MAIN PRINCIPALS OF THE IMPLEMENTATION OF THE CONTENT AND LANGUAGE INTEGRATED LEARNING

Abstract. This article describes the basic principles of implementing subject and language integrated learning. This approach promotes the interconnection between different subjects, which helps students to master the material and develop communication skills in a faster and better way. The article discusses the use of language as a teaching tool and understanding its importance in the process of integrated learning. The basic principles of implementing this approach are described, namely the integration of subjects, the development of language skills, active learning, the use of various methods, and result orientation. It is proved that CLIL aims to: introduce students to new concepts through the study of the curriculum in a foreign language; improve students’ performance in academic disciplines and the target language; increase students’ or learners’ confidence in the target language; provide materials that develop thinking skills from the very beginning; encourage closer links with the values of society and citizenship. The article argues that while the implementation of subject and language integrated learning can be a challenge for teachers, it can help pupils and students develop the comprehensive knowledge and skills necessary for successful life in the modern world. The use of CLIL has been shown to have a positive impact on pupils’ and students’ motivation to master subject content. CLIL contributes to a deeper
understanding of the subject matter, as classes require extensive use of higher-order thinking skills. Students and learners develop fundamental knowledge, which includes the conceptual framework of the discipline, skills in using communication technologies and interdisciplinary knowledge in the field of study. Foreign language teachers should always look forward, always be on the lookout for effective ways to teach and learn a language. The principles of CLIL do just that, and therefore, the introduction of subject- and language-specific integrated CLIL teaching in the classroom is to be welcomed.

Keywords: foreign language teaching, subject and language integrated teaching, communicative methodology, pupils, students, CLIL methodology.

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ОСНОВНІ ПРИНЦИПИ ІМПЛЕНТЕРАЦІЇ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ

Анотація. Подана стаття описує основні принципи імплементації предметно-мовного інтегрованого навчання. Цей підхід сприяє взаємозв’язок між різними предметами, що допомагає учням краще засвоювати навчальний матеріал і розвивати комунікативні навички. У статті розглядається використання мови, як засобу навчання і розуміння її важливості в процесі інтегрованого навчання. Описано основні принципи імплементації цього підходу, а саме інтеграцію предметів, розвиток мовленнєвих навичок, активне навчання, використання різноманітних методів, орієнтація на результат. Доведено, що предметно-мовне інтегроване навчання CLIL прагне: познайомити учнів із новими поняттями за допомогою навчальної програми іноземною мовою; поліпшити успішність учнів з навчальних дисциплин і цільової мови; підвищити впевненість студентів абі учнів у навчанні, що вивчається; надати матеріали, які розробляють навички мислення із самого початку; заохочувати такі навички з інноваціями суспільства та громадянства. У статті стверджується, що імплементація предметно-мовного інтегрованого навчання може бути викликом для вчителів, про те вона може
Problem statement. One effective approach to teaching students subject knowledge in a foreign language in Europe is subject and language integrated learning (CLIL), hereafter referred to as CLIL. Subject-Language Integrated Learning is a modern educational approach with a dual focus in which a foreign language is used to learn and teach both language and content. That is, the teaching and learning focus is not only on the content but also on the language. They are intertwined, even if more emphasis is placed on one aspect or the other at particular times. In 1994, the term «subject-linguistic integrated learning» was adopted to describe and further develop best practice in European schools where teaching and learning was done in an additional language [1, C. 3].

In modern society, the socialization of a modern person in an inter-ethnic and inter-cultural space becomes a priority, with foreign language skills being seen as a tool to expand professional knowledge and opportunities. In this context, new educational technologies for foreign language teaching are emerging. One such technology is Content and Language Integrated Learning (CLIL). So it is rather important to find out its peculiarities in order to state its advantages and disadvantages.

Analyses of the latest research and publications. The CLIL methodology has been researched and developed by various scholars and educators over the years. Some of the key researchers and proponents of CLIL include David Marsh, Anna Maljers, Do Coyle, Fred Genesee among others. The term CLIL was first coined in 1994 by David Marsch and Anna Malyers (Finland) as a methodology for teaching non-language subjects in a foreign language. The mentioned authors have conducted extensive research and published numerous articles and books contributing to the development and implementation of CLIL.
Aim of the article. The aim of this article is seen in pointing out and investigating of the basic peculiarities of content and language integrated learning and their implementation into the educational process.

Presentation of the main material. The first known CLIL programme can be said to be around 5,000 years old. It was then in Mesopotamia (present-day Iraq) that the Akkadians, who conquered the Sumerians, wanted to learn the local language. Sumerian was used as a medium of instruction to teach the Akkadians several subjects simultaneously, including theology, botany and zoology. If the Sumerian instructors were faithful to the basic principles of CLIL, they supported the study of the Sumerian language as well as the study of content in theology, botany and zoology [13, C.9].

The use of a supplementary language curriculum was also familiar to the Romans. This happened two thousand years ago, when the Roman Empire expanded and absorbed Greek territory, and with it, language and culture. Families in Rome taught their children the Greek language to give them access not only to the language, but also to social and professional opportunities that would benefit them in the future. «This historical experience has been replicated throughout the world over the centuries and is especially true today for global English learning» [1, C. 2].

«Using languages to learn and learning with languages (formulated by David Marsh)» is referred to by Phil Ball, author of many publications on learning in second and third languages, as the famous slogan of CLIL, subject- and language-integrated learning. «CLIL can be a powerful learning tool because it connects subject and language» [5, C. 2]. An integrated subject-linguistic approach should be governed by certain principles: Peter Mehistro, David Marsh and Maria Frigols, well-known scholars working in the field of multilingualism and bilingual education, mention the following main characteristics of the methodology of CLIL subject-linguistic integrated learning. Among them they highlight: multiple focus, enriched learning environment, authenticity, active learning, scaffolding strategy and collaboration. Let us consider the main characteristics of each element.

1. The multiple focus is realised through: language learning in a subject; discipline learning in a language; integration of several subjects; organisation of learning through interdisciplinary themes and projects.

2. An enriched learning environment includes: demonstrations of language and discipline in the classroom; building student confidence through experimentation with foreign language and subject content; access to authentic learning materials.

3. Authenticity is achieved through: maximising the consideration of students’ interests; a tendency to regularly link learning and students’ lives; the use of current materials from the media and other sources).
4. The **active learning strategy** is implemented through: (discussing the meaning of language and content with the students and working together).

5. The **«Scaffolding» strategy** is a comprehensive support for the student to reduce the cognitive and linguistic load of learning a discipline in a foreign language. This strategy is implemented through the use of language clichés, terminological vocabulary, visualization of the material, providing students with plenty of examples in a foreign language, using different learning styles, developing creative and critical thinking [13, C. 12].

6. **Cooperation** is carried out through the joint planning of courses, lessons, topics, sections of the curriculum by language teachers and subject teachers [13, C. 29].

P. Mehisto, D. Marsh and M. Frigols further state that the CLIL approach supports holistic development and that its ultimate goal is to help learners become capable and motivated, bilingual or multilingual, independent, successfully acquiring subject and language knowledge simultaneously [13, C. 30].

Subject and language teaching will be effective and successful if it is integrated. It follows from the term subject and language integrated learning itself that its key methodological assumption is integration. At the same time, integration implies interpenetration, mutual influence. «Integration in education is carried out through the implementation of interdisciplinary links. And interdisciplinary links resolve the contradiction between the knowledge of different academic subjects and the need for their synthesis to form scientific ideas about the world, which in the future students will use in their professional activities». [9, C. 42].

Subject and language integrated learning is governed by the 4Cs. The 4C model - Content, Communication, Cognition, Culture - proposed by Professor D. Coyle proposes effective subject-language integrated learning as a symbiosis of content, communication, cognitive and cultural components through:
- progress in knowledge, skills and understanding of content;
- participation in linked cognitive processing;
- interaction in a communicative context;
- development of relevant language knowledge and skills; [1, C. 41].

D. Coyle has schematically depicted the 4C principle as a pyramid with three vertices, each of which denotes one of the components of the principle. Interestingly, the Communication component is located in the centre of the pyramid, indicating that the other components (Content, Cognition, Culture) should be realised through communication.
P. Mehisto, D. Marsh and M. Frigols give their definitions of the principles of pre-metric integrated learning CLIL:

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Community</th>
<th>Content</th>
<th>Communication</th>
</tr>
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<tbody>
<tr>
<td>- Content, language and study skills are formulated in cooperation with the students;</td>
<td>- Students feel that participation in the learning community is enriching;</td>
<td>- The content is clearly linked to the community in the classroom and beyond;</td>
<td>- Pupils actively enjoy the right to participate in all classroom activities;</td>
</tr>
<tr>
<td>- Learning is based on students’ existing knowledge, skills, interests and experiences;</td>
<td>- Teachers, pupils and parents are partners in education;</td>
<td>- Students apply new content and develop relevant skills through experimental activities;</td>
<td>- Desk layouts, classroom wall displays and other available resources are used to support learning and communication;</td>
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<td>- The students analyse their learning outcomes independently, with other students and with the teacher;</td>
<td>- Students can define their role in the classroom in the local and global context.</td>
<td>- The content is essential, but not overwhelming;</td>
<td>Language/communication skills are developed in all subjects.</td>
</tr>
<tr>
<td>- Students synthesise, assess and apply the necessary knowledge and skills, across several.</td>
<td></td>
<td>- Content from different subjects is integrated;</td>
<td></td>
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<td></td>
<td></td>
<td>- The cultural dimension is integrated into all subjects.</td>
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Table 1

P. Ball instead provides a six-point definition of CLIL, subject-linguistic integrated learning, based on methodological considerations:

1. **Conceptual coherence**: one concept follows logically from another.
2. **Conceptual direction**: the criteria for assessing comprehension should be based on conceptual and/or procedural (skills-based) content.
3. **Language as medium**: language occurs naturally within a discursive framework related to content.
4. **Specific task design**: the content is subjected to more procedural «breakdown» with mandatory language support (scaffolding strategy).
5. **Trinitarian concept** based on the three elements of education working in harmony: **conceptual content, procedural content and linguistic content**.
6. **Activities**: four activities are best suited to CLIL practice – peer-to-peer communication tasks, activities to develop reading strategies, monitoring learner outcomes (oral and written work) and activities to engage higher cognitive skills [3, C. 3].
He goes on to state that the ultimate goal of CLIL activities should be expressed in terms of a triad, starting with the **conceptual goal**, realised through a **procedural solution**, supported by the **language** that emerges from a particular discourse. F. Ball argues that in «subject-linguistic integrated learning, all three essential elements of education work in harmony. The content (conceptual) is learned through a procedure (skills) which requires a certain type of construction (language)» [5, C. 3].

In order to fully understand the principles of CLIL, the role of language in CLIL needs to be taken into account. C. Kelly mentions that one idea that is central to any definition of the CLIL approach is that it includes language support. Language support refers to the strategies and methods teachers use to:

a) identify the main language in the subject matter;  
b) make the language accessible to learners in the subject area [11, C. 1].

CLIL teachers and learners need to know the language of the learning material. This language can be divided into content-obligatory language and content-compatible language. Content-obligatory language is the language needed to understand a subject and exchange ideas (e.g. map vocabulary in geography). It is the vocabulary, grammatical structures and functional language for specific subjects. It is the language that students need to know in order to master the content [13, C. 104].

The class also uses content-compatible language - everyday, less formal. Content-compatible language comes to the fore when students try to express their own thoughts in relation to the topic being studied. Consequently, it is often language that really interests the student [13, C. 104].

T. Chadwick divides the language of learners into three types:

BICS (Basic Interpersonal Communicative Skills) – general language competence for interpersonal communication.  
CL (Classroom Language) – the language used in the classroom.  
CALP (Cognitive Academic Language Proficiency) – cognitive language competence [2, C. 1].

BICS and CALP are two very important acronyms that Canadian linguist Jim Cummins, which he first introduced in 1979.

\[
\text{BICS} \quad \text{CL} \quad \text{CALP}
\]

**BICS** is the social language learners use in the classroom, on the internet, in chatting with friends. The level of mastery (BICS) is usually high compared to (CALP). So, teachers will try to use everyday language to introduce a concept before using more specific terminology.

**CL** – is a functional instructional language in the classroom, students are introduced to this language through repeated use.

**CALP** – academic language, it can be both subject-oriented and general educational. «This language, essential for understanding and applying new concepts
and ideas, is the specific, necessary vocabulary of a particular subject. CALP will help students explore the content and demonstrate their learning. Fluency in BICS does not mean knowledge of CALP» [2, C. 3]. All students need support in mastering academic language. Language is therefore something that all teachers should think about when planning a lesson, lecture or activity. T. Chadwick argues that the easiest way to do this is to plan correctly the different phases of a lesson that will achieve the goals and objectives. The scholar suggests the following steps for planning language support for teachers in subject- or language-integrated teaching [2, C. 4].

K. Bentley in turn mentions that there is a need for teachers of subject-linguistic integrated learning CLIL to analyse the language requirements of the subject disciplines and then plan appropriate language support [8, C. 37]. And one cannot disagree with this, as the genres that language learners encounter in CLIL depend on the curriculum. In science subjects, learners may hypothesise or describe procedures, whereas in subjects such as art or music, learners read, give descriptions and explanations.

D. Coyle, P. Hood and D. Marsh [1, C. 42] mention key values for content and language integration that should be considered. The first one focuses on teachers’ need to identify and justify the means of integrating content and language learning, the extent to which this is possible depending on individual learning contexts and predicted learning outcomes. The second value depends on the relationship between the language level of the learners and their cognitive abilities. F. Ball argues that CLIL’s subject-linguistic integrated learning requires students «to speak and write about concepts that are often outside their linguistic range. It is this attempt to express themselves that is the key to language development in CLIL subject-linguistic learning». [3, C. 1].

More than a billion people in the world are fluent in several languages, and almost everywhere in the world the ability to speak two languages is necessary for a person to succeed in life [10, C. 9]. Bilingualism is a reality for millions of children around the world. Some learn several languages from an early age, others acquire additional languages at school. «Knowing more than one language can open doors to many personal, social and economic opportunities» [12, C. 25]. As English becomes an essential addition to any curriculum around the world, «it is moving towards a position where it becomes a subject through which students learn» [3, C. 3].

Subject-Language Integrated Learning CLIL is a tool for teaching and learning content and language. «The student wants to understand the content, which in turn motivates them to learn the language. Even in foreign language classes, students can learn more if they do not just learn the language for the sake of the language, but if they use it for a specific task» [13, C. 11]. The idea of using language to learn something else is a central idea of CLIL.
L. Dale and R. Tanner argue that CLIL learners are motivated because they experience difficulty in learning both the subject and language. CLIL learners develop cognitive abilities because their brains work harder, and cognitive learning theory suggests that people remember information more effectively if their brains work hard to complete a task. Researchers also claim that CLIL learners benefit from the development of communication skills, with language progressing faster too [9, C. 11].

K. Bentley argues that CLIL’s subject-linguistic integrated learning aims to:
- introduce learners to new concepts through the study of a foreign language curriculum;
- improve learners’ performance in the subjects and the target language;
- increase students’ confidence in the language they are learning;
- provide materials which develop thinking skills from the outset;
- encourage closer links with the values of society and citizenship [8, C. 6].

D. Coyle, P. Hood and D. Marsh cite «preparation for globalisation, broadening school profiles, preparation for future learning, gaining skills for working life, improving general target language competence, developing oral skills, developing confidence, increasing learner motivation, developing individual learning strategies, and introducing a broader cultural context» among the common reasons for introducing subject-language integrated education [1, C. 17].

CLIL also improves the quality of teaching an additional language, as using a foreign language as a medium of instruction makes the teacher more aware of the language needs of their students. Also, the need for constant comprehension checks leads to a high level of communication between teachers and students [1, C. 17].

As F. Ball says: «Whether the acronym CLIL will exist in ten years’ time is probably irrelevant. The future lies in competence» [6, C. 4]. This implies that competence development can take place within an approach that prioritises thinking and communication skills.

Conclusions. Thus, CLIL has a positive impact on learners’ motivation to master subject content. CLIL contributes to a deeper understanding of the subject matter, as the sessions require a broad application of higher-order thinking skills. Students develop fundamental knowledge that includes the discipline's conceptual framework, skills in the use of communicative technologies and interdisciplinary knowledge of their field of study. Foreign language teachers should always be looking ahead, always seeking effective ways of teaching and learning a language. The principles of CLIL do just that, and so the introduction of CLIL subject-linguistic integrated teaching in the classroom is to be welcomed.

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