

ABSTRACTS

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CLIL: SUBJECT – MATTER AND LANGUAGE LEARNING INTEGRATION

The article highlights CLIL as integral part of contemporary school education in most EU countries.

The term CLIL (Content and Language Integrated learning) designates any teaching / learning of a non-language subject through the medium of a second or foreign language (L2). It encourages students to actually use the foreign language as a genuine means of communication. Additionally, it can reinforce students to become self - confident learners and maintain the learning process beyond the language classroom.

There are many different types of CLIL programmes ranging from full immersion through partial immersion, about 50% of the curriculum, to language showers and regular 20 – 30 minute subject lessons in the target language. between the two teachers (team-teaching) (Fortanet-Gomez, I. & C. Raisanen, 2008).

The main objective of these CLIL modules is the development of thinking skills through the discovery and learning of curricular content using English.

The importance of CLIL lies in the fact that it is based on an integrative, supportive approach stressing the cognitively guiding role that the language plays in all mental activities such as discourse comprehension and production, as well as when negotiating about concepts, context and meaning.

Nowadays with all the facilities available at school there is no pretext to ignore the opportunities for facilitating integration of subject – matter and language learning. CLIL has been around for quite a long time to generate a wide range of modes that can suit any educational needs and circumstances. Within the framework of immersion education CLIL stands out as one of the most efficient methodology and therefore deserves closer attention of those who want to boost school education.

Key words: content learning, language integrated learning, integrative approach, academic language competence, higher education.