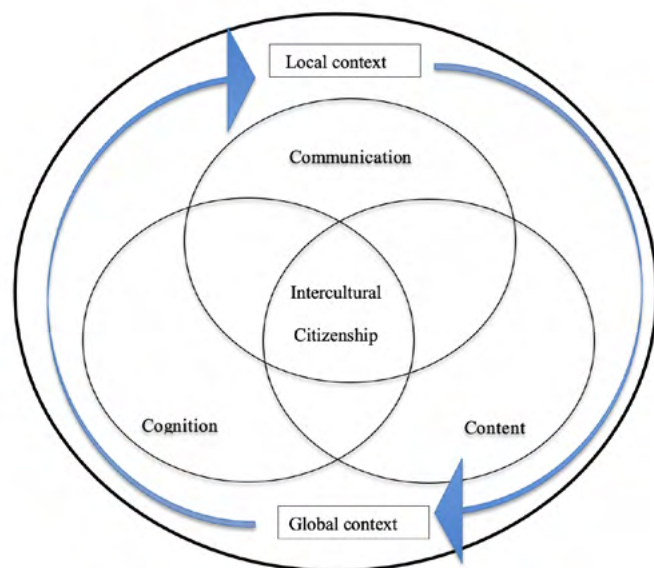
Of course, embarking on an international project to ensure that learners develop intercultural communicative competence is essential. Nevertheless, FLE should also

include political education. During their schooling, learners should have access to a global citizenship curriculum in the FL classroom with topics such as human rights, gender equality and sustainability, independent of intercultural encounters.

Therefore, this study claims that CLIL theory should consider an innovative educational domain dedicated to citizenship, thus becoming Intercultural Citizenship and Language Integrated Learning (ICLIL). Together with the 4Cs, a solid intercultural citizenship theory is needed so as to guarantee that CLIL goes “beyond simplistic emphasis on the language and content of learning” (Coyle, 2015, p. 93).

This study suggests that ICE should lie at the heart of the framework because it is what binds the set together (Figure 4). The circles also represent the equity and interconnectedness of each element. On the one hand, culture and intercultural understanding should be reinforced at the core of the conceptual framework. In addition, democratic citizenship principles should also be at its heart because they provide ‘explicit criteria’ to develop intercultural democratic competence.

**FIGURE 4.** Intercultural Citizenship 4Cs Framework.



Source: Researcher’s own project development.

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