

THE DISCOURSE OF HISTORIOGRAPHY IN CLIL HISTORY TEXTBOOKS

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Abstract – CLIL is the acronym coined by professors David Marsh and Anne Maljers and it stands for *Content and Language Integrated Learning*. It describes a well-known and widespread methodology in Europe and in the Italian school system which was officially recognised in 1994. The current Italian school legislation has adopted it both to increase SL practice and to promote learner-centred approaches and teaching innovation. The Italian publishing industry has started to dedicate much attention to the development of ready-made supports for high school teachers and fix ‘canonical’ topics. Following the recent analyses of authorial voice in the academic discourse of historiography (Bondi 2007; 2009; 2012; 2014; 2017) and the applications of corpus linguistics/stylistics and appraisal theory to different textual typologies (White 2002; Martin and White 2005), this article aims at exploring the seemingly marginal textuality produced for CLIL history teaching. It constitutes an attempt at tracing stances of authorial voice in a corpus of 23 titles representing the totality of CLIL history textbooks adopted in the fifth year of Italian Licei and Istituti Tecnici throughout Italy. This corpus will be analysed with the aid of databases belonging to the most important and ‘CLIL-involved’ Italian publishers of schoolbooks and CLIL booklets (among others, Mondadori Scuola, Einaudi Scuola, Laterza Scolastica and more). The discourse analysis conducted on the texts will attempt at highlighting how the authors’ different approaches to and viewpoints on contemporary history are conveyed linguistically in English, which in most cases is not their native language.

Keywords: CLIL; historiography; discourse analysis; corpus linguistics; appraisal.

1. Introduction: CLIL in Italy¹

CLIL is a well-known methodology in the modern-day Italian school system, probably because the Italian school legislation established its obligatoriness in the final year of all the *licei* and *istituti tecnici* (DD.PP.RR. 88 and 89/2010).² The current Italian legislation establishes that, during their last school year, Italian secondary-school students should be taught at least 50% of the total amount of hours of a non-linguistic subject in a foreign language (mainly English) and present the content of these lessons in the selected second language during the oral part of their final examination (Esame di Stato). In the case of our analysis, History teachers should teach at least 33 out of 66 hours of lesson in English in any *liceo* or *istituto tecnico*, except for *liceo classico*, where almost 45 hours out of 99 should be devoted to CLIL in History.

In order to train secondary school NLS teachers and make them familiar with content and language integrated learning methodology, the Italian Ministry of Education

¹ For a comprehensive study about the spreading of CLIL in Italy see Cinganotto 2016.

² DPR 89/2010 (art. 6) specifies that, unlike all the other *licei* and *istituti tecnici*, in the *licei linguistici* (FL high schools) the CLIL methodology should be applied to a non-linguistic subject from the third year onwards, and that from the fourth year onwards 50% of the total amount of hours of two NLSs should be taught in two different foreign languages.

(MIUR) has financed three CLIL methodological courses so far (one in 2010-2011,³ financed through INDIRE,⁴ and the other two in the AY 2015-2016⁵ and 2017-2018⁶). Italian universities were responsible for running the training courses, often with the support of their CLA (*Centri Linguistici di Ateneo*, university language centres). MIUR's aim is that of creating competent teachers whose professional profile adheres to the three main principles established by the so-called "Profilo del docente CLIL" (namely, the CLIL teacher's outline, displayed in the Annex A, DD April 16, 2012, n. 6), which establishes that a CLIL teacher must have:

- Disciplinary competence (that is something the NSL teacher already possesses in his/her own subject)
- Methodological competence (the aim of the above-mentioned University courses about CLIL methodology)
- Linguistic competence (which must reach the C1 level of the CEFR and has to be certified by a certification body⁷ approved by MIUR)

Italian universities were asked to organize and deliver 20-credit courses divided into:

- 1) a 9-credit module about CLIL-related theoretical and methodological aspects;
- 2) 9 credits about practical tools used to convey disciplinary content through the foreign language selected by the teachers before the start of the course (ICTs included);
- 3) 2 credits of active training at school with students, translating into the experimentation of a CLIL project created by the trainees with the support of their university tutors.

Teachers who attend the university methodological course, pass the final exam and have a C1 level certification obtain the status of CLIL qualified teacher.

2. History CLIL booklets: an overview of the Italian market

In order to help secondary school teachers with their projects and support them with teaching at least 33 hours of their discipline in English in the final year and aside from profit-related reasons, Italian publishing houses began to publish ready-made teaching materials for CLIL and mainly followed two different strategies. Some authors decided to equip their Italian textbooks with an extra CLIL booklet which can be purchased separately from the Italian book and is completely dedicated to CLIL methodology and ready-made lessons. Some others inserted additional chapters in English. These are ready-made lessons usually included at the back of their textbooks. These cannot be purchased separately. The data concerning the market of History textbooks reveals that Italian teachers prefer the latter. According to the statistics I have collected with the help of the software developer at Settecittà, Tuscia University's local academic printing press and book retailer, SY 2018-2019 saw the publication of 23 History textbooks related to History CLIL. 12 textbooks belong to the first category and 11 are Italian manuals on contemporary history with a CLIL module at the end or a separate booklet which cannot

³ DM September 10, 2010, n. 249.

⁴ The acronym INDIRE stands for Istituto Nazionale Documentazione, Innovazione, Ricerca Educativa, meaning the Italian national institute for documentation, innovation and research.

⁵ DD April 16, 2012, n. 6; DD November 20, 2013, n. 89; Nota July 24, 2014, prot. 4969.

⁶ Nota November 21, 2017 n. 49851.

⁷ A complete list of certification bodies approved by MIUR is given in the Decree AOODGAI/10899 of July 12, 2012 and subsequent amendments and additions. The last addition is dated July 15, 2019 (DCD AOODPIT/1085).

be bought separately. The proportion between the separate and attached History CLIL booklets seems well balanced. However, a more in-depth analysis of the data reveals that there were 1,319 adoptions of these 23 titles as curricular textbooks and that only 5.91% of Italian History teachers opted for asking students to purchase a separate CLIL booklet. This is probably due to the restrictions imposed by Italian school law in terms of the containment of weight and price.⁸ The remaining 94.09% of History teachers opted for an updated version of old textbooks with additional CLIL chapters.

When analysing the whole corpus more carefully, it appears that the number of textbooks available on the market falls dramatically due to market strategies adopted by Italian publishing houses. The 23 titles of CLIL History booklets narrow down to just 9 groups of different textbooks (Table 1), each containing a number of titles with identical contents and layout, written by the same authors. The only differences are the cover and the title/subtitle (Figure 1). The table below shows the distribution of the 9 groups identified, classified by ISBN, booklet title (or title of the Italian textbook to which the CLIL booklet is attached/combined with), publisher, and number and percentage of adoptions by History teachers.

Group 1: Contemporary History in CLIL Modules (Franchi & Martelli)

| ISBN | TITLE | PUBLISHER | N. | % |
|---------------|---|----------------|------------|---------------|
| 9788824760287 | UNA STORIA PER IL FUTURO | A. MONDADORI | 3 | 0,23% |
| 9788828617242 | STORIA E IDENTITA | EINAUDI SCUOLA | 3 | 0,23% |
| 9788828620082 | STORIA: PER DIVENTARE CITTADINI | EINAUDI SCUOLA | 89 | 6,75% |
| 9788800345798 | PASSAGGI. DALLA CITTA' AL MONDO GLOBALE | LE MONNIER | 29 | 2,20% |
| 9788800343718 | UNA STORIA GLOBALE | LE MONNIER | 2 | 0,15% |
| 9788883328442 | LA LEZIONE DELLA STORIA | MURSIA SCUOLA | 7 | 0,53% |
| | | | 133 | 10,08% |

Group 2: CLIL. History in English (Bianco & Schmitt)

| | | | | |
|---------------|---|--------------|------------|---------------|
| 9788842499978 | CLIL. HISTORY IN ENGLISH | B. MONDADORI | 6 | 0,45% |
| 9788869103964 | L'IDEA DELLA STORIA 3 EDIZIONE CON CLIL | B. MONDADORI | 26 | 1,97% |
| 9788869101465 | STORIA. CONCETTI E CONNESSIONI 3 CON CLIL | B. MONDADORI | 316 | 23,96% |
| 9788839529619 | LA RETE DEL TEMPO 3 - EDIZIONE CON CLIL | PARAVIA | 10 | 0,76% |
| | | | 358 | 27,14% |

Group 3: Le conseguenze della storia. CLIL in inglese (Codovini)

| | | | | |
|---------------|---|--------|------------|---------------|
| 9788857790688 | CONSEGUENZE DELLA STORIA (LE) VOL.3 | D'ANNA | 151 | 11,45% |
| 9788857717944 | STORIA E STORIOGRAFIA CLIL PER IL QUINTO ANNO | D'ANNA | 1 | 0,08% |
| | | | 152 | 11,52% |

Group 4: CLIL History. The Twentieth Century (Hutchinson, Pinnel & Wright)

| | | | | |
|---------------|--------------------------------------|-----------------|----------|--------------|
| 9788822176646 | CLIL HISTORY. THE TEWENTIETH CENTURY | LA NUOVA ITALIA | 3 | 0,23% |
| | | | 3 | 0,23% |

Group 5: CLIL History. Teaching through English (Gentile, Ronga & Rossi)

| | | | | |
|---------------|---|-----------|------------|---------------|
| 9788835042549 | CLIL HISTORY - TEACHING THROUGH ENGLISH | LA SCUOLA | 1 | 0,08% |
| 9788835047810 | ERODOTO MAGAZINE TRIENNIO 5 + INTERROG 5 + CLIL KIT | LA SCUOLA | 26 | 1,97% |
| 9788835029823 | MILLENNIUM | LA SCUOLA | 452 | 34,27% |
| 9788835048275 | MILLENNIUM FOCUS+VERSO ESAME+CLIL KIT 3 ALUNNI | LA SCUOLA | 104 | 7,88% |
| | | | 583 | 44,20% |

Group 6: CLIL History Activities - V anno (Bianco & Mulligan)

| | | | | |
|---------------|-----------------------------------|---------|-----------|--------------|
| 9788842116028 | PROFILI STORICI XXI SECOLO VOL. 3 | LATERZA | 28 | 2,12% |
| 9788842115953 | TEMPO NOSTRO VOL. 3 | LATERZA | 10 | 0,76% |
| 9788842112174 | CLIL HISTORY ACTIVITIES - V ANNO | LATERZA | 13 | 0,99% |
| | | | 51 | 3,87% |

Group 7: Moving Forwards (Baratt & Mautone)

| | | | | |
|---------------|-----------------|----------|---|-------|
| 9788858321744 | MOVING FORWARDS | LOESCHER | 2 | 0,15% |
|---------------|-----------------|----------|---|-------|

⁸ Nota November 30, 2009, n. 0005922; DM September 27, 2013, n. 781.

| | | | | |
|--|-------------------------------|------------|-----------|--------------|
| Group 8: History CLIL (Grimaldi & Iengo) | | | 2 | 0,15% |
| 9788805075638 | <i>HISTORY CLIL</i> | SEI | 31 | 2,35% |
| | | | 31 | 2,35% |
| Group 9: Learning History. CLIL (Gasparetto & Wismayer) | | | | |
| 9788808921178 | <i>LEARNING HISTORY. CLIL</i> | ZANICHELLI | 6 | 0,45% |
| | | | 6 | 0,45% |

Table 1
List of history CLIL booklets available on the Italian market.



Figure 1
Covers of group 1 CLIL booklets reporting the same authors (Bianca Franchi and Ivan Martelli), same title (Contemporary History in CLIL Modules), but different titles of the textbooks to which the CLIL modules are attached.

3. Materials and methods

This project is a follow-up of a paper presented by professor Anna Romagnuolo and myself at the biannual international CLIL conference held at Sheffield Hallam University

on 21-22 June 2019 and entitled “Cross-curricular language learning: Putting CLIL into practice”. On that occasion, we analysed the History CLIL projects about WW1 developed by some of our Tuscia University trainees to our CLIL methodological courses who showed how the students’ outputs can be affected by the use of authentic versus ready-made material as scaffolding in CLIL modules.

This article aims at investigating stances of authorial voice in ready-made materials included in the 9 groups of CLIL History textbooks in order to raise awareness about different authorial points of view in Italian secondary school textbooks written in English for the combined learning of content and language. Some of the Italian publishing houses and retailers provided me with paper copies of the texts and, at times, with non-downloadable digital copies protected by copyright and available only on specific online platforms such as hubscuola, easyschool, or myLIM. Therefore, I created my own corpus by scanning individual pages of reading activities⁹ and transforming them into .txt files to be analysed through Sketch Engine, the corpus linguistics software I used to conduct this study. I chose the Cold War as a topic for two reasons. Firstly, this is a controversial historical period (Lebow 1999), which means that contrasting interpretations and voices about its main events can be significant. Secondly, this was one of the most commonly dealt with topic in the 9 groups of texts available on the Italian market. Since 5 out of 9 groups include the Cold War, quite a high number of reading comprehension activities, gap-filling exercises, listening scripts and more were available to me.

The size of the corpus in terms of types and tokens is shown in the table below (Table 2):

| Booklet title | Types | Tokens |
|---|--------------|---------------|
| <i>CLIL History. The Twentieth Century</i> | 838 | 2562 |
| <i>Le conseguenze della storia. CLIL in inglese</i> | 1230 | 3767 |
| <i>CLIL History. Teaching through English</i> | 958 | 2986 |
| <i>Contemporary History in CLIL Modules</i> | 1829 | 7297 |
| <i>Moving Forwards</i> | 1994 | 8628 |
| Total | 6849 | 25240 |

Table 2
Size of the corpus analysed.

The reduced size of the dataset allowed me to focus on specific discursive aspects—most frequent words and punctuation, just to mention two—and spot stances of authorial voice. This would not have been possible had corpus been larger. The corpus I have created contains all the reading texts and comprehension activities available on the Italian market and related to the chapters about the Cold War included in History CLIL booklets.

⁹ This analysis will be focused on ready-made material available for History teachers and students, mainly consisting of reading comprehension activities. Such authentic materials as original documents or political speeches have been set aside as they cannot be taken into account when analyzing authorial voice and the contribution given by an author to a History CLIL booklet.

4. Analysis

The analysis of the corpus focussed on three main areas of interest: keywords (comparing and contrasting semantic fields), punctuation and the use of what will be defined as “antithetical inverted commas” in particular, and that-clauses containing a modal verb.

As far as keywords are concerned, my research explored the two counterposed semantic fields related to the two blocs, looking for strings of characters (including wildcards [*]) referring to inflected and derived forms of nouns, adjectives and nominal/adjectival multiword units like *Soviet*, *Communism/Communist*, *Russia/Russian*, and *USSR* on the one hand, and (*Western*) *Allies*, *Capitalism/Capitalist*, *America/American*, and *United States/US/(A)*, on the other.¹⁰ The results Sketch Engine provided in terms of frequency are summarised in the table below (Table 3):

| Booklet title | Soviet* | Communis* | Russia* | USSR |
|---|---------|------------|----------|---------------------|
| <i>CLIL History. The Twentieth Century</i> | 31 | 8 | 1 | 2 |
| <i>Le conseguenze della storia. CLIL in inglese</i> | 26 | 27 | 6 | 23 |
| <i>CLIL History. Teaching through English</i> | 6 | 4 | 0 | 2 |
| <i>Contemporary History in CLIL Modules</i> | 27 | 23 | 11 | 24 |
| <i>Moving Forwards</i> | 7 | 9 | 3 | 4 |
| | Allies | Capitalis* | America* | United States/US(A) |
| <i>CLIL History. The Twentieth Century</i> | 10 | 1 | 6 | 8 |
| <i>Le conseguenze della storia. CLIL in inglese</i> | 0 | 1 | 24 | 27 |
| <i>CLIL History. Teaching through English</i> | 0 | 0 | 5 | 7 |
| <i>Contemporary History in CLIL Modules</i> | 0 | 3 | 25 | 37 |
| <i>Moving Forwards</i> | 1 | 2 | 12 | 9 |

Table 3
Keywords and their occurrences in the texts analysed.

Interestingly, all the CLIL booklets tend to show more mentions of the Eastern bloc compared to the Western bloc in chapters dedicated to the Cold War.¹¹ Possibly, one could say that the need to define the referent of clauses, sentences or paragraphs is more urgent when dealing referring to the USSR than when referring to the USA, as shown in the following example: “Many people lost their lives in the international effort to end the *Soviet* blockade. On the 12th May 1949, the *Soviets* finally lifted the blockade on Berlin. Political tensions between the *Western Allies* and the *Soviets* after the success of airlift operations and the formal end of the *Soviet* blockade did not improve” (*CLIL History. The Twentieth Century*, p. 102, emphasis mine).

¹⁰ The noun *democracy* and its derived adjective *democratic*, as opposed to *Communis**, were not included in the chart. Their occurrences were not always pertinent and not exclusively related to one of the two blocs (e.g. “There was a desire for freedom, justice and *democracy*”, *Contemporary History in CLIL Modules*, p. 36, emphasis mine; “The German *Democratic* Republic was founded in the East”, *Moving Forwards*, p. 164, emphasis mine).

¹¹ Percentages of references to the Eastern and Western bloc arising from the table are respectively as follows, *CLIL History. The Twentieth Century* (62,69% – 37,31%); *Le conseguenze della storia. CLIL in inglese* (61,2% – 38,8%); *CLIL History. Teaching through English* (50% – 50%); *Contemporary History in CLIL Modules* (56,67% – 43,33%); *Moving Forwards* (50% – 50%).

An analysis of lexical sets from a qualitative point of view shows that authorial behaviours seem quite different from one another in terms of lexical choices related to the Eastern bloc. According to OED, the lemma SOVIET is a geographically-connotated noun indicating “a citizen of the former Soviet Union” or an adjective meaning “of or concerning the former Soviet Union”.¹² Even the lexemes *Russia** and *USSR* refer to a very specific geographical area of the world, and the latter also points to political/ideological aspects. Conversely, *Communism/Communist* possess a clear political connotation. Other countries besides the USSR were governed by communist regimes during the Cold War (e.g. China), and the texts never use the string *Communis** as a synonym for *Soviet**, *Russia** or *USSR*. In 3 out of 5 booklets, authors seem to favour terms referring to geographical entities rather than political ideologies, while in *Moving Forwards* and *Le conseguenze della storia. CLIL in inglese* the Eastern bloc is more frequently identified with its political common denominator: Communism. This does not imply that the authors of this text are using *Communis** as synonym for the other lexemes referring to the Eastern bloc; this tendency rather seems to point to the authors’ choice of focussing on peripheral political scenarios different from the traditional and exclusive contraposition between USA and USSR, and dominated by Communist governments (e.g. “American and British troops supported South Korea [...] against communist North Korea led by Kim Il Sung”, *Moving Forwards*, p. 160, “the Americans supported South Vietnam against the communist North of the country”, p. 160). In some other cases, the use of *Communis** explicits the American fear of all leftist political regime during the mid-twentieth century: “All this was accompanied by the systematic elimination of far-left or communist sympathisers from the American government” (p. 158), “the House Un-American Activities Committee (HUAC) was formed, which aimed to end any activity considered ‘communist’ or ‘un-American’” (p. 158).

Lexical sets referred to the Western bloc highlight an interesting use of the hypernym (*Western*) *Allies* to indicate both the USA and such countries as Great Britain or France in the booklet *CLIL History. The Twentieth Century*. This is the only textbook that uses this word (mainly in the pattern Western Allies) to indicate interventions on the part of the United States and other countries that had been their allies during the WW2. A comparison with the only occurrence of the string *Capitalis**, the 6 of *America** and the 8 hits of *United States/US(A)* shows that the 10 occurrences of (*Western*) *Allies* suggest that the authors are limiting the US sole agency during the Cold War and are broadening the perspective to a kind of multiple agency by different allied countries.

An analysis of punctuation shows a peculiar use of inverted commas in the corpus. Quotation marks in English have the main function of reporting verbatim the words someone else said and are usually followed by the acknowledgment of the source. However, inverted commas are sometimes used to indicate the unusual or dubious status of a word or indicate an aspect/characteristic that is believed to be exactly the opposite of what is stated. It is in this sense that the expression “in inverted commas” is often used in English, in such sentences as: “They’re asked to make objective, in inverted commas, evaluations of these statements” (COBUILD Advanced English Dictionary). When used like this, I would argue, inverted commas become appraisive markers an author can use to state his/her own viewpoint. Considering Martin and White’s well-known theory of evaluative language (2005, p. 44), one can argue that these CLIL textbooks present

¹² We are here not considering the primary, original meaning of the word Soviet, “an elected local, district, or national council in the former Soviet Union”, because this meaning is not pertinent to the texts we are taking into consideration.

inverted commas—both single and double—in terms of the attitudinal sub-system of judgment rather than affect or appreciation.

Contemporary History in CLIL Modules and *Moving Forwards* are the two booklets which use inverted commas repeatedly to emphasise terms, phrases or multiword units considered to be particularly important, dubious or untrue.¹³ Co-textual examples are shown below:

Contemporary History in CLIL Modules

1. The “Cold War” started and remained till the early 90s (p. 33)
2. On the one hand there was the “western world” (p. 33)
3. On the other hand there was the “communist world” (p. 33)
4. the countries “liberated” by the Red Army (p. 33)
5. a real “witch hunt” (p. 35)
6. all protests and dissents “were labelled” as reactionary (p. 36)
7. the Soviets intervened with the army to stop the “rebellion” (p. 36)
8. arresting and isolating political leaders and re-establishing “order” (p. 36)
9. Mao’s China [...] intervened [...] by sending a massive body of “volunteers” (p. 37)
10. Ernesto Guevara, called the “Che” (p. 37)
11. They used the usual policy of “changing the tack” unexpectedly (p. 48)
12. A human landing on the “Red Planet”, Mars (p. 49)

Moving Forwards

13. This created the background for the rapid build-up of nuclear weapons [...] known as ‘Arms Race’ (p. 158)
14. which aimed to end any activity considered ‘communist’ or ‘un-American’ (p. 158)
15. which further added to the distrust and hysteria known as ‘The Red Scare’ (p. 158)
16. Many believed Khrushchev’s ‘softer’ approach (p. 160)
17. A series of conflicts and ‘crises’ brought the world to the brink of nuclear war (p. 160)
18. He argues that [...] Gorbachev made ‘historically significant changes’ (p. 167)
19. He made a mistake [...] saying that the border should be opened to East Berliners wanting to go to the West ‘immediately’ (p. 168)

The examples 1, 10 and 12 of the *Contemporary History in CLIL Modules* textbook clearly show a use of inverted commas to categorise something that is mentioned for the first time. Example 11 highlights that a particular idiom has been used in an unexpected context and thus it need be emphasised. The other examples all refer to what I would define antithetical inverted commas. These appraisal markers are used by authors Bianca Franchi and Ivan Martelli to state that their view on the facts dealt with is actually in antithesis with common knowledge, allegedly “official” versions of historical events, or largely-shared opinions. The authors believe that the separation between a “western” and a “communist world” (exx. 2 and 3) is somehow artificial and too binding, while most of the initiatives that Communist governments carried out in the name of freedom are considered to be everything but that, as examples 4, 5, 6, 7, 8 and 9 show.

Moving Forwards show the use of single inverted commas preceded by markers of attribution—reporting verbs such as *believe* (ex. 16), *argue* (ex. 18), *say* (ex. 19) or patterns such as *known as* (exx. 13 and 15), NOUN+*considered* (ex. 14).¹⁴ Markers of

¹³ The other textbooks mainly use inverted commas for quotations or whenever historical events or keywords are used for the first time.

¹⁴ Similarly, the pattern “so-called+expression in inverted commas” is used sometimes in the corpus, albeit not so frequently: “jeopardizing the so-called ‘balance of terror’” (*CLIL History. Teaching through English*, p. 83); “the so-called ‘space race’”, “the so-called ‘thaw’” (*Le conseguenze della storia. CLIL in inglese*, p. 86).

attribution are considered evaluative language tools referring to attitudinal viewpoints, aimed at the “transferral of responsibility for what is being said to a third party” (Murphy 2005, p. 131), thus “identify[ing] and classify[ing] discourse referents (people and events) through [...] a denomination that evokes their interpretation” (Bondi 2017, p. 26).¹⁵ Therefore, the use of inverted commas in *Moving Forwards*, which is different from and somehow contrary to that of *Contemporary History in CLIL Modules*, highlights both a change “in perspective (spatio-temporal point of view) and position (argumentational point of view) [...] either in the form of an explicit contrast with other possible interpretations or by pointing at the need to clarify terms better” (Bondi 2017, p. 41).

Lastly, the texts’ morphosyntax did not present particularly advanced nor noteworthy structures. This is because they are addressed to Italian secondary students who should reach the B2 level at the end of their final year of high school. However, our attention was drawn to VERB¹⁶+that-clause patterns containing (mainly epistemic rather than deontic)¹⁷ modal verbs as intersubjective stances of engagement (Martin and White 2005, pp. 97-8), pertaining to the taxonomical category of Attribute:

by representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions – it thereby entertains or invokes these dialogic alternatives:

- (acknowledge) *X said..., X believes..., according to X, in X’s view*
- (distance) *X claims that, it’s rumoured that* (Martin and White 2005, p. 98)

The examples below show some of the VERB+that-clause patterns containing modal verbs in the booklets taken into exam:

CLIL History. The Twentieth Century

1. The USA *was worried that* if Western Europe remained weak it *might* be vulnerable to Communism (p. 102)
2. General Clay [...] *decided that* all supplies to the military garrison in Berlin *should* be transported by air (p. 102)
3. They *were afraid that* military intervention to prevent the airlift *might* result in another war (p. 103)
4. They *thought that* the Allies *would* fail or eventually abandon their efforts (p. 103)
5. He *demanded that* they withdraw their troops from West Berlin and that it *should* become a “free city” within six months (p. 104)
6. *There had been rumors that* something *might* happen to tighten the border between East and West Berlin (p. 105)

Le conseguenze della storia. CLIL in inglese

7. American President Kennedy sends a contingent of 30.000 men, *fearing that* a potential fall of Vietnam *could* be the first step towards the fall of the entire Indochina under the communist influence (p. 85)

Contemporary History in CLIL Modules

¹⁵ Marina Bondi defines these patterns as polyphonic evaluative meanings, “for their signalling awareness of a plurality of views” (2017, p. 41).

¹⁶ Usually a reporting or mental process verb, according to the Cambridge Dictionary.

¹⁷ Deontic modality—mainly represented by *can/could* expressing ability and permission, and *had to* expressing obligation in the booklets—tends not to be associated with reporting and mental process verbs followed by that-clauses in the corpus (e.g. “Stage directors, actors, writers, politicians were investigated and *could* no longer work”, *Contemporary History in CLIL Modules*, p. 35, emphasis mine); “They *had to* face a fierce resistance, that prevented them to take full control of Afghanistan”, *Le conseguenze della storia. CLIL in inglese*, p. 93, emphasis mine).

8. *It was clear that* the defeat *would* be inevitable (p. 47)
9. John F. Kennedy [...] *promised* the American people *that* NASA and the whole nation *would* be committed to landing a man on the Moon by the end of the Sixties (p. 48)
10. Eastern Europe *realized that* [...] the USSR *would* have no longer intervened supporting the socialist dictatorships (p. 53)

Moving Forwards

11. The strategy of containment [...] *established that* the USA *would* do all in its power to stop the spread of authoritarian Communist control across the globe (p. 143)
12. He made a mistake in his speech, *saying that* the border *should* be opened to East Berliners wanting to go to the West immediately (p. 168)

Among the five groups of booklets considered, only *CLIL History. Teaching through English* does not display any VERB+that-clause pattern containing modal verbs. What is more, this text does not contain any modal verb nor structure expressing modality at all and it shows a tendency towards a monoglossic style rather than a heteroglossic, dialogic one (Martin and White 2005, pp. 98-102).

5. Conclusion

To conclude, the analysis conducted in this paper on a corpus made up of chapters about the Cold War has helped demonstrating that, similarly to academic historical writing, even Italian History CLIL booklets in English are mixed texts whose salient characteristic is that of standing between the expository, even narrative, and the argumentative genre (Bondi 2012). This distinctive trait of historical writing allows the authors of textbooks to conceal its argumentative nature and their stances of authorial voice behind the “mask” of expository texts aimed at describing and narrating facts with an objective and neutral language.

Further research on the whole corpus of History CLIL booklets available on the Italian market is needed in order to broaden the perspective and analyse texts about other controversial topics such as the age of totalitarianism or issues of contemporary history—migration flows in the Mediterranean area, just to mention one. Such analyses could offer fertile ground for pinpointing discursive recurring features of historic writing and history ESP. This would have some important pedagogical implications for the organization of CLIL training courses.

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