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ОСОБЕННОСТИ ПРЕДМЕТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ

The article is devoted to Content and Language Integrated Learning as it has been becoming very popular in Europe. In Russia this method of teaching has not been fully established yet.

The main aim of present article is

- to study Content and Language Integrated Learning method
- find out advantages and disadvantages of Content and Language Integrated Learning

Content and language integrated learning (CLIL) is a term describing learning another subject through a foreign language. The subject can be anything from school subjects like mathematics or geography to even life skills taught in a classroom context.

CLIL is a relatively new European innovation and in Russia this method of teaching has not been fully established yet.

CLIL, as a term, appeared in 1994. Professor David Marsh from Finland was one of the founders of this methodological approach: «CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language» [Marsh 2002].

But the concept of CLIL had been used long before 1994 – in the early sixties when the ideas of multiculturalism, internationalization and academic mobility began to gain popularity and bilingual education was introduced in many schools around the world. In the 1990s experts involved with CLIL began to realize that they were dealing with something which was neither language teaching nor subject teaching, but rather a fusion of both. In that way a new methodology was formed which included both language and content learning in an integrated way.

CLIL has been becoming so popular because of the increased contact between countries and globalization and because of the need for communicative skills in a second or third language.

The aim of CLIL is to help students realize why are they learning language and to develop positive attitude towards learning process.

There are four basic components of CLIL approach which are usually called 4'Cs:

- Content means the subject aims;
- Communication is essential part of any learning. It focuses on the language which is needed to construct knowledge;
- Cognition means developing cognitive and thinking skills such as remembering, identifying, comparing, contrasting, defining;
- Culture aspect assumes that students learn other cultures through a target language. They become part of that culture and learning process is more effective in that way.

We should focus on benefits of CLIL which has been making it one of the leading educational approaches around the world.

Using CLIL means that content subjects are taught and learnt in a non-native language of students. So we can point out some main principles of CLIL:

- knowledge of the language becomes the means of learning content
- motivation is an essential part of learning. When learners are interested in a subject or topic they are motivated to acquire language to understand more and communicate
- CLIL is based on language acquisition rather than enforced learning
- language is seen in real-life situations in which students can acquire the language.
- CLIL is a long-term learning. So students become proficient within five or seven years
- fluency is more important than accuracy and mistakes are a natural part of language learning
- communication is important. Not just speaking but conversation between teacher and students

As every method CLIL has its advantages and disadvantages. We should note that CLIL helps to:

- introduce other culture
- improve specific language competence
- prepare for future studies and / or working life in a more internationalized society
- develop multilingual interests and attitudes
- improve high order thinking skills
- diversify methods and forms of classroom teaching and learning
- increase learner's motivation

CLIL lesson

If it is a CLIL geography lesson teachers need to:

- be able to explain concepts in a given topic clearly and accurately;
- check pronunciation of subject-specific terms which may look similar to other words in English but have different pronunciation.

It's a right thing to start a lesson by finding out what students already know about the geographical topic. Teachers should be ready to deal with mixed-ability students in terms of language proficiency. Learners may know many facts about the topic in their native language but have difficulties explaining them in a second language. Students may feel frustration because of their inability to communicate about given topic but collaboration between teacher and students plays a key role in CLIL approach.

CLIL provides a great amount of opportunities that can be used for language learning. Best option for teachers is to create authentic materials that are suitable to the learners' abilities, the context and based on CLIL principles.

The common way to make the CLIL lesson effective is to exploit reading tasks. CLIL draws on the lexical approach, encouraging learners to notice language while reading. And different questions will help to develop thinking skills which are also important.

Statistics shows that most current CLIL programmes are experimental. There are just few CLIL-type programmes in the private sector. In Russia there are not so many schools where students are taught by CLIL method. In Moscow region we can note school named after E.M. Primakov in Odintsovo town where teachers (most of them are English native speakers) use bilingual approach from the first form.

The main problem is a lack of CLIL teacher-training programmes. Because CLIL consists of teaching both content and language in an integrated way. And also the majority of teachers working on bilingual programmes face with shortage of sources and lack of study materials.

To conclude, CLIL is an educational phenomenon that has spread in Europe over the last ten years. Now it has strong impact on educational systems of Singapore, Malaysia, India, Australia, Canada and some other non-european countries.

Some people consider that a CLIL lesson is not a language lesson, neither a subject lesson transferred in a foreign language. But in fact, CLIL lessons deal with a wide range of educational problems and students broaden their knowledge by additional language. Moreover, if the right approaches to teaching and learning are used and if the teacher shows his / her enthusiasm and a little bit of creativity, then CLIL must be a success.

ЛИТЕРАТУРА

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