



[https://doi.org/10.31891/2308-4081/2024-14\(1\)-10](https://doi.org/10.31891/2308-4081/2024-14(1)-10)

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**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL):
RESEARCH INTO ITS EFFICACY AND APPLICATION
IN EDUCATION ACROSS EUROPE AND BEYOND**

ABSTRACT

Content and Language Integrated Learning (CLIL) is an educational approach that simultaneously teaches a non-language subject and a foreign language, enhancing both content knowledge and language skills. Originating in Europe, CLIL focuses on the 4Cs: content, communication, cognition, and culture, ensuring balanced subject matter and language proficiency. CLIL is distinct from bilingual or immersion education by its integrated approach. The Council of Europe supports CLIL to promote multilingualism and improve curricula quality. This study aims to analyze the foreign experience with CLIL, explore its didactic potential, and evaluate its implementation prospects in Ukraine.

CLIL is characterized by integrating subject content with language learning, fostering language development through meaningful contexts, and enhancing cognitive skills like critical thinking and problem-solving. It also promotes cultural awareness and can be adapted to various educational contexts and proficiency levels. It has been defined that effective CLIL implementation requires trained teachers and appropriate materials.

The methodology has spread across Europe, with various models tailored to different educational contexts. The Adjunct Model integrates language learning with subject teaching, the Embedded Model fully integrates language and content, and the Dual-Focus Model balances content and language objectives. Successful examples include bilingual schools in Hungary and long-standing practices in Bulgaria. The advantages of CLIL's implementation have been defined. They include increased motivation, contextual language learning, preparation for a globalized world, and enhanced language proficiency. It also promotes content knowledge alongside language skills, offers international opportunities, and bridges language and content classes. However, challenges include the need for trained teachers, balancing content and language instruction, resource limitations, and large class sizes. Overcoming these challenges involves professional development, collaboration, material development, gradual integration, and using technology. The conclusion has been formulated that CLIL enhances language skills and subject knowledge, transforming educational approaches and improving learning outcomes.

Keywords: *Content and Language Integrated Learning (CLIL), language learning, educational context, educational approaches.*

**ПРЕДМЕТНО-МОВНЕ ІНТЕГРОВАНЕ НАВЧАННЯ (CLIL):
ДОСЛІДЖЕННЯ ЙОГО ЕФЕКТИВНОСТІ ТА ЗАСТОСУВАННЯ В ОСВІТІ
В ЄВРОПІ ТА ЗА ЇЇ МЕЖАМИ**

АНОТАЦІЯ

Предметно-мовне інтегроване навчання (CLIL) – це освітній підхід, який передбачає одночасне вивчення немовного предмета та іноземної мови, покращуючи



як знання змісту, так і мовні навички. Виникнувши в Європі, CLIL фокусується на чотирьох концептах: зміст, комунікація, пізнання та культура, забезпечуючи збалансоване вивчення предмету та володіння мовою. Рада Європи підтримує впровадження CLIL у навчальний процес з метою сприяння багатомовності та підвищення якості навчальних програм. Це дослідження має на меті проаналізувати зарубіжний досвід застосування CLIL, дослідити його дидактичний потенціал та оцінити перспективи впровадження в Україні.

CLIL характеризується інтеграцією предметного змісту з вивченням мови, сприянням мовному розвитку через змістовні контексти та розвитком когнітивних навичок, таких як критичне мислення та розв'язання проблем. CLIL також сприяє культурній обізнаності та може бути адаптований до різних освітніх контекстів і рівнів володіння іноземною мовою. Встановлено, що для ефективного впровадження CLIL у навчальний процес необхідні кваліфіковані викладачі та відповідний матеріал.

Даний метод широко використовується у Європі, модель обирається відповідно до освітнього контексту. Успішні приклади включають двомовні школи в Угорщині та багаторічну практику в Болгарії. Визначено переваги впровадження CLIL у європейській навчальний процес: підвищення мотивації, контекстне вивчення мови, підготовку до глобалізації та покращення рівня володіння іноземною мовою. Крім того, CLIL сприяє поглибленню знань змісту поряд з мовними навичками, відкриває міжнародні можливості та поєднує мовні та змістовні заняття. Однак, серед недоліків слід згадати: нестача кваліфікованих викладачів, обмеженість ресурсів та великі розміри класів. Подолання цих викликів передбачає професійний розвиток, співпрацю, розробку матеріалів, поступову інтеграцію та використання технологій. Сформувано висновок, що CLIL сприяє покращенню мовних навичок та предметних знань, трансформуючи освітні підходи та покращуючи результати навчання.

Ключові слова: предметно-мовне інтегроване навчання (CLIL), вивчення мови, освітній контекст, освітні підходи.

INTRODUCTION

In the second decade of the 21st century, globalization, European integration, economic, political, educational and cultural interaction determine the agenda of each state and actualize the processes of reforming the relevant industries in modern society. Currently, Ukraine is fighting for its future and strives to become an equal member of the European Union. That is why knowledge of foreign languages, in particular fluency in the languages of the EU member states, becomes a priority in the life of the youth of our country. Acquisition of integrative communication skills in a foreign language for professional and business communication with representatives of other cultures allows everyone to effectively implement knowledge, compete on the international labor market, get a desired job and a decent salary.

In the modern world, various methods and approaches in learning foreign languages are gaining relevance. In this context, the subject-language methodology deserves special attention CLIL integrated learning (Content and Language Integrated Learning, CLIL), which is world-famous and effectively used in many countries. However, unlike other countries, the implementation of the CLIL methodology has not been developed and spread in educational institutions in Ukraine. We believe that that the European integration processes and the reform of the education system in Ukraine are



aimed at improving the level of foreign language proficiency of the progressive youth of our country, which makes it necessary to update the issue of the implementation of the CLIL methodology in the education system in Ukraine.

THE AIM OF THE STUDY

The purpose of the article is to analyse the foreign experience of introducing CLIL technology into the practice of teaching foreign languages in Europe; to illustrate its didactic possibilities; to evaluate the prospects of CLIL implementation in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Various aspects of subject-language integrated learning (CLIL) became the problems of scientific investigations of domestic researchers: the use of CLIL in the formation and development of foreign language professional communication skills in higher educational institutions: V. Tokarchuk., Yu. Shuba. (2022); I. Shymanovych (2023); aspects of implementation of subject-language integrated training in secondary schools: T. Leleka (2022); general principles of the methodology, its advantages and disadvantages: O. Kordyuk (2018), I. Shevchenko., etc.

The core characteristics of CLIL are defined by J. Cenoz, F. Genesee, D. Gorter (2014). They concern the balance between language and content instruction, the nature of the target languages involved, instructional goals, defining characteristics of student participants, and pedagogical approaches to integrating language and instruction.

A comprehensive overview of CLIL can be found in the article by Coyle, Ph. Hood, and D. Marsh (2010), in which they presented their experience of CLIL in secondary schools, primary schools, and English language schools across Europe.

The implementation of CLIL in Europe has gained significant attention in recent years, particularly in higher education institutions. A comparative study across European and non-European countries like Italy, Spain, the Czech Republic, and Turkey highlights the diverse approaches and legislative support for CLIL implementation at different educational levels, both public and private, indicating a growing interest in promoting multilingualism and cultural understanding through CLIL (G. Korbek., C. Wolf (2022); L. Lopriore (2020); K. Papaja (2023)). Additionally, studies in Switzerland have demonstrated how primary school students, including high-attaining, average, and low-attaining learners, utilize CLIL opportunities to develop their English-speaking competences in various subjects, showcasing the effectiveness of CLIL in enhancing language skills across different proficiency levels (Silvia, Frank, Schmid (2023)).

Overall, the number of researches suggested a growing interest in promoting CLIL as a valuable tool for language learning and multicultural education, while also acknowledging the need for more exploration into the specific factors influencing CLIL implementation in different national contexts.

The research was carried out with the use of general scientific methods (study, analysis, and synthesis of reference, overview of scientific educational print and online sources), as well as systematization and generalization.

RESULTS

CLIL, which stands for Content and Language Integrated Learning, is an educational approach that integrates the teaching of a non-language subject with a foreign language, aiming to develop both content knowledge and language skills simultaneously (Coyle, 2010). This methodology has gained popularity in Europe and beyond, with a focus on the 4Cs: content, communication, cognition, and culture, to ensure a balanced acquisition of subject matter and language proficiency (Tokarchuk & Shuba, 2022).



According to Marsh (2002) CLIL is an umbrella term that refers to any dual-focused educational context in which an additional language, thus not usually the first foreign language of the learners involved, is used as a medium in the teaching and learning of non-language content. This broad definition serves to differentiate CLIL from bilingual or immersion education and a host of alternatives and variations such as content-based language teaching, English for Special Purposes, and plurilingual education, in two distinct ways: it is based on an integrated approach, where both language and content are conceptualized on a continuum without an implied preference for either; it has its roots in European contexts where socio-linguistic and political settings are very rich and diverse.

The Council of Europe has fostered CLIL as an innovative methodology for promoting plurilingualism and raising the quality of school curricula (Mauricio & Herrera, 2024). Furthermore, in the European Commission's reports, the use of educational technologies in CLIL approach has been recommended for improving the effectiveness of language learning (Lopriore, 2020).

It has been established that CLIL is an educational approach in which subjects are taught through a foreign language, aiming to simultaneously teach content and develop language skills. This method allows students to learn both the subject matter and the language in a more contextualized and engaging way (Mauricio & Herrera, 2024).

Dr. Heike Roll, Professor of the Institute of German as a Second Foreign Language at the University of Duisburg-Essen, Germany, claims that today the most unified definition is the CLIL didactic method, which enables students to develop foreign language linguistic and communicative competence in the same the educational context in which the formation of general knowledge and skills takes place. His research focuses on the effectiveness of CLIL methodology with university students of advanced English proficiency, emphasizing text production skills and teacher training challenges. He assures that the use of the CLIL method in the educational process has two goals, namely: learning a professional subject by means of a foreign language and a foreign language through a professional subject (Prairat, 2023). Thus, the idea of integration of subject and language teaching is the basis of teaching technology, in which the foreign language teacher uses interdisciplinary topics in foreign language classes or the teaching of several subjects takes place in a foreign language. In this way, a foreign language is a means of communication and knowledge, and teaching in a native and foreign language becomes a single process.

The above allows us to state that the primary goal of CLIL is to simultaneously develop students' proficiency in both the subject content (such as history, science, mathematics) and the language of instruction (typically a foreign language). Scientists (Korbek & Wolf, 2022; Cenoz et al., 2014) single out key aspects of CLIL:

1. **Integration of Content and Language:** CLIL integrates the learning of subject content with language learning, allowing students to acquire both knowledge and language skills simultaneously.

2. **Language Development:** Students learn and use the target language (e.g., English, French, Spanish) in meaningful contexts related to the subject matter. This approach aims to improve their language proficiency in listening, speaking, reading, and writing.

3. **Subject Learning:** CLIL enables students to engage deeply with academic subjects, enhancing their understanding of concepts, theories, and skills within various disciplines.

4. **Cognitive Benefits:** By learning through a second language, students develop cognitive skills such as critical thinking, problem-solving, and analytical reasoning.



5. **Cultural Awareness:** CLIL often includes exposure to cultural aspects related to the target language, promoting intercultural competence and global awareness among students.

6. **Methodological Flexibility:** CLIL can be adapted to different educational contexts, subjects, and levels of language proficiency, making it a versatile approach to language education.

7. **Implementation:** Effective CLIL implementation requires trained teachers proficient in both the subject matter and the target language, as well as appropriate instructional materials and support.

CLIL has developed significantly over the past few decades. It emerged in Europe in the early 1990s to address the increasing need for multilingual proficiency and cross-cultural understanding within the European Union. Rooted in earlier bilingual education models, CLIL extended these concepts to simultaneously teach subject content and language (Lopriore, 2020).

Today, the CLIL methodology is most widely used in Western European countries (Belgium, France, Germany, etc.). In addition, the above method is used in Spain, Poland, Latvia, Italy, Finland, the Czech Republic and other countries of the world (Korbek & Wolf, 2022). The specifics of the implementation of the CLIL method in different countries depend on the chosen CLIL models, educational approaches that combine language and subject-based learning to enhance students' competencies in various fields (Muniroh et al., 2023; Leleka, 2022). In methodological literature there are three commonly recognized models of CLIL.

Adjunct Model (language learning is integrated into the teaching of a subject without compromising the primary focus on content delivery; language is taught alongside the subject matter, typically by a subject specialist who also has proficiency in the target language. This model emphasizes the importance of language as a tool for learning the content, enhancing both subject knowledge and language skills simultaneously (Lancaster, 2016).

Embedded Model (fully integrates language and content learning, where the language of instruction is the medium through which subject content is taught. Language acquisition occurs naturally within the context of learning the subject, without separating language lessons from content lessons. This model requires teachers who are proficient in both the subject and the target language, as they facilitate students' understanding and engagement with both) (Leleka, 2022).

Dual-Focus Model (aims to balance equal attention to both content and language objectives throughout the teaching process. Teachers explicitly plan and integrate language learning activities alongside content instruction, ensuring that language skills are developed in tandem with understanding subject matter (Anggraini et al., 2023). Assessment in the Dual-Focus Model typically evaluates both content knowledge and language proficiency, reflecting the integrated nature of CLIL (Muniroh et al., 2023).

Each of these models offers different approaches to integrating content and language learning in educational settings, catering to various educational contexts, language proficiency levels, and subject areas. The choice of model depends on factors such as educational goals, available resources, and teacher expertise (Coyle, 2010).

In Hungary, there have been bilingual schools for a long time, in which academic subjects are studied in a foreign language. In Bulgaria, the above-mentioned technique has been used for about 50 years and is still of interest to specialists working in this field. According to this method, such subjects as history, geography, philosophy are taught in bilingual schools in Bulgaria, and English, German, French, Spanish and other languages are used to implement the educational process (Lopriore, 2020; Mauricio & Herrera, 2024).



European schools, where a number of subjects of the curriculum are taught in a foreign language, have existed for several decades. The Council of Europe resolution of 1995 approved the active use of innovative teaching methods, especially when studying subjects in a foreign language, using the possibilities of bilingual education. According to this document, knowledge of three European languages is a priority. The report of the European Commission on foreign language learning states that the most effective way to successfully learn a foreign language is to use a foreign language with a specific purpose (COM, 2005). Thus, a foreign language becomes a tool rather than an end in itself for the purpose of learning.

The use of the CLIL methodology in different countries made it possible to determine its advantages, as well as certain problems of its implementation in the educational process. Among the analyzed positive aspects of the CLIL, it should be noted the increase in motivation and determination to learn a foreign language to solve specific communicative tasks, as learning content through a foreign language can be more engaging and motivating for students. Besides, in such a way, language is learned in context, making it more meaningful and easier to remember. CLIL helps prepare students for a globalized world by enhancing their language skills and cultural understanding (Mauricio & Herrera, 2024).

Moreover, CLIL has been shown to enhance students' English language proficiency, leading to improved oral and writing communication skills (Schmid, 2023). Additionally, CLIL aids in promoting content knowledge alongside language proficiency, especially in technical subjects, contributing to a more holistic learning experience. Teachers find CLIL materials and resources essential for efficient planning and effective implementation, ensuring alignment with methodological principles and enhancing the overall learning process. Moreover, CLIL provides opportunities for international internships, academic mobility, and further studies at higher education levels, empowering students with diverse academic and professional prospects (Shevchenko, 2018). Lastly, CLIL serves as a bridge to English medium instruction, fostering autonomous collaboration and knowledge transfer between content and language classes, ultimately enriching students' educational journey (Shymanovych, 2023).

However, CLIL implementing presents various challenges. These include the need for appropriate teacher training and language proficiency (Shymanovych, 2023), the balance between content and language instruction, and the lack of a language threshold before starting CLIL. Additionally, challenges arise from the perspectives and skills of teachers, such as their understanding of CLIL characteristics and the difficulties faced by both teachers and students during implementation (Angraini et al., 2023).

Furthermore, challenges in CLIL implementation involve insufficient resources, lack of training and support, traditional educational culture, large class sizes, and language proficiency issues. Overcoming these obstacles requires strategies like professional development, collaboration, developing relevant materials, advocating for policy changes, gradual integration of CLIL techniques, and utilizing technology and digital resources (Shymanovych, 2023).

Following successful trials of the CLIL method in certain countries, discussions have arisen regarding its broader adoption. For instance, in France, after a successful implementation, debates centered on expanding the methodology versus limiting it to motivated student groups. Similar deliberations have occurred in Belgium (Flemish community), Lithuania, Sweden, Iceland, and Norway. In these five countries, concerns focus on whether intensive foreign language study through CLIL might detrimentally impact students' proficiency in their native language. Sweden, for example, is worried



about potential declines in subject knowledge when taught in a foreign language. In the Netherlands, interest lies in the feasibility of implementing CLIL in lower secondary vocational education and primary schools.

A significant challenge is the shortage of qualified teachers. In Bulgaria, authorities face pressure from educators demanding higher salaries and reduced workloads. Other discussions revolve around determining which subjects should adopt CLIL and how much instructional time should be allocated to it (Coyle, 2010).

Implementing the CLIL methodology in specialized schools in Ukraine did not develop and spread in universities, unlike other countries (Shymanovych, 2023). However, in our opinion, integration processes and Ukraine's focus on improving the level of foreign language proficiency make it necessary to return to the issue of the implementation of the CLIL methodology in the country's schools and universities.

In the context of the research, it is worth carefully analyzing the experience of CLIL implementation by the Goethe Institute (Germany) in Ukraine. For example, in the project "CLIL Sustainable Development Network", the Goethe Institute in Ukraine offers an educational platform for the exchange and improvement of the qualifications of teachers for those public schools of Ukraine that already use this methodology in education, and for those who are interested in CLIL methodology. The goal of this project is collegial cooperation between teachers of specialized disciplines and teachers of a foreign (German) language, improvement of pedagogical and didactic competence in the field of CLIL and development of interdisciplinary educational projects, which would create conditions for the development of students' research thinking (Shevchenko, 2018; Shymanovych, 2023).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, CLIL is an educational approach that integrates the teaching of non-language subjects with foreign languages, aiming to develop both content knowledge and language skills. This methodology has gained popularity in Europe and beyond, focusing on the 4Cs: content, communication, cognition, and culture, to ensure a balanced acquisition of subject matter and language proficiency.

CLIL has been successfully implemented in many European countries and is gaining popularity in Central and Western Europe. Successful examples include bilingual schools in Hungary and long-standing CLIL practices in Bulgaria. The methodology has also been supported in various educational environments of France, Belgium, Lithuania and Sweden.

The effective implementation of CLIL in diverse educational settings is influenced by several key factors. These include the need for tailored English language acquisition to match specific subjects like sciences; the importance of integrating content and language to enhance language skills and comprehension of complex concepts; the necessity of adapting CLIL models to different themes to improve students' abilities and interests; the role of CLIL in promoting language proficiency and subject knowledge simultaneously, and the significance of CLIL in transforming language teaching and subject learning while addressing challenges like limited learning hours and the need for teacher training. By considering these factors, educators can effectively implement CLIL in diverse educational settings to enhance students' language skills, subject knowledge, and overall learning experience.

Future research will be focused on exploring the potential implementation of CLIL in Ukrainian educational institutions.

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