Ewa Fiutka

Integration of content and language in culture classes at English Philology

1. Introduction

In the world of global economy where multilingualism is considered a great asset, researchers are constantly searching for new ways to improve foreign language teaching and learning. CLIL (Content and Language Integrated Learning) seems to be compatible with the new demands. It is becoming recognised as a valuable approach to adopt when teaching factual content and aspects of language which can help EFL students develop their language competence effectively by means of students' communication skills as well as immerse in the target language culture. Such instructional goals can be successfully dealt with in the culture classes at the tertiary level of education. The development of an adequate range of vocabulary and academic reading skills within particular areas of study becomes a major focus of many educationists nowadays. As a result, students are given an opportunity to understand the reading material better and, what follows, they can improve their writing and interpreting skills.

2. CLIL in culture classes

Content and Language Integrated Learning (CLIL) has been associated by some foreign language specialists mainly with primary and secondary schools. However, now it is clear that this approach can be applied also at the tertiary level of education. The CLIL approach is based on "the dual-focused form of instruction" (Coyle, Hood and Marsh, 2010: 2) which assumes that there are two focal points – the factual content and the language which need proper consideration in L2/FL teaching. Content and language are inseparable and interdependent but equally important, unlike in the case of such English classes in which content is treated as a vehicle for the presentation of linguistic structures or vocabulary. In the CLIL environment, content is assessed on equal terms with language although it is content that determines the use of particular phrases or structures in the learning process. The content-language interconnection is further reinforced by the fact that language learning is more successful when students additionally gain new factual knowledge (Banegas,

2012: 113). For this reason, in the case of English Philology, academic subjects focused on culture can be a natural field for accepting the CLIL framework for organising classroom instruction. The specificity of English studies necessarily demands a complete immersion in the target language, therefore English is the language of instruction in most of the subjects at English Philology. Culture or history classes are no exception in this respect. That is why they focus on content and language integrated learning as if by definition. The content concerning the cultural aspects of the British studies is combined with the language of instruction, which is English.

Moreover, the phenomenon of culture has been defined as part of the 4Cs Framework (Coyle, Hood and Marsh, 2010: 42), which includes content, communication, cognition, and culture. These elements constitute the basis for any CLIL teaching. In the case of culture classes, the factual content, combined with cognition, is necessarily associated with the element of culture whereas communication becomes an indispensable aspect of social interaction during these classes. Therefore, culture is an important factor in CLIL teaching, and that is why a subject like History and Culture of the United Kingdom provides an excellent opportunity for the development of integrated content and language by means of cultural knowledge.

3. Vocabulary and language learning

The development of vocabulary is essential for the progress in any language learning. As the applied linguist David Wilkins stated "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, quoted by Thornbury, 2002). That is why in content-based subjects there is a need to focus, apart from the factual content, on teaching students the words and phrases which they later find useful not only in the discussion of the particular subject, for example the culture of the United Kingdom, but also in their everyday life.

Vocabulary is inevitably linked to language used in culture classes, both by the teacher and the students. In the case of culture classes, an additional element should be emphasised, namely the so called culture-loaded vocabulary, which influences the growth of culture awareness among students. They are able to understand other cultures better and, what follows, their own culture as well, which is an essential skill in the global world of the Internet and international exchange of information.

Depending on its function, the language in class can be interpreted as falling into one of three categories in the so-called language triptych (Coyle, Hood

and Marsh, 2010). The first category is the **language of learning** which involves the specific discourse used in a particular subject. In the case of culture classes, focus on vocabulary is inevitable since the very nature of the subject demands the knowledge of new lexical items and phrases from the students, e.g. vocabulary related to politics ('hung parliament', 'Prime Minister', 'elections', 'civil service'), law ('barrister', 'solicitor', 'prosecution'), religion ('parish', 'vicar'), education ('public school', 'A-levels'). Undoubtedly, these examples do not exhaust the range of vocabulary acquired by the students during culture classes. However, they show how, through the very discussion of the topic, new words are introduced and become part of the students' knowledge both in terms of culture and language. Moreover, what is worth emphasising, CLIL classes are frequently the only option for students to gain access to such culture-loaded vocabulary which is usually virtually non-existent in traditional FL language classes.

The next type in the language triptych is the **language for learning** which focuses on the skills needed in the students' fulfillment of their tasks. In culture classes, the emphasis should be put on the language of communication and exchanging information during pair or group work as well as the lexis necessary for comparison and contrast or the interpretation of given texts.

Finally, the third category is **language through learning** which embraces all the vocabulary that emerges during the classes as a result of the students' interaction with the teacher and with other students. Thus, the range of vocabulary is not limited to the words the teacher decides to focus on but is extended also to other words which come up during the classes and are often from outside the topic of the lessons.

The major advantage of these three categories of language used in culture classes lies in the fact that they add to the cultural awareness of students. However, the new vocabulary also widens the general knowledge of the language. This is one of the decisive factors in students' preparation for dealing with authentic materials as the use of them is essential in the CLIL approach.

4. Authentic reading materials in foreign language settings

Authenticity is one of the characteristic features of the CLIL approach (Pinner, 2013: 46). It may be understood as referring to the communication in authentic situations concerning the content of particular lessons. However, what is essential for the CLIL environment is the authentic texts, the use of which in class clearly is highly advantageous for students who thus have access to the language used in real-life situations. Authentic material adds to the engagement of the students who feel more motivated to use English in such situations

unlike the unnatural role-plays in language classes. Moreover, this motivation is linked to the learning aims of the whole course, which additionally strengthens the authentic aspect of the CLIL-oriented classroom.

One of the goals of developing vocabulary in a second/foreign language is to assist the students in their ability to read authentic materials and further to enhance their writing skills. Authentic reading material can be presented in every class, even in tests. The reading texts provide models for the students' own texts, both in terms of content and language. This approach is by no means a novelty since, as underscored by Morton (2010), "[s]uch practices are already common in L1 history teaching in the UK for example, where teachers in history lessons make repeated references to how the content is to be organised in essays" (p. 94). Thus, the texts processed during the classes might become a basis and inspiration for the students' texts in the form of essays or short paragraph answers in the test.

The amount of the reading material used in content-based classes may vary depending on the topic and the availability of the sources. In some classes, the reading might comprise only a few sentences, in others – a longer text can be worked upon. The types of texts incorporated into the course depend on the goals the teacher wants to achieve. If the focus is on enhancing reading skills, the texts tend to be longer, but if the informational content is of major significance, much shorter texts are offered. Such an approach is no novelty since it has already been adopted by history specialists. This is how it was explained by Voss and Silfies (1996): "learning from an expanded history text should primarily be a function of reading-comprehension skill and not of prior knowledge, whereas learning from an unexpanded history text should primarily be a function of prior subject-matter knowledge and not of reading-comprehension skill" (p. 48). No matter whether the goal the teacher has in mind is to focus on the factual content or the development of reading skills, the material may consist of authentic texts, adapted or unabridged, taken usually from newspapers, academic books, or Internet sources.

5. FL students' skills development through reading culture-based texts

Authentic materials, apart from being a valuable source for the expansion of FL students' knowledge of vocabulary, provide an excellent opportunity for the development of their reading skills. Not only do they enhance their vocabulary and awareness of grammatical structures, but also enable the students to become familiar with various styles, registers and genres of the text. The principles of 'genre-based pedagogy' (Morton, 2010: 84) assume that students

first focus on the characteristic features of different text genres, and only then attempt to build their own texts structured in a similar kind.

Moreover, a range of text types students are exposed to makes it possible for them to form their own interpretations and opinions, which might later be juxtaposed with the views of other readers. Duff and Malley (2010) describe this phenomenon in the following way: "This ready-made opinion gap between one individual's interpretation and another's can be bridged by genuine interaction" (p. 6). Thus, the requirement of including all 4 Cs of CLIL teaching can be fulfilled. Content of factual knowledge is combined with cognition, which assumes developing thinking skills. This process takes place by means of interaction with other students, or communication. Finally, all these elements further reinforce the students' cultural awareness.

Additionally, the fact that students are exposed to a variety of text types has one more positive aspect, emphasised by CLIL teaching, namely it strengthens students' independence in learning and gaining knowledge. Coyle, Hood and Marsh (2010) underline the view by stating that: "CLIL is not about the transfer of knowledge from an expert to a novice. CLIL is about allowing individuals to construct their own understandings and be challenged" (p. 54). The teacher does not give ready-made answers, but rather encourages students to prepare their own responses on the basis of the material provided. This attitude is linked to the general change in the teacher's position, discernible in the CLIL environment, namely the shift "from instructional to participative classes" (Pavón Vázquez, 2013: 72), which reinforces the independent position of the student in this approach.

Such independence is additionally strengthened by another feature of CLIL, namely the possibility to make use of students' other skills apart from the linguistic ones, which can be referred to different kinds of intelligences, as pointed out by Deller and Price (2007): "The linguistic intelligence, which is prevalent in language teaching, is supported by the intelligences required for particular subjects so that, for example, the musical, kinaesthetic, and logical/mathematical intelligences are on a more equal footing" (p. 7). Thus, the weaknesses of some students may be compensated by other students' strengths in the same field so that the students can "operate collaboratively and work effectively in groups" (Coyle, Hood and Marsh, 2010: 29).

The interpretative skills together with the student's growing independence come down to a characteristic feature of the CLIL approach which is no longer teacher-centred or student-centred but "thinking-centred" (Pavón Vázquez, 2013: 73). This term includes not only the skills mentioned above, but also involves the necessity to consciously focus on the process of learning itself. Moreover, the building up of problem solving strategies and cooperative work are significant abilities which could be developed within the CLIL classroom.

These skills and abilities add to the student's rising linguistic and factual competence which further on leads to their growing self-confidence and sense of achievement – indispensable elements of success in any sphere of life, language learning included. All of these aspects became essential guidelines for the study the outline of which is presented beneath.

6. The study

6.1 The purpose of the study

The general goal of the present study was to implement some principles of the CLIL approach into History and Culture of the United Kingdom classes in order to ensure some degree of the efficiency of the integration of cultural content and language in the students' work. However, the study had the following specific goals as well:

1. to enable the students to understand basic ideas connected with politics and media in the United Kingdom;
2. to familiarise the students with selected authentic texts concerning politics and media in the United Kingdom;
3. to practise the skills of comparing and contrasting as well as analysing the text and its critical evaluation;
4. to teach vocabulary concerning a number of issues related to politics and media.

6.2 Context and participants

The study was carried out in the Department of Neophilology in Pope John II State School of Higher Education in Biała Podlaska in one group of first-year English Philology students throughout the whole academic year. The course consisted of 15 ninety-minute classes each term, focusing on history in the first term, and on culture in the second term. However, the conclusions presented in the article concern the culture part solely. The number of the students in the group varied from 15 initially to 10 at the end of the term. Their command of English was quite good. In the pre-study questionnaire, most of the students estimated their level of English at 3 ("I make mistakes in English but I have no problems in communicating"), only two students chose 4 ("I speak English quite well but I make a few mistakes"). However, as observed by the teacher some of the students still had problems with communicating their ideas in English and committed numerous mistakes.

6.3 Materials

In the present study selected authentic texts were used so as to provide adequate models for the students' own texts they would create in the future. For this purpose, the teacher designed worksheets containing texts from newspapers, textbooks and Internet sources. Moreover, two questionnaires were administered to the students so that their opinions concerning the study could be taken into account.

Texts/Worksheets. For the worksheets, mostly authentic reading materials were used – texts from newspapers, textbooks and Internet sources. However, some texts were also chosen from the course handbook (*Britain for Learners of English* by James O'Driscoll, 2009). They were treated also as reading materials which could be worked upon with some language aspects in mind. Some additional vocabulary exercises for those texts were provided, also with the aim of processing the reading material more fully and extensively (see Appendix 1 for a sample lesson plan and materials).

Vocabulary exercises. To make the students aware of the importance of the words related to the topic, the particular vocabulary items were written down by the teacher separately on the board when they appeared during the class. Sometimes, however, the vocabulary was simply revised at the end of the lesson in the form of the students' self-reflection on the words which they themselves found essential for the understanding of a given topic. Naturally, the students encountered other words and phrases which they found problematic. That is why some exercises to recycle the new vocabulary were constructed, which mostly required matching the words with their meanings, or inserting the words in gapped sentences.

Questionnaires. The pre-study questionnaire was given to the students before the classes in order to find out about their attitude towards the subject and their understanding of the necessity of acquiring information on the topics related to history or culture of the UK. After the three classes on the political parties, the Parliament and the media had been conducted, the students were asked to fill in the post-study questionnaire so as to see if any changes had taken place as far as their attitude towards the subject was concerned (Appendix 2).

6.4 Design and procedure

The study was carried out on the basis of the classes of History and Culture of the United Kingdom. The discussion in the sections to come will concentrate on three sessions concerning the political parties, the Parliament and the me-

dia. Each class lasted ninety minutes. The class on the political parties was the first out of 15 sessions devoted to History and Culture of the United Kingdom in the second term, the class on the Parliament was the third, whereas that on the media – the tenth. Moreover, the classes were preceded by the pre-study questionnaire and followed with the post-study questionnaire. The details concerning the structure of the three classes reported on in this chapter are presented below.

Pre-study questionnaire	
Lesson 1 - Political system in the United Kingdom.	
Tasks and strategies	**Objectives**
- scanning the text for specific information - processing the information in the political manifestos - working in pairs and peer correction - writing a summary	Students will: - become familiar with the issues concerning the political parties in the UK and basic differences between them; - understand the key concepts and apply them in different contexts; - practise finding information in written texts; - practise writing a summary; - learn and use the vocabulary concerning politics; - understand that learners can learn, no matter which language they are using.
Lesson 2 - The Parliament in the United Kingdom.	
Tasks and strategies	**Objectives**
- scanning the text for specific information - working in pairs - matching words with definitions	Students will: - become familiar with the issues concerning the British Parliament; - understand the key concepts and apply them in different contexts; - practise finding information in written texts; - learn and use the vocabulary concerning the British Parliament; - understand that learners can learn, no matter which language they are using.

Lesson 3 - The media in the United Kingdom.	
Tasks and strategies	**Objectives**
- skimming the text for general information - working in pairs - matching words with definitions	Students will: - become familiar with the issues concerning the British media; - understand the key concepts and apply them in different contexts; - practise finding information in written texts; - practise exchanging information; - learn and use the vocabulary concerning the media; - understand that learners can learn, no matter which language they are using.
Post-study questionnaire	

Table 1. The design of the study

The basic aim of the classes was to reinforce the impact of the language on the students without losing on the factual content. This intention was contained in the global goal assumed for the course which served as a preparation for the end-of-term examination, based on a set of open-ended questions. The earlier versions of the examination had been focused mainly on quiz questions, which, on the one hand, were easy to respond to in terms of their informational content, but on the other hand, neither encouraged real learning of the language, except for some new vocabulary items, nor reinforced thinking or interpretation skills. As generally known, answers to open-ended questions are much more difficult to deal with as they demand not only the knowledge of the subject matter but also more advanced language skills, sentence structure awareness as well as abilities of summarising and interpreting the factual information. Therefore, the global goal of preparing students for the examination in fact meant teaching them to be able to find, select, evaluate and interpret the most important information, and then to be able to present the outcomes of this process in a written form.

In order to prepare the students for open-ended tests also the students' skills and abilities which would be of particular significance for that task had to be worked upon. To be able to write a short text, the students had to be provided with essential vocabulary and appropriate textual material which could serve as a model and inspiration for their own writing. Hence, two major aspects were considered particularly significant for the classes conducted for the purpose of the study, that is the development of vocabulary and the provision of authentic reading materials. Those two premises became the focal points of the classes designed for the purpose of this study.

6.5 Results and discussion

The reception of the CLIL-oriented classes by the participants of the study was evaluated on the basis of the questionnaires which were anonymously filled in both at the beginning and at the end of the term. Unfortunately, not all students who participated in the classes filled in the questionnaires. That is why the pre-study questionnaire was completed by 10 students and the post-study questionnaire – by 6 students. However, still their responses allowed to draw some conclusions concerning the students' approach to the CLIL classes. Beneath, the most common answers are outlined in order to show the main tendencies in the students' responses.

6.5.1 The results of the pre-study questionnaire

The first question in the pre-study questionnaire concerned the students' attitudes towards learning History and Culture of the United Kingdom in English. Five out of 10 students who completed the questionnaire found this subject of study quite difficult, probably because of the subject itself, which was not popular among the students, but also due to English as the language of instruction, which they were not accustomed to using in situations other than typical practical English classes. However, only one student estimated the classes to be very difficult, whereas 3 students claimed that they were quite easy, which meant that the subject-specific knowledge they were exposed to was not beyond their capabilities of comprehension. One student did not answer that question.

The problem of the usefulness of the classroom activities implemented during the classes of History and Culture of the UK was tackled in the subsequent question. Power Point presentations were highly appreciated by 6 students, source materials by 5 students and the activities offered by 4 students. All these students estimated the aforementioned classroom activities as very useful. A summary was considered as quite useful by 5 students. Six students claimed films, handouts and pictures to be quite useful. What might be interesting is that only vocabulary exercises were generally considered as not very useful – 4 students chose this option whereas one student found them absolutely not useful.

The level of the students' interest in the techniques used during the classes of History and Culture of the UK was the focal point of the third question. The use of films and pictures was generally found very interesting by the students (7 and 5 students respectively), Power Point presentations by 6 students, summaries by 7 students, group and pair work by 8 students, whereas handouts were

considered as quite interesting by 7 students. Source materials were estimated to be quite or not very interesting by 4 students, similarly to vocabulary exercises usually estimated as not very interesting (4 students).

The next question dealt with the usefulness of the above mentioned classroom activities for the development of the students' language skills. Handouts were estimated as very useful by 6 students, whereas Power Point presentations and vocabulary exercises were equally labelled as quite or very useful. Group and pair work as well as source materials and summaries were mostly found by the students to be quite useful (4 students) while as many as 7 students claimed films to be quite useful. Only pictures were considered as not very useful (5 students).

In the fifth question, the students were asked to suggest any other useful classroom activities to be introduced into the classes of History and Culture of the UK but no suggestions came from them.

The subsequent question (Question 6) focused on the usefulness of the classroom activities for the revision before examinations. Summaries (5 students) and handouts (7 students) were found to be most useful; films, group and pair work, and vocabulary exercises were given an equal number of 5 answers each for 'quite useful' and 'not very useful'. Power Point presentations and source materials were estimated as not very useful by 4 and 5 students respectively, whereas pictures were considered as not very or absolutely not useful (4 responses in each case) .

Then the students were asked to assess the usefulness of the aspects of knowledge and skills acquired while studying History and Culture of the UK for their further teaching career (Question 7). The students generally believed it very useful to concentrate on reading and writing, culture-related vocabulary, as well as understanding and interpreting factual information and discussing problems (6-7 responses); the ability to analyse texts and to distinguish between fact and opinion were found to be quite or very useful (3-5 responses).

The last question concerned the usefulness of particular language and intellectual skills and abilities which the students are capable of developing during History and Culture of the UK classes, in the students' life in general. Reading skills were found to be very useful by 7 students, similarly vocabulary and writing skills (6 students) as well as the ability to discuss problems (5 students). The ability to analyse texts (5 students) and to distinguish between fact and opinion (6 students) were usually estimated as quite useful. The students were equally divided as to factual information and claimed it to be quite or very useful (5 responses each).

6.5.2 The results of the post-study questionnaire

In the first question of the post-study questionnaire, the students were asked to evaluate three classes, concerning the issues of the political parties, the Parliament and the media in the UK. They liked the class on the media most (4 out of 6 students), the class on the Parliament was described as 'quite liked' (4 students). However, the students' responses to the class on the political parties could be equally divided into negative views ('I did not like it at all') and positive views ('I liked it very much') – 3 responses each.

The extent to which various components of the classes fulfilled the students' expectations was the major point of the second question. The organisation of the classes got the highest score (5 students gave the maximum 4 points in this respect) whereas the pace of work and engagement of the group was awarded 3 out of 4 points by 4 students. The topic and exercises were given 3 or 4 points by 6 and 5 students respectively.

In the subsequent question, the students were asked to provide their suggestions concerning changes or potential improvements to be introduced into the classes in History and Culture of the UK. However, most students did not provide any ideas, some only suggested incorporating more group work into the classroom practice.

The next question (Question 4) consisted of 5 statements concerning the classes the students had participated in. Having the choice between positive and negative answers, in most cases the students agreed with the statements given. Only 1 student negated the statement "They have aroused my interest in history", and 2 students did not agree with the statement "They taught me to tell the difference between more and less important facts."

The last question concerned the perception of the usefulness of various classroom activities employed by the teacher in the classes in History and Culture of the UK. The students almost unanimously evaluated Power Point presentations and handouts as very useful (5 responses). Summaries, films, activities, pictures and vocabulary exercises were also generally considered as very useful (3-4 responses), although some students found them quite useful (1-3 responses). When it comes to source materials, the students gave an equal number of responses, varying from not very useful to very useful.

6.5.3 Discussion

Although the present study was based on a small sample, there are some tendencies which are discernible in the data collected by the teacher-researcher. They concern the students' attitudes to CLIL as an approach adopted in teach-

ing History and Culture of the UK, as well as their views on learning English and developing the abilities useful for their future career and everyday life.

The students generally liked the classes as all of them gave 3 or 4 out of the total 4 points, the exception being the class on political parties with 2, 3 and 4 points given by 2 students in each case. The class on the media gained the greatest number of points (4 out of 6 students gave 4 points), which could be ascribed to the very fact of being more attractive and closer to the students' interests than the topics dealing with the political issues. The students also approved of the exercises and the organisation of the classes, although they emphasised the need for greater involvement of all the students in classroom activities. This is indeed the problem in teaching content-based subjects in English since, on the one hand, students need to be familiarised with relevant factual knowledge which frequently has to be revised at home before the class, but on the other – they must convey the subject matter knowledge in a foreign language which they are often shy and not self-confident enough to use.

On the whole, the culture classes proved interesting and useful for the students who unanimously admitted that CLIL-oriented classes developed their knowledge as well as reading and critical thinking skills, which were the major goals undertaken by the classes reported on in this chapter. The students also found particular classroom techniques appearing in the culture classes useful, especially the use of Power Point presentations. Yet, interestingly, in the questionnaire filled in at the beginning of the term, they were rather skeptical about the use of Power Point presentations, which might indicate that they did not have much opportunity to get acquainted with this kind of medium of conveying knowledge. In the post-study questionnaire at the end of the term the students also appreciated films and handouts. This result is by no means surprising as the visual materials can enliven content-based classes as well as facilitate the students' comprehension of particular topics. Well-designed handouts, on the other hand, help in systematising the information presented and in students' further preparation for tests and examinations.

Nonetheless, there was a noticeable but worrying tendency, visible from both questionnaires. Namely, while assessing the usefulness of a range of classroom activities exploited in the history and culture classes, the students did not acknowledge the value of vocabulary exercises and source materials. This might have been caused by the fact that the students were accustomed to the traditional approach to history and culture courses taught in secondary school which focused on retaining dates and events rather than understanding processes or changes. Such long-term developments in history can be discussed on the basis of the reading material, especially authentic sources, but this demands more analytical thinking skills from the students than in the case of listening to the teacher's lecture concerning those changes.

As for the students' approach to vocabulary learning, it reveals their inability to understand the very nature of CLIL-oriented instruction. Culture classes seemed to be separated from the use of language skills for the students who failed to see the connection between the two aspects in dealing with subject matter knowledge. The present study was carried out with the first-year students who had not been previously accustomed to English as a medium of conveying knowledge, and therefore not fully aware of interconnection between particular skills and abilities. However, such perceptions of a lack of the integration between content and language need to be changed into a conviction that working out a balance between the two is what can ensure that English philology students can achieve the expected outcomes.

Additionally, the students seemed to underestimate the significance of the skills of analysing the text or distinguishing between fact and opinion for their further career and life. This approach suggests that the students focus more on factual content and, to some extent, on the language in culture classes, but tend to neglect the interpretative skills which are indispensable in virtually every sphere of life. Therefore, there is a deep need to make the students more aware of the fact that while learning any subject in philological studies, they not only acquire useful factual information and necessary linguistic competence but simultaneously gain new skills, independent of the language they are taught in. This combination of a range of skills and abilities developed in diverse spheres of learning and everyday existence seems to be the essence of CLIL classes which further facilitate the interconnections between various aspects of life both at a professional and interpersonal level.

7. Concluding remarks

Despite some drawbacks revealed in the survey, the results of the analysis of the questionnaires showed that introducing the elements of a CLIL approach can offer an adequate ground for teaching a course of History and Culture of the United Kingdom to English philology students. As pointed out, it seemed to be effective in teaching selected aspects of subject matter knowledge through the medium of a foreign language, simultaneously raising the level of language awareness among the students. Not only were they given an opportunity to improve their language competence but also their thinking skills, which was the major aim of the present study. The linguistic and interpretative skills are of great significance for the students' future career. Therefore, CLIL ought to be adopted as one of the leading approaches towards language and content teaching in the age of globalism and internationalism. This approach is, however,

still not used frequently enough in EFL contexts, which will hopefully change in the future as CLIL provides a great opportunity of combining content, communication, cognition, and culture in instructional settings, culture classes in philological studies being an excellent example.

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Appendix 1: Lesson plan / materials

Lesson Plan – The political system in the United Kingdom

Level: B2 (first-year students of English Philology)

Timing: 90 minutes

GLOBAL GOAL: develop reading and writing skills

Aims:
- To present the political programme of the leading British parties.
- To make learners aware of their being responsible for their own learning.
- To help learners understand that learning can be achieved in a second language.

Teaching objectives:

Content:
- Political parties in the UK.
- Basic differences between the political programmes of these parties.

Cognition:
- Provide learners with opportunities to understand the key concepts and apply them in different contexts.
- Encourage knowledge transfer about the political parties in the UK.
- Vocabulary building, learning and using.

Culture:
- Become aware of the differences between the main political parties.
- Understand that learners can learn, no matter what language they are using.

Communication:
- Language of learning: vocabulary related to politics (manifesto, devolution, welfare, budget, assembly, etc.)
- Language for learning: phrases used in comparing and contrasting, in asking questions
- Language through learning: language needed to carry out activities and any new vocabulary emerging from the students' explanations or from the activities

Instruments for assessment:
- The teacher monitors pair and group activities.
- The students' interaction with other students (in pairs or in groups).
- The students' participation in all tasks and activities.

Resources:
- Whiteboard
- Worksheets
- Pens and paper

Teaching/learning activities:

1. **Warm up:** General overview of the topic.

2. **Previous knowledge:** the students discuss the concepts of the British constitution and Parliament.

3. **Work on reading material:** the students process the political manifestos of the Conservative Party and the Labour Party in order to discern the differences between them:

Worksheets:

1. Two conflicting views of Britain – 2001 (adapted from: Paul Harvey, Rhodri Jones. *Britain Explored.* Harlow: Pearson Education Limited, 2002. 32-33):

Read the text and answer the questions below:

Two conflicting views of Britain – 2001

	From a Conservative Party leaflet	**From the Labour Party website**
Crime	We would end Labour's early release programme which has allowed 23,000 prisoners back on to the street before half their sentences have been served.	Crime doubled under the Conservatives… We are proud to be the first government in nearly half a century to go to the electorate with crime lower than when it entered office.
The National Health Service	We would encourage the growth of the private health sector for those who choose to use it.	While we are modernising and investing in the NHS, the Tories' 'Patients' Guarantee' is a Trojan horse for the break-up of the NHS. So-called non-urgent operations such as hip operations would go to the back of the queue and the Tories would encourage people to go private and pay for their own operations.
Transport	The railways are overcrowded, unreliable, dirty and expensive. Fuel prices have rocketed. We would invest in roads, make Railtrack carry out a proper investment programme and reduce the cost of fuel.	The transport system we inherited in 1997 was suffering from a huge investment backlog, ever increasing traffic congestion and crumbling roads. The Tories did not believe in public transport, and it showed.
Education	We believe that standards and funding should be administered by parents and governors rather than by Central Government.	Labour is delivering… The Tories' £16 billion cuts guarantee will hit schools hard. Their 'free schools' policy would cause chaos for schools. It would destroy the vital central co-ordination of services for special needs children.
Europe	The Conservative party will fight the next election on a promise to keep the Pound Sterling, rather than adopt the Euro.	The logic of the Tories' position is to pull out of Europe, putting more than three million jobs, dependent on the single market, at risk.

In 2001 which of the biggest British political parties supported the following policies?
a. local administration of schools
b. encouraging people to pay for private health care
c. allowing people out of prison early
d. not joining the European currency
e. cutting petrol prices

2. Political manifestos from 2005 (adapted from: Conservative Election Manifesto 2005 and The Labour Party Manifesto 2005):

Match each of the postulates with the Conservative or Labour Party:

A long-term settlement for pensions.
A neighbourhood policing team in every community.
A strong Britain in a reforming Europe.
Abolition of regional assemblies.
Every 16-year-old offered school, college, training or apprenticeship.
Full employment in every region and nation.
Giving head teachers the power to expel disruptive pupils.
Global action on climate change.
Lower taxes.
No one waiting more than 18 weeks from referral to treatment. No hidden waits. Free choice of hospital.
No to the Euro and EU Constitution.
Our Budget will cut wasteful government spending.
Recruitment of an extra 5,000 police officers each year.
Setting in train 24-hour surveillance at ports of entry to control immigration.
Shorter waiting times and cleaner wards at hospitals.
Stronger local government, with local communities able to make the key decisions about their own neighbourhoods.
Universal, affordable childcare for three to 14-year-olds and a Sure Start Children's Centre in every community.

3. Political manifestos from 2010 (adapted from: The Conservative Manifesto 2010 and The Labour Party Manifesto 2010):

Mark C (Conservative Party) or L (Labour Party) next to each of the following postulates:

Field	Postulate	C	L
Economy	Cut in wasteful spending and one-year freeze on public sector pay		
	No rise in income tax		

Education	Every secondary school will be refurbished or rebuilt		
	National curriculum focused on traditional subjects (history, science, maths) in primary schools		
	Schools – small, autonomous institutions run and set by parents, teachers, etc.		
Health	Financial incentives for hospitals to link payment with quality		
	New 24/7 urgent care service		
	Stop closures of maternity wards		
Immigration	Annual limit on non-EU economic migrants		
	Control immigration		
Crime	Intervene earlier to prevent crime		
	Prison sentence for carrying a knife		
Public services	A new National Care Service for the elderly		
	Neighbourhood groups to take over failing public services		
Families	Double paternity leave from two to four weeks		
	Tax breaks to promote marriages		
Defence	More money for the troops in Afghanistan		
	The best medical care for soldiers during their recovery		
Environment	To make all new homes zero-carbon from 2016		
	To make the UK "the world's first low-carbon economy"		

4. **Group work:** the students write the main points of the political programmes of the parties; peer correction

Write down the postulates of the Conservative Party and the Labour Party. Next, exchange your notes with another group and add any necessary points.

5. **Ending the lesson:** the students think about the main vocabulary that is essential for the lesson

6. **Assessment.**

Appendix 2: The questionnaires

Pre-study questionnaire

1. Learning History and Culture of the UK in English is:
1 – very easy   2 – quite easy   3 – quite difficult 4 – very difficult

2. How do you estimate, from 1 (not useful) to 4 (very useful), the usefulness of the following classroom activities, implemented in the classes of History and Culture of the UK?
a. Using Power Point presentations   1   2   3   4
b. Using primary source materials   1   2   3   4
c. Summary writing   1   2   3   4
d. Film watching   1   2   3   4
e. Working with handouts   1   2   3   4
f. Picture description and analysis   1   2   3   4
g. Vocabulary work   1   2   3   4

3. How do you estimate the level of your interest in the following classroom activities from 1 (uninteresting) to 4 (very interesting)?
a. Using Power Point presentations   1   2   3   4
b. Using primary source materials   1   2   3   4
c. Summary writing   1   2   3   4
d. Film watching   1   2   3   4
e. Group and pair work   1   2   3   4
f. Working with handouts   1   2   3   4
g. Pictures description and analysis   1   2   3   4
h. Vocabulary exercises   1   2   3   4

4. How do you estimate the usefulness of the following classroom activities for the development of your language skills from 1 (not useful) to 4 (very useful)?
a. Using Power Point presentations   1   2   3   4
b. Using primary source materials   1   2   3   4
c. Summary writing   1   2   3   4
d. Film watching   1   2   3   4
e. Group and pair work   1   2   3   4
f. Working with handouts   1   2   3   4
g. Pictures description and analysis   1   2   3   4
h. Vocabulary exercises   1   2   3   4

5. What other classroom techniques would you suggest?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

6. How do you estimate the usefulness of the following classroom activities for the revision before your exams/tests from 1 (not useful) to 4 (very useful)?

a. Using Power Point presentations	1	2	3	4
b. Using primary source materials	1	2	3	4
c. Summary writing	1	2	3	4
d. Film watching	1	2	3	4
e. Group and pair work	1	2	3	4
f. Working with handouts	1	2	3	4
g. Pictures description and analysis	1	2	3	4
h. Vocabulary exercises	1	2	3	4

7. Which aspects of knowledge and skills acquired while studying History and Culture of the UK might be useful in your further teaching career from 1 (not useful) to 4 (very useful)?

a. understanding / analysing / interpreting factual information	1	2	3	4
b. ability to analyse texts	1	2	3	4
c. culture related vocabulary	1	2	3	4
d. ability to distinguish between fact and opinion	1	2	3	4
e. reading skills	1	2	3	4
f. writing skills	1	2	3	4
g. ability to discuss problems	1	2	3	4

8. Which aspects of knowledge and skills acquired while studying History and Culture of the UK might be useful in your life in general from 1(not useful) to 4 (very useful)?

a. factual information	1	2	3	4
b. ability to analyse texts	1	2	3	4
c. vocabulary	1	2	3	4
d. ability to distinguish between fact and opinion	1	2	3	4
e. reading skills	1	2	3	4
f. writing skills	1	2	3	4
g. ability to discuss problems	1	2	3	4

Information about the person filling in the questionnaire:
1. Gender: Male / Female

2. How long have you been learning English?
a. 1-4 years
b. 5-8 years
c. more than 8 years

3. How do you estimate your level of English?
5 – I speak English fluently and make almost no mistakes.
4 – I speak English quite well but I make a few mistakes.
3 – I make mistakes in English but I have no problems with communicating.
2 – I make a lot of mistakes and have quite a lot of problems with communicating.
1 – I make a lot of mistakes and have a lot of problems with communicating.

Post-study questionnaire

1. How much did you like the following classes? Use a scale from 1 (I did not like it at all) to 4 (I liked it very much).
a. Political parties   1   2   3   4
b. Parliament   1   2   3   4
c. Media   1   2   3   4

2. To what extent did these components fulfill your expectations? Use a scale from 1 (They did not fulfill my expectations) to 4 (They fulfilled my expectations fully).
a. The topic   1   2   3   4
b. Exercises   1   2   3   4
c. Pace of work   1   2   3   4
d. Engagement of the group   1   2   3   4
e. Organisation of the lesson   1   2   3   4

3. What would you like to change or improve in the classes on the UK history and culture?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

4. Decide whether you agree with these statements:
a. The classes have developed my knowledge of the UK culture. yes / no
b. They have aroused my interest in history.   yes / no
c. They have improved my reading skills.   yes / no
d. They taught me to tell the difference between more and less important facts. yes / no
e. They have developed my critical thinking skills. yes / no

5. To what extent did the following classroom techniques turn out useful in the lessons of the UK culture? Use a scale from 1 (not useful) to 4 (very useful).
a. Using Power Point presentations   1   2   3   4
b. Using primary source materials   1   2   3   4
c. Summary writing   1   2   3   4
d. Film watching   1   2   3   4
e. Working with handouts   1   2   3   4
f. Picture description and analysis   1   2   3   4
g. Vocabulary work   1   2   3   4

(liczba znaków ze spacjami: 50 037)

Marta Popławska

An American short story course: an attempt at integrating content and language learning

> "Reading is a kind of travel, an imaginative voyage undertaken while sitting still. Reading is immersion; reading is reflection." (Schwarz, 2008: 3)

1. Introduction

Teaching literature in a foreign language at university level brings multiple challenges connected with the level of students' general knowledge, expertise in literary theory or literary analysis as well as their language skills. Having the above-mentioned ideas in mind, the author of the study attempted to research into and employ alternative approaches and methods in order to diversify literature classes and adapt them to the needs of today's students, also the struggling ones. Literature classes seem to provide almost perfect CLIL setting, where literary theory and literary analysis can be naturally combined with language analysis and learning. Thus, the following paper describes American Short Story classes that were conducted from CLIL perspective and seeks to inquire into the issue of integrating literature reading with writing skills. Numerous advantages suggest that content and language learning might be beneficial for students giving them an opportunity to develop their knowledge of and sensitivity to cultural as well as linguistic issues, additionally enhancing their independence and confidence in the learning process.

2. Foreign literature classes – traditional vs. current approaches

Literature classes at university level come in various shapes and sizes. Although most of them share the objective of using authentic texts as primary sources, there are multiple approaches and techniques employed in the course of teaching/learning literature. The choice depends among others on teachers' preferences, students' attitudes and levels of motivation or simply their knowledge and experience. When discussing the issue of teaching literature in a foreign language, one is faced with one more dilemma connected with students' language competence. The general level of proficiency in a foreign language as well as of various components including reading competence should be considered as crucial factors determining the teacher's choice of