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Abstract. *The article discusses the implementation of CLIL (Content and Language Integrated Learning) in educational institutions in Ukraine, focusing on the challenges and potentials of teaching subjects through English. The authors examine the fundamental principles and successful strategies of CLIL in secondary schools. They provide various activities utilizing the CLIL approach within the classroom, including integrated lessons aligned with the school curriculum. Hence, it is suggested that integrating all CLIL elements is most beneficial during the initial stages of adopting this approach. Additionally, the article presents a structured sequence of activities for effective classroom management in CLIL, based on authentic materials.*

Keywords: *CLIL, implementation, principle, classroom management, emersion, activity, a foreign language, content.*

Introduction.

The objective of advancing education at every level in Ukraine is to continually align it with the European and global educational standards. A crucial aspect of this endeavor involves ensuring the acknowledgment of Ukrainian skilled professionals in Europe and fostering strong connections with educators and researchers. Achieving this goal demands a substantial enhancement in the training of specialists, equipping them with deep expertise in their respective fields, fostering creative thinking and readiness to adopt and apply innovative ideas and methodologies, thereby enriching their future professional career.

In order to fulfill the aforementioned objectives, education must prioritize the acquisition of a foreign language, treating it not only as an academic subject but also as a vital component of professional training in line with the standards set forth in the Bologna Declaration. A highly effective approach to achieving this goal is through the incorporation of integrated learning methodologies into the educational framework, particularly Content and Language Integrated Learning (CLIL). This method operates on the principles of language immersion, treating a foreign language as an instructional tool for learning various subjects within the curriculum. CLIL involves utilizing multimedia resources and subject-specific terminology to cultivate proficiency in both the native and foreign languages while simultaneously developing professional skills.

Main Text.

The concept of foreign language immersion, on the basis of CLIL approach, has been extensively researched by scholars including P.Calvé, J.Cummins, A.Safty, K.Clark, C.L.Walker, P.Mehisto, D.March, M.J.F.Martin, in collaboration with K.Völli and H.Asseriga [4;5;6]. Their work has made a substantial contribution to the advancement of this approach.



The term CLIL, which stands for content and language integrated learning, was coined by D.Marsh (Finland). He conceptualized it as an educational approach that emphasizes the relationship between the learner's first language (L1) and the target language (L2). He also emphasizes that CLIL involves language acquisition, though in a supportive role, as it integrates language learning seamlessly into subject instruction without separate language teaching [2].

CLIL is regarded by scholars as an innovative learning approach characterized by its dynamism and holistic nature. According to D.Marsh, it serves as a dynamic and motivating force in education. He highlights that subjects, or specific topics within subjects, can be explored through case studies conducted in a foreign language, effectively integrating the target language into subject matter instruction. This approach enables students to study the subject itself through the lens of the target language. By offering contemporary, precise, and engaging content, CLIL facilitates both professional knowledge acquisition and foreign language mastery. Communication in a foreign language within this framework facilitates the purposeful development of communicative functions in the target language and enhances students' integrated language skills [3]. Educational programmes designed for CLIL implementation are characterized by a close integration of various disciplines, reflecting a predominant trend in curriculum development in Western Europe [5].

The current situation in Ukrainian education shows successful implementation of the CLIL approach within modern Ukrainian schools, particularly within the National Ukrainian School (NUSH) [1]. This success is evident through the introduction of immersion courses and a series of integrated lessons. Integrated lessons not only boost students' motivation but also render the second language (L2) learning process more deliberate and conscious. This approach places a strong emphasis on development students' individuality, empowering them to engage in critical thinking during self-study.

Allowing students to study content without constant correction of their L2, the CLIL approach aids in overcoming language barriers. Common language errors are analyzed and explained, facilitating ongoing language development at the end of each lesson. Within the framework of Ukrainian linguistic didactic principles, CLIL emphasizes interdisciplinary connections and fosters the creation of an immersive foreign language environment within the educational setting.

A CLIL lesson is similar to an English language integrated skills lesson, except that it includes obtaining professionally oriented language material. It is delivered by one or two teachers (a language and a content teacher) and is based on the material directly related to a content-based subject. A CLIL approach refers to both communicative and lexical approaches, and aims to guide language processing, acquiring professional knowledge, developing professional skills and, at the same way, supports language production.

In order to successfully manage classroom interaction in CLIL application we have designed activities to familiarize with classroom management techniques in conducting a CLIL lesson. The activities were designed within the Erasmus + project 610427-EE-2019-EPPKA2-CBHE-JP «Foreign Language Teacher Training Capacity



Development as a Way to Ukraine's Multilingual Education and European Integration» (MultiEd) application. CLIL lessons follow the structure we applied within the Erasmus+ DeTEL project implementation under the guidance of Aston University.

Spark

Activity 1. Based on your teaching experience, define the term “classroom management”. What should classroom management include?

Activity 2. Fill in the mind map with the constituents of classroom management.

Input

Activity 3. Read the extract from the article by Hue Min-tag and Li Wai-shing concerning the definition of classroom management. The information is taken and adapted from *Classroom management – Creating a Positive Environment* by Hue Min-tag and Li Wai-shing, pp.3-5.

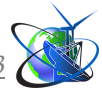
Effective classroom management is crucial for fostering a positive learning environment, yet often, the focus has been primarily on teachers' instructional roles rather than on the necessary knowledge and skills for managing and maintaining discipline. This oversight may stem from varying interpretations of what "classroom management" entails. Teachers' personal experiences of schooling and cultural backgrounds often shape their understanding of this concept, influencing their social and moral values and shaping a common language related to management and discipline.

The term "classroom management" has been defined diversely, depending on the specific aspects under consideration, philosophical perspectives, and operational approaches. Below are some examples illustrating different viewpoints on classroom management:

- It is a dimension of effective teaching, and a process through which an effective classroom environment is created (Good and Brophy, 1997).
- It focuses on student behaviour, especially discipline problems, and deals with issues of low learning motivation and poor self-esteem (Campbell, 1999).
- It refers broadly to all activities that teachers carry out in the classroom. It aims to promote student involvement and cooperation (Sanford et al., 1983, cited in Jones and Jones, 2001).
- It emphasizes the educational value of promoting the growth of students. Its focus is also on proactive and developmental classroom practices, rather than those with negative features of control and punishment (McCaslin and Good, 1992).

Although teachers make sense of classroom management in different ways, in general they have a common approach to promoting classroom discipline. It includes the following features (Hue, 2005):

- adopting effective approaches to teaching and learning;
- having plans for avoiding disruption;
- establishing a positive relationship with students;
- using knowledge of individual students and the class to develop appropriate strategies for discipline; and
- being sensitive to the influence on classroom management of factors such as



the student seating plan, the arrangements for floating classes, and the examination schedule.

- First, it is a necessary condition for the creation of a supportive, respectful learning environment. Effective teaching and learning can take place only if there is good order and a positive learning climate in the classroom. The view that discipline is a crucial dimension of classroom management and is essentially a means to create the necessary conditions for learning has been endorsed by various educationalists (e.g. Ames, 1992; Corrie, 1997).

- Second, it is a proactive and developmental way to promote the growth of students, in terms of their personal, social and emotional selves. There is a commonly held perception that classroom management, particularly when it refers to discipline and punishment, is related to reactive control and sterile practices. However, classroom discipline should never be considered in isolation from the students' academic, personal and social growth. This is because positive classroom management has enormous potential for increasing students' motivation, learning and self-esteem and, more specifically, positive disciplinary practices can give students a sense of achievement.

Reflect on the following:

- 1) What is classroom management?
- 2) What concepts refer to classroom management?
- 3) Why should a teacher use classroom-management strategies effectively?
- 4) What concepts can you apply in planning a CLIL lesson?

Activity 4. Study the information about “8 Teaching Techniques for the CLIL Teacher’s Soul” <https://www.fluentu.com/blog/educator/clil-teaching/> and compile a table of comparison of the traditional and CLIL classroom management.

Activity 5. What are the peculiarities of the teacher’s role in traditional and CLIL classroom management? Write down a list of actions that the teacher performs in the CLIL classroom. Compare your list to the one below. Comment on the differences.

Activity 6. Read the article by K.Papaja “The role of a teacher in a CLIL classroom” https://www.unifg.it/sites/default/files/allegatiparagrafo/06-07-2017/papaja_the_role_of_a_teacher_in_a_clil_classroom.pdf.

Reflect on the following:

1. What are the competencies required to a CLIL teacher?
2. What challenges does a CLIL teacher face?
3. What are the prerequisites to teach CLIL?
4. How do you understand the term “English as a medium of instruction”? How does it coincide with teaching content through language?

Follow up Activities

Activity 7. Watch the video “How to bring CLIL into your classroom” <https://www.youtube.com/watch?v=kR6OnEqq1Fc> and be ready to present classroom management techniques to apply in teaching CLIL. Think about the difference between a traditional and a CLIL lesson organization/ challenges content and language teacher faces.

Activity 8. Point out the main differences in compiling a template to a CLIL lesson with a template to a Language or Subject lesson from the point of view of



classroom management.

Formative assessment / Activity 9. Study the given table for lesson planning in CLIL (taken and adapted from <https://www.pinterest.com/pin/784963410023963642/?autologin=true>) for further usage in your professional activity. Create your own table for a CLIL lesson.

Summary and Conclusion.

The implementation of the CLIL approach in Ukrainian schools typically involves incorporating integrated lessons into the school curriculum. At the initial stages of introducing this approach, it is most practical to utilize various CLIL elements. In Ukraine, fully conducting subject instruction in the second language (L2) can be challenging, so the focus tends to be on integrating CLIL elements into English lessons. In this scenario, the foreign language serves as a means to achieve content objectives.

While secondary schools in Ukraine are steadily integrating integrated lessons, higher educational institutions are placing less emphasis on CLIL implementation, particularly in teaching professionally oriented courses.

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