



ISSN 2450-6486

<http://ehs.eeipsy.org>DOI <https://doi.org/10.38014/ehs-ss.2023.1.11>

UDC 378:070.42]:811.111'27



This publication was made with the funds of a joint Grant of  
EEIP (Ukraine - France) and ChF "Education: Future"



Iryna LEVCHYK

## Analysis of the conceptual provisions of CLIL for integrated learning of professionally oriented English-language communication of future journalists

IRYNA LEVCHYK. **Analysis of the conceptual provisions of CLIL for integrated learning of professionally oriented English-language communication of future journalists.** *The conceptual provisions of CLIL are caused by the language policy supported by the European Commission and imply plurilingual institutional education. In accordance with the educational goal of CLIL foreign language is acquired with development of competency in the future specialty. The main provisions are derived from the definition of content-language integrated learning, which is related to any learning situation in which an additional language is used to teach non-linguistic subjects: attention is paid both to the content of the discipline and the language, they are studied in the integrated unity, the target language serves as a mediator of instruction for teaching specialty subject.*

**Keywords:** *key provisions, framework, continuum of integrated learning, intercultural communication, linguistic competence, future journalists.*

ARTICLE  
INFO

Received 04.16.2022

Peer-reviewed 05.16.2022

Revised version received 12.14.2023

Accepted 02.24.2023

## 1. Introduction

In the specialized literature, the authors [26; 36] nowadays note the general consensus on the great transformation in language learning, in particular, C. Escobar Urmeneta [12:8] states “that the democratization of plurilingual education requires the adoption of educational policies that make enriched foreign language learning experiences available to all types of students, regardless of socioeconomic status”. Content-language integrated learning (CLIL) is considered to be the resourceful method of foreign language education relatively promotion of effective plurilingualism across wide sectors of society within a reasonable span of time. Similarly, M. Pérez Cañado [33], connects the main trends with the concepts of polylinguaging, translanguaging and plurilingualism, which respond to the growing need to develop competence in the future specialty not only in the native language but also in a foreign language. The ability to switch between two or more languages in a professional communication has many advantages for a future specialist, especially in the field of Journalism, it is taken as a norm in the modern bilingual Europe and meets the objectives of integrated language learning. After all, the educational goal of CLIL is to teach students foreign language, providing as well knowledge of the content of another discipline, taking into account the personality-motivational and cognitive components [37]. Achievement of the programmed learning results, according to D. Coyle [4] and D. Marsh [25], is facilitated by the characteristic features of the approach: learning a foreign language acquires additional interest with application of language tools that serve to acquire information; the use of a foreign language is caused by a clear purpose; use of interesting and helpful learning content with a clear purpose of practical application.

**The research paper objective** is to analyze the main conceptual provisions of CLIL method from the eclectic point of view in order to systematize methodology of integrated learning of professionally oriented English communication of future journalists.

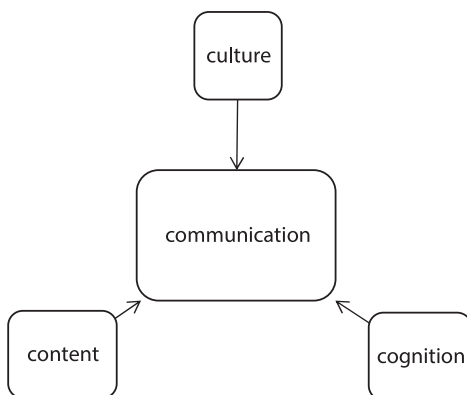
## 2. Literature review

Works of D. Coyle (1999, 2004, 2007) and her coauthors P. Hood and D. Marsh (2010) significantly contributed to development and framing the conceptual provisions of CLIL relatively its models, methods and outcomes. The aspects of discourse, outcomes and processes were revealed in works by C. Dalton-Puffer (2007, 2008, 2014). The concept of content and language integrated continuum was introduced by M. Met

(1998), developed by W. Zydati (2007) and others. D. Marsh (2008), E. Gallagher & C. Morilla (2009), E. Harrop (2012), A. Llinares & R. Lyster (2014) and with co-authorship with T. Morton and R. Whittaker (2012) focused on the language in integrated learning. A. Maljers, D. Marsh, D. Coyle, A. Hartiala, B. Marsland, C. Pérez-Vidal & D. Wolff (2002) revealed the European dimensions of CLIL method in relation with its principles and objectives.

In the context of the definition by D. Marsh & G. Langé [27] of content-language integrated learning, which is appropriate to any learning situation in which an additional language, rather than the language spoken in a given environment, is used to teach a wide range of non-linguistic subjects, D. Wolff [39:21] emphasizes three key provisions regarding CLIL: a) it is an approach not only to teach and learn language, in teaching it is important to pay attention both to the content of the discipline and language; b) the content of the discipline and language are studied in integrated unity, in interrelated way; c) additional language in CLIL is used for teaching and learning the content of subjects, i.e. the target language serves as a mediator of instruction.

According to D. Coyle's [5] 4Cs Framework (Communication, Cultures, Content and Cognition), language learning, based on communication and culture, is integrated with subject learning, that is carried out on the basis of content and cognition. The current four-sectoral model has undergone an interesting adaptation by W. Zydati [40:16], which successfully reflects the central role of language (communication) in the CLIL learning process, while maintaining non-hierarchical interdependent relationships

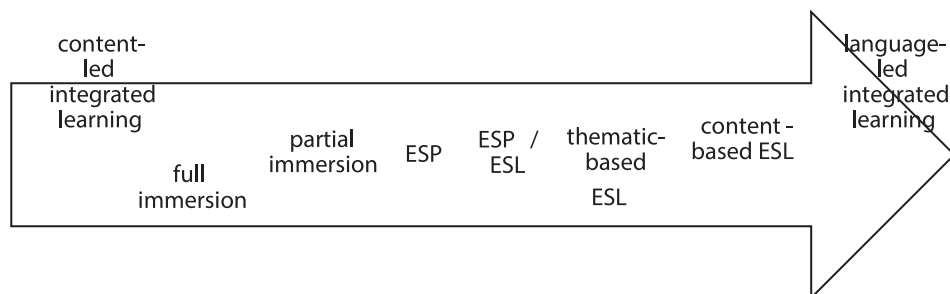


**Figure 1. Modification of the framework 4 "C" (source: W. Zydati, 2007: 16)**

between key elements (see Figure. 1). This modification is considered by C. Dalton-Puffer [9:3] to be facilitating and helpful in understanding of the essence of content-language integrated learning in the process of its modeling.

Thus, the effectiveness of the CLIL methodology depends on the completeness of understanding the content of the subject, on the cognitive processes involved in learning, communicative interaction with the teacher and between students, as well as the development of their language skills and tolerance in intercultural communication. This is associated with the widespread use in CLIL practice of synthesized and individual communication techniques, such as foreign language immersion, bilingual education, and "language shower", etc. Their diversity and availability at different stages of learning, with different levels of students' language skills, in the short and long term study correlates with flexible approach of CLIL to learning [30]. Fluctuations in the balance between language and content in integrated learning are reflected in the transition from soft-language-led models with an emphasis on language, to hard-subject-led – with an emphasis on the content of the profile discipline with the possibility of introduction of partial immersion as a preparatory transition stage before full immersion. The first option is aimed at mastering the linguistic features of the special context, the second – involves studying half of the subjects in a foreign language, and the option of partial immersion allows a temporary combination of native and foreign languages with a gradual shift to foreign language in teaching specialized disciplines.

The variety of approaches to the integration of language and the content of the profile discipline is reflected in the continuum, which was suggested by M. Met [31:40-41] to illustrate the models of content-language integrated learning (see Figure. 2).



**Figure 2. Continuum of integrated foreign language and specialty content learning (source: M. Met, 1998: 41)**

---

At one end of the continuum of programmes, in which the content of the discipline plays a leading role (content-driven language programs), students are taught exclusively in a foreign language, the development of professional and language competencies is equally important. The best programs of this kind are incorporated in language immersion models, which provide foreign language teaching in 50% or more of the disciplines of the curriculum. In the full immersion, the subjects included in the curriculum are taught in a foreign language, although in a few years the use of the target language can be reduced to 50%. Partial language immersion programmes allow the use of native and foreign languages in learning. In some less intensive models with a leading role of content in integrated learning, one (or more) subject is taught in a foreign language with a reflection in the foreign language curriculum of the same discipline. The urgent issue of the level of language proficiency achieved by CLIL students, according to A. Llinares and R. Lyster [22:181], unites similar programs of subject-language integrated learning or language immersion, which are aimed at developing functional skills in foreign language proficiency by studying the content of the profile discipline by means of the target language they study.

Perception of content and language integration at the instructional level as a difficult task encourages researchers [22] to seek ways of strengthening the linguistic features of specialty texts from a systemic-functional linguistic perspective in order to enable CBLT teachers to study content from different perspectives and interpret complex concepts of discipline by means of causation, hypotheses and comparisons in language that is learnt. Similarly, R. Lyster's [27] counterbalanced approach promotes a more systematic integration of form focused instruction (FFI) and teacher content-based instructions to enhance the long-term development of student communication skills in the learning environment of immersion.

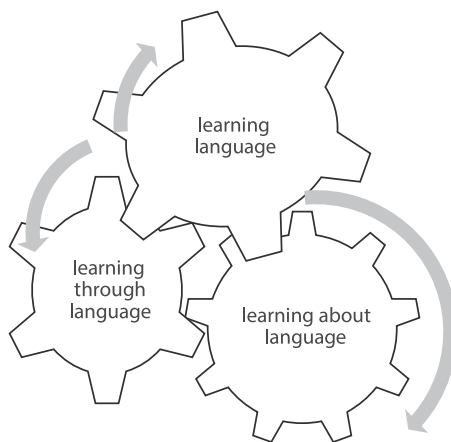
Regarding the programmes that M. Mat [31: 40-41] placed in the middle of the continuum, it should be noted that they combine the courses of the specialty disciplines with language courses. For example, students may study one or two subjects in a foreign language in addition to a traditional foreign language course. The list of models of integrated language learning programs is completed with language-driven content programmes. Students study foreign language several hours a week as a subject according to the schedule, the content of future specialty disciplines serves as a support for communicative learning activities

in the classroom. Communication skills are developed on the basis of professional activities typical of the future specialty, they are designed to enrich or supplement the concepts previously learned in native language.

The emphasis on tolerance in intercultural communication in accordance with the principles of D. Coyle is realized due to the involvement of socio-cultural strategies in teaching [19]. These aspects contribute to the enhancing of content-language education at universities [32], and, additionally, they play an important role in the training of future journalists. For example, the idea of the concept of "5 Dimensions of CLIL" by Maljers et al. [24:65] combines the influence of culture, environment, language, content and learning itself in the methodology of content-language integrated learning. The cultural dimension involves the acquisition of intercultural knowledge, the development of intercultural communication skills, the study of neighboring countries, regions or minorities; the introduction of a broader cultural context in learning. In the environmental dimension, content-language integrated learning prepares for internationalization, in particular for European integration, access to international diplomas, strengthening the profile of the educational institution. The dimension of content provides an opportunity to study the content of the discipline from different perspectives, access to specific subject terminology, prepares for further study and work in the specialty. The educational dimension of content-language integrated learning interacts with individual learning strategies, a variety of methods and forms of work in the classroom and increases motivation to learn. The language dimension of the CLIL methodology involves the improvement of general foreign language competence, the development of oral communication skills, the formation of interest and a positive attitude towards multilingual education, the introduction of a foreign language in education.

According to E. Harrop [16:59], the increase in the level of linguistic competence in CLIL students is justified with input hypothesis by S. Krashen [18], as well as the use of specific contextual cognitive tasks in the linguistic and semantic aspects [7; 14], creating an authentic communicative context that provides a natural language environment at class [20]. Regarding the requirements for the development of tasks from the linguistic point of view, we should refer to the model of linguistic progress on in 3 strands by D. Coyle [4]: language of learning (necessary to understand basic concepts in a particular context), language for learning (necessary to operate and interact with the content in a particular context)

and language through learning (unconscious language acquisition through learning tasks). Therefore, CLIL fits well with powerful language learning theories and, in general, as it is argued by C. Escobar Urmeneta [12:8], with theories that acknowledge the role that language plays in all learning. In this respect, the researcher highlights a complex perspective of learning in general, and language learning in particular by M. Halliday [15]. It reminds a mechanism that works due to three main interdependent processes: learning language, learning through language and learning about language (see Figure 3).



**Figure 3. Halliday's model of learning (source: C. Escobar Urmeneta, 2019:8)**

Accordingly, the lack of linguistic competence can be a source of serious obstacle for a student engaged in learning in CLIL programmes.

Essential advantage for the professional English-language training of future journalists is the consideration in the CLIL methodology of cultural, linguistic, content, educational and environmental aspects, which is caused by K. Papaja [32] with requirements for intercultural knowledge in order to prepare for internationalization or training for further study and work in the specialty. Students should understand the importance of learning foreign languages; they should be taught ESL to use it effectively for international communication. The effectiveness of the approach has been demonstrated in numerous studies on the implementation of CLIL in European countries, North and South America and Asia. Empirical studies on the current implementation of CLIL allow C. Dalton-Puffer et

al. [10:215] to identify three prototype characteristics of the methodology relevant to the current state: languages studied using CLIL mainly belong to the international *linguae francae* (in Europe they are English, French, Spanish and German). The reason for the significant predominance of English-language CLIL programmes is not only in the personal interest of researchers, but also in the current public language policy that supports the hegemony of the English language. The second characteristic that C. Dalton-Puffer draws attention to is misconception of identity of CLIL and EFL, one does not replace the other, but goes hand in hand. And, finally, CLIL is planned in the academic curricular, as a subject belonging to the cycle of professional disciplines, respectively, teachers involved in content-language integrated training are supposed to be trained in a specialty disciplines as well. This helps to avoid the paradoxically erroneous perception of CLIL as CBI technique. In addition to these key features, the application of the CLIL methodology has acquired various options.

Concerning the influence of CLIL on the development of certain aspects of English language competence of students C. Dalton-Puffer [9:15] notes that the lack of written activities in content learning leads to insufficient development of syntax and writing skills while listening skills and vocabulary are reported to be significantly increased. Despite all the differences between EFL and CLIL, the researcher calls both approaches specimens of learning interaction contexted with institutional education and use of a limited language learning environment. Each approach gives learners good opportunities to study and use English, that are difficult to be reproduced in the other. "Ideally, classical EFL should be combined with the language dimension of CLIL in one curriculum for learning a foreign language" [9:15].

Regarding the peculiarities of application of CLIL at the tertiary level of education, taking into account the study of K. Tsuchiya and M. Pérez Murillo [35:34] focused on implementation of integrated language learning in universities in Japan and Spain, we should pay attention to the language policy approved by the Ministry of Education in Ukraine, the linguistic environment of students, including the choice of language for everyday use, their previous exposure to CLIL learning and analyze the learners' expectations of CLIL and possible fears, e.g. of not understanding clearly the content of vocational training in English, as compared to a complete understanding of the course taught in a native language.

### 3. Conclusions

Thus, the provision of CLIL flexible approach to learning, aimed at acquiring students of various levels of knowledge and skills defined by the content of the future specialty, in our opinion, indicates the advantages of CLIL to teach professional-oriented English communication to students of non-linguistic specialties, including journalists. Scholars [34; 17; 13; 32] pay special attention to the development of academic skills taking into account the age, level of cognitive and language development of students. Among other evidence in favor of supporting the idea of teaching English in the CLIL method, scientists [1; 2; 6; 11; 16; 29] appeal to cognitive benefits of bilingualism – strengthening communicative sensitivity, metalinguistic abilities, flexibility of thinking and creativity.

An important role in the training of future journalists is played by the promotion of tolerance in intercultural communication in accordance with the principles of D. Coyle, which occurs through the involvement of socio-cultural strategies in teaching [19]. All these aspects, according to K. Papaja [32], contribute to the strengthening of subject-language education in universities, are also reflected in the concept of "5 Dimensions of CLIL" by Maljers et al. [24:65] based on the intersection in the methodology of subject-language integrated learning dimensions of culture, environment, language, content and learning itself.

Among the **limitations of the research paper** we should mind its descriptive character, while the practical application of the carried out analysis requires further research of the methodological aspects of teaching professionally oriented English communication at the tertiary level of education, in particular, various approbations of CLIL models adapted to the Ukrainian linguistic environment. Therefore, **the prospects of the further research** imply the investigation of the advantages and disadvantages of the existing CLIL models in Ukraine, modified in accordance with the conditions of higher education and the requirements of a future specialty.

### References:

1. Baetens Beardsmore H. (2008) Multilingualism, Cognition and Creativity. *International CLIL Research Journal*, 1(1). 4-19.
2. Baker C. (2006). *Foundations of bilingual education and bilingualism*. Bristol: Multilingual matters.
3. Coyle D. (2004). Supporting students in CLIL contexts: Planning for effective classroom. In J. Masih (Ed.), *Learning through a foreign language: Models*,

- methods and outcomes (pp. 40-45). Lancaster, UK: Centre for Information on Language Teaching and Research
4. Coyle D. (2007) 'Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies'. *International Journal of Bilingual Education and Bilingualism*, 10: 5, 543-562.
  5. Coyle D. (1999). Theory and planning for effective classrooms: Supporting students in content and language integrated learning contexts. In J. Masih (Ed.), *Learning through a foreign language* (pp. 46-62). London: CILT.
  6. Coyle D., Hood P., & Marsh D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge. Cambridge University Press.
  7. Cummins J., & Swain M. (1986). *Bilingualism in education: aspects of theory, research, and practice*. London, Longman. MLA (7th ed.).
  8. Dalton-Puffer C. (2007). *Discourse in Content and language Integrated Learning (CLIL) classrooms*. Amsterdam etc.: Bejamins.
  9. Dalton-Puffer C. (2008). Outcomes and processes in Content and Language Integrated Learning (CLIL): current research from Europe. In W. Delanoy and L. Volkman (Eds.), *Future Perspectives for English Language Teaching* (pp. 139-158). Heidelberg: Carl Winter.
  10. Dalton-Puffer C., Llinares A., Lorenzo F., & Nikula T. (2014). "You Can Stand Under My Umbrella": Immersion, CLIL and Bilingual Education. A Response to Cenoz, Genesee & Gorter (2013). *Applied Linguistics*, 35(2), 213-218. <https://doi.org/10.1093/applin/amu010>
  11. Directorate General for Education and Culture. 2000. *Study on the contribution of Multilingualism to creativity*, Brussels: European Commission.
  12. Escobar Urmeneta, C. (2019). An Introduction to Content and Language Integrated Learning (CLIL) for Teachers and Teacher Educators. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*. 2(1). 7-19. DOI: <https://doi.org/10.5565/rev/clil.21>
  13. Gallagher E., & Morilla C. (2009). A new CLIL method: AMCO and the practical use of multiple intelligences in the classroom. In V. Pavón & J. Ávila (Eds.), *Aplicaciones didácticas para la enseñanza integrada de lengua y contenidos* (pp. 131-151). Sevilla: Consejería de Educación de la Junta de Andalucía-Universidad de Córdoba.
  14. Grenfell M. (Ed.) (2002). *Modern Languages across the Curriculum*. Routledge, London.
  15. Halliday M. A. K. (1993). Towards a Language-Based Theory of Learning. *Linguistics and Education*. 5. 93-116.
  16. Harrop E. (2012). Content and language integrated learning (CLIL). Limitation and possibilities. *Encuentro*. 12. 75-70.
  17. Kowal M., & Swain M. (1997). From semantic to syntactic processing. How can we promote it in the immersion classroom? In R. K. Johnson & M. Swain (Eds.), *Immersion education: International perspectives*. (pp. 284-309). Cambridge.

- Cambridge University Press.
18. Krashen S. D. (1985). *The Input Hypothesis: Issues and Implications*, New York: Longman
  19. Lantolf J. P., & Sunderman G. (2001). The struggle for a place in the sun: Rationalizing foreign language study in the twentieth century. *The Modern Language Journal*. 85(1). 5-25.
  20. Lightbown P. M., & Spada N. (2006). *How Languages Are Learned* (3rd ed.). Oxford: Oxford University.
  21. Llinares A. & Lyster R. (2014). The influence of context on patterns of corrective feedback and learner uptake: A comparison of CLIL and immersion classrooms', *Language Learning Journal* 42(3).
  22. Llinares A., Morton T. and Whittaker R. (2012). *The Roles of Language in CLIL*. Cambridge University Press.
  23. Lyster R. (2007) *Learning and Teaching Languages Through Content: A counterbalanced approach*. Philadelphia: John Benjamins Publishing Company.
  24. Maljers A., Marsh D., Coyle D., Hartiala A. K., Marsland B., Pérez-Vidal C. & Wolff D. (eds.). (2002). *CLIL/EMILE The European Dimension – Actions, Trends and Foresight Potential* (pp. 65-69). Finland: The Continuing Education Centre of the University of Jyväskylä.
  25. Marsh D. (2008). Language awareness and CLIL. In J. Cenoz & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Knowledge about language*. (2nd ed., Vol 6, pp. 233-246). New York: Springer, 233-246
  26. Marsh D. (2013). *The CLIL trajectory: Educational Innovation for the 21st century iGeneration*. Córdoba: Servicio de Publicaciones de la Universidad de Córdoba.
  27. Marsh D., Langé G. (Eds.). (2000). *Using languages to learn and learning to use languages*. Finland: University of Jyväskylä.
  28. Marsh D., Maljers A., & Hartiala K. (2001). *Profiling European CLIL classrooms: languages open doors*. Jyväskylä, Finland: University of Jyväskylä.
  29. Mehisto P. (2008). CLIL counterweights: recognising and decreasing disjuncture in CLIL. *International CLIL Research Journal*, 1(1). 93-120.
  30. Mehisto P., March D., Fligol M. J. (2008) *Uncovering CLIL. Content and Language integrated learning in bilingual and multilingual education*. MacMillans books for teachers.
  31. Met M. (1998). Curriculum decision-making in content-based language teaching. In J. Cenoz and F. Genesee (Eds.), *Beyond Bilingualism: Multilingualism and Multilingual Education* (pp. 35–63). Clevedon, UK: Multilingual Matters.
  32. Papaja K. (2014). *Focus on CLIL: A qualitative evaluation of content and language integrated learning (CLIL) in Polish secondary education*. Cambridge Scholars Publishing.
  33. Pérez Cañado M. L. (2016). Evaluating CLIL Programmes: Instrument Design and Validation. *Pulso. Revista de educación*, 39. 79-112
  34. Tsou W. (2018). *Implementing content language integrated learning (CLIL)*

- in Taiwan- a review study. <https://conference.pim.ac.th/thai/wp-content/uploads/2017/09/K-EDUCATION-IN-THE-DIGITAL-AGE.pdf>
35. Tsuchiya K., & Pérez Murillo M. D. (2015). Comparing the language policies and the students' perceptions of CLIL in tertiary education in Spain and Japan. *Latin American Journal of Content and Language Integrated Learning*, 8(1). 25-35. doi:10.5294/laclil.2014.8.1.3 e ISSN 2322-9721.
36. Tudor I. (2013). From content to competency: Challenge facing higher education language teaching in Europe. In M. L. Pérez Cañado (Ed.), *Competency-based Language Teaching in Higher Education* (pp. 21-32). Amsterdam: Springer.
37. Van de Craen P., Mondt K., Allain L., & Gao Y. B. (2007). Why and how CLIL works. An outline for a CLIL theory. *CLIL Special Issue 2*, 16(3), 70-78.
38. Wilkinson R. (Ed.) (2004). *Integrating Content and Language. Meeting the Challenge of a Multilingual Higher Education*. Proceedings of the ICL Conference, October 23-25 2003. Maastricht: Universitaire Pers Maastricht.
39. Wolff D. (2003). Integrating language and content in the language classroom: Are transfer of knowledge and of language ensured? *Asp.* 41-42. 35-46.
40. Zydatisß W. (2007). *Bilingualer Fachunterricht in Deutschland: eine Bilanz. Fremdsprachen Lehren und Lernen*. 36, 8-25.

### *The Author*

Iryna Levchyk  
Volodymyr Hnatiuk Ternopil National  
Pedagogical University,  
Ternopil, Ukraine  
ORCID <https://orcid.org/0000-0001-9655-3862>  
E-mail: iralevchyk@tnpu.edu.ua

### *Abstracts*

**ПРИНА ЛЕВЧИК. Аналіз концептуальних положень CLIL для інтегрованого навчання професійно орієнтованого англомовного спілкування майбутніх журналістів.** Концептуальні положення CLIL обумовлені мовною політикою Європейської комісії, яка передбачає багатомовну інституційну освіту. Відповідно до освітньої мети CLIL іноземна мова набувається із взаємопов'язаним розвитком компетенцій з майбутньої спеціальності. Основні положення впливають із визначення предметно-мовного інтегрованого навчання, що відноситься до будь-якої навчальної ситуації, в якій для викладання немовних предметів використовується додаткова мова: увага приділяється як змісту дисципліни, так і мові, вони

вивчаються в інтегрованій єдності, мова, яку вивчають, виступає посередником навчання при викладанні спеціальності.

**Ключові слова:** основні положення, рамка принципів, континуум інтегрованого навчання, міжкультурна комунікація, лінгвістична компетентність, майбутні журналісти.

IRYNA LEVCHYK. **Analiza założeń koncepcyjnych CLIL dla zintegrowanego szkolenia profesjonalnej komunikacji w języku angielskim przyszłych dziennikarzy.** W artykule przeanalizowano założenia koncepcyjne CLIL dla zintegrowanego nauczania profesjonalnie zorientowanej komunikacji w języku angielskim dla przyszłych dziennikarzy. Założenia koncepcyjne CLIL wynikają z polityki językowej Komisji Europejskiej, która przewiduje wielojęzyczne kształcenie instytucjonalne. Zgodnie z celem edukacyjnym CLIL, język obcy jest nabywany wraz z towarzyszącym mu rozwojem kompetencji w zakresie przyszłej specjalności. Główne postanowienia wynikają z definicji zintegrowanego nauczania przedmiotowo-językowego, które odnosi się do każdej sytuacji dydaktycznej, w której do nauczania przedmiotów niejęzykowych wykorzystywany jest dodatkowy język: zwraca się uwagę zarówno na treści dyscypliny, jak i na język, są one prowadzone w sposób zintegrowany, nauczany język pełni rolę pośrednika w nauczaniu przedmiotów specjalistycznych.

**Słowa kluczowe:** podstawowe przepisy, ramy zasad, kontinuum zintegrowanego uczenia się, komunikacja międzykulturowa, kompetencje językowe, przyszli dziennikarze.