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## ENGLISH AND SUBJECT INTEGRATION IN MATHEMATICS AND GEOGRAPHY

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### **Abstract**

*Content and Language Integrated Learning (CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”. Therefore, language teachers in CLIL programs have a very important and difficult task: they have to know the language as well as the content of the subject at a sufficient level. CLIL is content-driven because it involves learning content through an additional language that also relates to culture, environment, and learning-based on connected pedagogies and using contextual methodologies.*

**Key words:** CLIL, different activities, multiple focus, scaffolding, curriculum.

This framework consists of 4 dimensions: Content (subject matter), Communication (learning through interaction), Cognition (learning and thinking processes), and Culture (intercultural understanding and global awareness in building up cooperation in learning). Culture permeates the other elements and can reinforce CLIL as a type of instruction that fuses the best of subject matter and language teaching pedagogies. CLIL merges learning theories, language learning theories, and intercultural understanding. It is an example of higher-level interdisciplinary integration and often includes transdisciplinary integration. It focuses on the message (topic, content), medium (language), and social interaction with others.

To achieve quality CLIL, teachers have to consider the core elements of CLIL—content, language, integration and learning—which are realized through the set of the 4Cs. Moreover, to succeed in CLIL practice, there is a requirement for teach-

ers to engage with alternative ways of planning for effective teaching. Furthermore, CLIL lessons should include a variety of different activities to promote necessary knowledge and also develop pupils' communicative competence. As CLIL implementation can offer numerous advantages, teachers who desire to be successful in CLIL classrooms should follow the main principles of CLIL:

**Authenticity:** The use of authentic materials, authentic case and authentic content from the real world such as daily newspapers, brochures, flight attendance in airline business courses/topics.

**Multiple focus:** The use of a variety of activities helps develop the pupils' several skills at the same time. Automatic learning will occur.

**Active learning:** The pupils are active in both the preparation and presentation stages. The teacher has to encourage the pupils to take a role in all steps of learning. Participation can activate active learning.

**Safe learning environment:** Familiar classroom setting and peer participation help the pupils feel safe and learn new things without less worry.

**Scaffolding:** The teacher is a facilitator and peers are consultants through class discussion. The teacher has to be ready to help the pupils all the time and also to encourage them to be good peers in helping each other to learn.

CLIL stands for “content and language integrated learning” and is defined as learning both language and contents of a particular school subject or academic course. This language is not pupils’ mother tongue. It is often the foreign language such as English. Nowadays, CLIL environments are very common due to global nature of English, the language which serves as a medium through which subject matter contents are delivered to pupils and learned by them. In addition, CLIL model helps pupils raise their level of second/foreign language proficiency. This can be regarded as an adjustment of the traditional approach to teaching/learning a language. Thus, content and language integrated learning has a dual aim – learning the content of a school subject and learning language used to teach this content.

Coyle proposed the following four principles or segments of CLIL: content (What is the topic within a particular school subject or academic course?), cognition (What are the mental processes involved in acquiring a particular lesson?), communication (What language are learners and teachers using while talking about specific concepts within that lesson?),

and culture/community (What is the (multi)cultural aspect of the lesson that is currently taught?).

The possible benefits of CLIL can be summarized as follows: it increases intercultural awareness (or sensitivity), CLIL improves motivation in pupils, it is useful for learners with different levels of ability, and CLIL produces a higher level of achievements in the foreign language used in the process of teaching and learning. Pupils involved in CLIL classrooms had higher levels of intrinsic motivation compared to those who were in regular EFL (English as a foreign language) classrooms. CLIL-exposed pupils reported a higher level of English skills as well as a greater degree of understanding of concepts taught within school subjects.

A study carried out into pupils’ attitudes toward CLIL in science revealed that most of them were satisfied with instruction delivered in English, classes in English were more interesting compared to those in mother tongue, there was more cooperation between pupils and teachers when contents were taught in English, and pupils made more additional effort because of English-mediated teaching and learning. In the same study, pupils’ did not report more positive attitudes toward British and American culture, as a result of CLIL-based instruction. When CLIL applied to math classes, pupils estimated these teaching methods as good, different, fun, and new compared to traditional teaching in their native language.

Integration of school subjects and foreign languages (CLIL – Content and Language Integrated Learning) is gaining

popularity throughout Europe and other continents. Geography is one of the most frequently selected subjects to be taught in such a way. Geographical vocabulary is taught anyway during foreign language classes, as topics such as volcanoes or tourist destinations are popular themes. Geography delivers a wide scope of interesting material available through different resources, especially electronic, which can be used for classes. However, teaching Geography through a foreign language is not an easy thing and it remains the task of the teacher to make sure the content is not neglected because of the language focus, or that the content is not simplified too much to be digested through the foreign language.

Teaching school subjects and languages separately needs specific tools, such as a well designed curriculum, specific teacher training, and experienced and dedicated teachers with expertise in modern methodology. Besides, skills practiced during classes, testing methods and the expected outcomes are specific for each study area. Last but not least, textbooks are diverse in both cases.

However, the integration of a subject and a foreign language, e.g. Geography and English, requires purposely designed tools which cannot simply copy what is specific for these subjects taught separately. First of all, it is required that the curriculum followed by CLIL classes is concordant with what the national Geography curriculum states, and not that of foreign languages. As a result, language skills acquired and practiced during CLIL classes are not built up in the

same fluent manner that during language classes.

If it comes to CLIL teachers, in numerous cases these are subject teachers with a decent knowledge of the foreign language in use. In many countries there are no specific requirements in terms of such teachers' training. As a result, these people often lack language teaching skills and delivering lessons can become a serious issue. Thus, the training should be carefully designed so as to meet the specific needs of such teachers. Other key problems connected with CLIL-style teaching of Geography include skills practiced during classes. Well-designed CLIL lessons should give the pupils opportunities to use and develop all language skills. As various studies prove, CLIL pupils generally outperform non-CLIL pupils in terms of all language skills. However, this cannot mean geographical skills are neglected due to lack of time or other obstacles. For instance, the amount of time devoted to fieldwork or map-reading should be at least the same, if not larger due to language difficulties, as in non-CLIL classes. This same refers to lesson preparation, testing and other fields of teaching.

Among the most difficult issues regarding CLIL-style teaching is how to obtain teaching resources, including textbooks. The simplest thing would be just taking a ready British or American Geography textbook, but the drawbacks of this include inadequate curriculum pattern (i.e. Polish curriculum does not include case studies which are found in British textbooks), inappropriate language level (in most cases too high), and no

language-specific exercises which would let pupils practice both receptive and productive skills. Although using ready Geography material found throughout English textbooks would swiftly include language practice, selecting such material would often mean that the contents is simplified, inadequate or outdated, while searching for Internet material is time-consuming. As a result, the amount of teacher-produced material can vary from 20 to as much as 70% (own study, unpublished).

### *Speaking*

Carefully selected photos are to deliver stimulus material for speaking and listening activities at the beginning of each lesson unit. Accompanying task (Describe...) and the questions will help practicing language skills, which in this form appear during an oral leaving high school-exam for foreign languages. Moreover, the material is to draw pupils' attention to the topic covered in the section.

### *Vocabulary*

One of the difficulties in dealing with foreign texts is its complexity caused by specific language in use. Moreover, even a foreign language specialist will have problems in pointing at proper pronunciation in English, as it varies a lot. Thus, each unit is accompanied by pronunciation based on modern vocabularies and presented in the International Phonetic Alphabet. Moreover, some chapters would have definitions or even vocabulary tasks included.

### **Conclusion**

As highlighted before, pupils' from our sample had moderate attitudes to-

ward CLIL approach in math and geography lessons. Their preferences, estimates, and other opinions were similar (with the exception of attitudes toward British and American culture, changed in the more positive direction).

Pupils' were not interested in CLIL-based math and geography lessons to the extent we expected before. It seemed they had a neutral to mildly positive attitudes toward this kind of educational approach/methods. It will be interesting to explore pupils' and teachers' opinions and perceptions related to math and geography classes taught in English (or some other well-known and frequently used foreign language, such as English or Russian).

In addition, we need more experimental studies on CLIL and non-CLIL environment in all levels of education (elementary, secondary, and tertiary one). If participants' attitudes, preferences, and achievements in the experimental group are better in a statistically significant manner (compared to the attitudes, preferences, and achievements of participants' in the control group), then we can indeed attribute them to the introduction of CLIL approach.

In addition, **we recommend** to all teachers, especially English teachers work with your colleagues (math and geography teachers) in organizing CLIL lessons. Of course, qualitative studies will reveal the true nature of pupils' and teachers' attitudes toward CLIL environment and their perceptions about pros and cons of such an approach in educational science and practice. We can also apply mixed method research design in order to exam-

ine the common patterns in CLIL-related topics and to investigate opinions and perceptions of CLIL pedagogy in-depth, that is, more thoroughly.

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