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## **Ethics and English Integrated Learning in Latvian Primary Schools**

### **ABSTRACT**

The article deals with the experience and reflection on teaching practice and Master's Research Practice carried out in the Master's Study Programme "Teacher", focusing on the topicality of education nowadays; more specifically, *interdisciplinarity and especially content and language integrated learning in primary school education*. An idea of content and language integrated learning developed as an alternative to the existing methods through focusing on the features and challenges of ethics education in Latvia.

The article describes the case study on ethics and English integrated learning in primary school, including expert-interviews with primary school and ethics teachers and higher education lecturers who prepare lectures and courses for content and language integrated learning teachers. Interviews have been conducted to find out the role of value education and subject integration nowadays. Ethics and English integrated learning has been practised in the second grade. The data have been collected by a questionnaire at the end of the semester.

Recommendations for different target groups based on the theoretical and the research part of the research have been made.

Key words: ethics, language, content, competence, integration, CLIL.

### **INTRODUCTION**

Subject integration has already been occurring informally for several years; however, recently the main objective has been the strengthening of cross-curricular links. Thus, students are updated on the idea that everything in this world is related – from everyday things to high level scientific disciplines. Linking subjects can be regarded

as a step in consolidating the concerns of the society. In order to reduce the growth of differences among various political forces, religious organizations, ethnic groups, subcultures etc. in this century, the younger generation should be directed towards tolerance and holism which are the basis of humanistic pedagogy. The integration of

subjects could be positively beneficial in a global context.

### **Content and language integrated learning**

Based on the definition provided by Coyle, Hood and Marsh (2013), content and language integrated learning (CLIL) is an educational approach that focuses on two crucial aspects: teaching content and language at the same time. As these authors have emphasized CLIL is not a newly introduced form of language neither in education, nor in other subjects. CLIL is an innovative combination which roots partially in bilingual education and particular educational theories.

Looking into both distant and relatively recent history, the authors mentioned above suggest that gaining new knowledge on a variety of subjects in a foreign language has already been topical in the ancient Rome. Romans educated their descendants in the Greek language, so that they would not have only language skills, but also the freedom to act freely in the social and professional areas within Greek territories. There has been a similar experience in Latvia during different periods of time, for instance, during the rule of the Russian Empire when “since 1890 all subjects were taught in the Russian language starting from the first grade, except for religion” (Ābelnieks, 2012). By contrast, during the 18<sup>th</sup> and the 19<sup>th</sup> century mostly German was used for teaching in the schools

of the territory of Latvia (Lazdiņa 2015: 6). Additionally, the British colonies all over the world should be mentioned, where the English language dominated in education and other areas, even if it was foreign to the locals at the time (US Legal, n.d.). Therefore it can be concluded that content and language intergration in education has been familiar in practice for far longer than in theory. Content and language integrated teaching in Latvia is initially associated with the education of minorities. Education institutions offer education programmes oriented towards minorities where bilingual education of varying intensity and quality is implemented according to the needs and the prior knowledge of a learner. Part of the parents belonging to the group of minorities send their children to schools where the primary language for learning is Latvian in order for them to acquire the content through a second language.

The examples mentioned above refer to integration of content and language in the process of learning involving historical and political reasons; nonetheless, currently there are other significant aspects to highlight: migration, learning and working abroad, marriage between people representing different nationalities etc. (Lazdiņa 2015: 6). Thus, a language and particularly a foreign language is a means of building social relationships on a global scale.

Consequently, it is becoming increasingly important to learn a *living* language and the acquired knowledge must be related to everyday situations.

In order to facilitate the introduction of CLIL in education, there is a need for specialists of this area, particularly, specifically educated teachers.

Therefore, it can be determined what a CLIL teacher should be like. Bertaux, Coonan, Frigols-Martín and Mehisto (1999) have dealt with this question summarizing the competences characterizing a CLIL teacher. *The CLIL Teacher's Competences Grid* consists of two parts: the first part describes the necessary competences in order to form the basis for a CLIL training program and to be able to represent it; the second part lists the competences that facilitate the practical implementation of CLIL for the teacher.

The need to be informed about the latest in the area of CLIL is mentioned in *The CLIL Teacher's Competences Grid* (1999) as one of the CLIL teacher competences which can be achieved by getting acquainted with the latest articles in the media, trying out new teaching materials in practice as well as attending CLIL courses, conferences and peer activities. By engaging in an active flow and exchange of information, the CLIL teacher serves a role of an “assistant, partner and guide” in front of the students; however,

in this case on another level than within the usual learning environment (Bertaux et al., 1999).

Parkay and Fillmer (*quoted by Andersone 2010*) define the basic knowledge and basic skills needed for employees, including teachers. The teacher's ability to be flexible, open-minded and interested in working in a multicultural environment is essential. This competence is based on both knowledge and the ability to respond to diversity positively and emotionally. The intercultural competence of a CLIL teacher should be attributed as one of the key features. The informative material *CLIL skolotāja kompetenču režģis* [The CLIL Teacher's Competences Grid] lists a number of indicators of competence such as:

- Linking the CLIL language aspect to the corresponding culture (from characteristic environments, such as the English-speaking countries);

- The progression of the students' understanding and curiosity beyond the stereotypes pertaining to the country, society and culture of a particular CLIL language;

- All the possible support from both subject teachers and CLIL teachers in creating contact with individuals coming from another culture, either virtually or in person (Bertaux et al., 1999).

For a teacher to prove themselves efficient, one of the competences that they

possess should be the ability to organize anything. Anyone who works in the interest of the society and who works with the people must have the following qualities: the ability to plan, set targets, establish contacts, motivate fellow human beings etc.

Integration in education is becoming more and more explicit and appreciated regarding either a separate topic or even an entire extent of subjects. In the glossary of pedagogical terms the word *integration* is defined as “the process in which individual elements and parts of subsystems are connected into one systematic entirety. In the educational process it is, i.e., topic and problem solving, learning and research efficiently linking the knowledge and skills that are acquired in separate subjects” (Skujina, 2000: 69). This competence should be specifically highlighted as an important part of the organization of CLIL education where the subject content is combined with a foreign language.

By combining four elements – communication, cognition, content and culture – it is achieved that with the content and language integration the use of language for effective learning ensures proper acquisition of this language. The skill of using language as a learning tool is developed: teachers have the possibility to demonstrate it as a model and ask the students to use it outside the content and

language integrated learning as well. Consequently, the cognitive processes or, in other words, cognition is developing making the learning process *live* and *active*. The cultural element of this structure is a unifying framework which structures the combination of formal curriculum and personal experience.

To summarize, content and language integrated learning is a constructive, holistic, humane and student-oriented approach. The learning focus is directed towards communication, fluency of language and understanding. The tasks during the lessons should be inclusive of all students taking into account their age, their interests and the diverse abilities. Content and language integrated learning is a creative process for both the teacher and the students (Grigule, 2014).

The aim of the research was to study the features of methodology of content and language integrated learning for ensuring cross-curricular links within integrated ethics and English language learning process in primary school Grades 1 to 4 as well as to develop recommendations for different target groups.

### **The method**

The research has been designed as a case study. Both qualitative and quantitative

data collection and processing was included in this case study.

Interview was chosen as the qualitative data collection method. To gain experience with content and language integrated learning several lessons of various colleagues were observed; additionally, integrated ethics and the English lessons were planned, conducted and reflection on them was made. Questionnaires were selected as the quantitative data collection method. Totally, 31 people participated in the research: teachers, university lecturers and students.

The study happening from September 1, 2011 to May 15, 2015 was based on a sequence of steps which complemented one another and contributed to the research results.

The first step of the research was the formation of personal pedagogical experience. This could also be called the stage of problem awareness or the need for a creative approach to teaching ethics in primary school in order to improve the quality of learning and to refine the results of a learning process.

The second step of the research was the exploration of the corresponding literature. The sources were comprised of information on ethics as a science, a practice and a subject in today's global world. After exploring various literature sources, it was concluded

that concerning teaching ethics in Latvia it is clearly formulated *what* to teach and it is suggested to consider *how* to teach as well, but it is done without mutual integration of subjects.

The aim of the third step, the interviews, was to ascertain the opinions of experts on the expediency and benefits of the integration of subjects at the primary level. The interviews provided the views of experts comprising of primary teachers, ethics teachers and university lecturers whose ideas substantially coincide with the theoretical and methodological framework of the literary sources.

The fourth step of the research was to conduct content and language integrated learning lessons in the second grade for 20 students also including lesson planning according to the content and language integrated learning principles and learning plan implementation. In total, 10 CLIL lessons were conducted.

The fifth step of the research involved surveying second grade students who participated in the content and language integrated learning lessons; the aim was to find out their attitude towards this type of learning. Completing questionnaires was made part of the learning process of the ethics lessons which meant that this survey was carried out in the natural environment.

The sixth step of the research was the collection, analysis and comparison of all the received data (from interviews, questionnaires and the integrated learning experience).

## Results

In primary schools in Latvia the curriculum of Grades 1 to 4 consists of the following subjects: Latvian language, literature, English language, mathematics, science, sports, ethics, religious studies, social sciences, visual arts and music.

Ethics as a subject and as a part of the students' everyday experience is a persistent phenomenon and without it the process of learning and general education would not be complete. Moreover, ethics should be especially highlighted in a specific context within a wide range of lessons, for example, when encouraging discussions about ethics in sports, art (music) ethics and also to talk about respecting the different tastes of one another as well as the respect towards different subcultures. In addition, it is necessary to talk about work and school ethics where some of the main features are honesty, responsibility, sense of responsibility etc. Obviously, these and other ethics-related issues are addressed in the curriculum of ethics for Grades 1 to 3; however, *at the right time and place*, it is significant to emphasize and even role-play

situations which are discussed only theoretically.

After analysing the responses from the primary school teachers on the most successful approaches and methods in the learning process, the following aspects may be highlighted: verbal activities, involvement of technologies and methods that are based on different kinds of communication. According to the answers given by the interviewed primary school teachers, the unifying factor for successful teaching methods is related to a mutual learning and cognitive process between the teacher and the students; thus, contributing to the primary school students' understanding of general wisdom which would allow them to thrivingly implement the acquired knowledge in real-life situations.

## The value of languages in education

Looking at the role of language in a global context and the language policy in Latvia, it can be understood that bilingual education is probably not yet sufficiently recognized as a particularly important contribution to the future of the younger generations.

Lecturer Edīte has thoroughly and encouragingly expressed her opinion on the importance of bilingual education in the life of an individual. Initially, she starts with her personal experience:

*“I am a bilingual person myself. (..) There have been various languages around me ever since my childhood and I speak various languages, some in my daily life, some within my family and some outside of my family. Currently, I use 3-4 languages continuously while working... the sooner the languages are taught, the better.”*

Recognizing the rapid global, scientific and digital development nowadays, the command of several languages is greatly valuable for anyone not only intellectually, but also explicitly practically because the ability to freely switch between languages from a young age is of great value in today's world. Bilingual understanding of a wide range of areas can be a determining factor relating to the possibilities of an individual's development and growth as confirmed by lecturer Edite:

*“And this new generation, (..) the digital generation, at the very beginning they, while still being children, are able to find everything quickly on the Internet and the English language is not really an obstacle to them; they watch cartoons in English. Then this*

*desire should not be stopped, but continued at school as well.”*

Children nowadays are called the digital generation and they encounter bilingualism at an early stage of their lives; therefore, for instance, they learn the English language not only at school, but also in their everyday lives. This may be a factor that reinforces the desire to learn English better in order to use it in the everyday life more efficiently as well as to integrate in the today's globalized society more successfully. As a result, it must be concluded that the integration of a foreign language in various subjects is an actual necessity with great potential:

*“To show the students this link with the real life and CLIL itself shows that a foreign language is not detached from a subject. Then one benefit is the development of the language and the promotion of this competence and another one is to learn the terminology taking into account the future, so also competitiveness because thanks to languages people can travel, find jobs, study.”*

It is unpleasant and confusing when even primary school students question the meaning of everything that has been learnt and the need for it in *real life*. Foreign languages as a subject, however, are able to maintain their topicality since the digital generation is able to assess the English language even through recreation and

entertainment, meaning, movies, music, computer games etc., as pointed out by lecturer Edīte.

The competitiveness in the labour market, as mentioned by lecturer Edīte, is discussible and possible to analyse already with primary school students, for instance, as part of ethics lessons. This could help motivating the students to learn, having a discussion about the necessity of foreign languages whilst mentioning examples from the experience of the parents, relatives and family friends.

### **Solving primary (ethical, bilingual) educational issues amongst colleagues**

Perhaps solving educational issues amongst colleagues is different in each educational institution based on school traditions, the mutual relationships and helping policy as well as the interest to integrate. This can lead to confusion; also, taking into account the normal working principle, it might seem disadvantageous and impractical. Nevertheless, the first impression after successful collective consultation may vary. Thus, it is positive if the colleagues can mutually unite with the help of their professional experiences; communication presumably facilitates resolving problems and difficulties. In the case of teacher Ieva, because of the necessity of introducing a new teaching method the

unanimous interest and cooperation of the colleagues has led to the improvement of the personal professional quality:

*“In the beginning when this idea of the need to teach something bilingually began, then we had a closer connection because the beginning was like “wow”: how it happens, what to do. And I know that in Lower-secondary school we also have it like that; they needed more help, but what I needed in words, I did not need from foreign language teachers. I would love to find out how the link is created and I would love to create programs together. What information the English books have and for the link to be tighter, I would create my own plan and the thing that you teach in English could be closely connected with art.”*

Consulting and cooperating with colleagues has similarly affected teacher Sanita as well. More importantly, successful ideas for projects have derived from collective negotiation not only for just one, but for several teachers:

*“We have grand plans. We have written a number of Erasmus projects for colleagues. I intend*

*to qualify as a primary school teacher and then we will try to introduce CLIL in the primary school, while it looks like one of my colleagues has already received approval and will continue working in the Lower-secondary school. We have a teacher with a degree as a mathematician-engineer, so she will teach it through mathematics more. We have also discussed this with the linguists. For the time being teachers find it hard to understand why it is necessary, but when it comes to the fact that we have a commerce section in our school where commerce lessons would require using the English language because of general economics and so on, then... well, then we are slowly looking through language, through mathematics, commerce in high school. Our school then would have something that would make it special. I think, however, that many schools still have something similar."*

The possibilities discussed within the collective evolve as qualitative use of previously unconscious or unnoticed

resources which is a positive and significant achievement criterion of an educational institution. Such experience of unity and purposefulness is a way to strive for growth which benefits both teachers who choose to escape the routine of work and students with an exciting and productive learning experience.

The teaching methods discussed above, namely, pair and group work, the ability to listen to classmates, are the things that cannot be taught, if the teacher is not ready to cooperate and to have positive communication with their colleagues. Similarly, they cannot motivate students to achieve growth, if a teacher or even the whole school staff is not interested to adopt solutions for innovative development of education and other issues within the school as well as globally.

### **The attitude of primary school students towards learning**

The primary art teacher Ieva points out what promotes a good attitude towards learning, in her opinion:

*"They like these experimental things. (..) they need to be allowed to play (..) they need to be allowed because in the later years, which is purely dependent on the age, they will not want to do it anymore."*

This kind of experimentation and willingness to play precisely correspond the characteristics of the previously specified age group and teacher Ieva is a positive example who takes into account children's natural interests and is able to assess the children's needs and priorities in different age groups.

Primary school students find it especially interesting to encounter various types of activities and unusual things, therefore, the introduction of content and integrated learning in a particular subject which possibly has been relatively similar in each lesson before could be something new and interesting. It attracts more attention; hence, it should be integrated in the everyday lives of the students more successfully.

The students were asked similar and yet different questions in nuances: *which language would be better in order to learn Ethics and which language would be better to learn all the subjects at school.* Most students chose the answer that lessons should be conducted in both Latvian and English. Some students would prefer learning only in Latvian. This could be explained with the lack of confidence regarding their English language skills. Attention should also be given to the least popular answer where only a few students would like to learn all subjects only in English. It is a significant factor, if a second grade student seriously considers the

possibility and willingness to learn all subjects only in English. Possibly, in the future such a desire might grow as a result of globalization.

### **CLIL resources - teachers and teaching materials**

Content and language integrated learning resources for teachers may differ and therefore the experience related to CLIL acquisition may vary. As told by teacher Ieva, CLIL is acquired by teachers with different levels of language knowledge:

*"There were courses. (...) We were several teachers from this school that participated in them. I was in a bilingual part where the majority was English, but we were teachers, each at a different level, (...) the level of language was very colourful for us. Yes, and one of the colleagues, from this school as well, had a lot about purely bilingual; what it means, that there are less languages. (...) And only after these courses we started to deal with this topic at school and analyse it a little bit and work with it."*

According to the experience of teacher Ieva, acquiring CLIL is a time consuming and gradual process.

Teacher Sanita who has spent a lot of time preparing CLIL materials also has a similar experience:

*“With CLIL you need to think about the topic, task and vocabulary more on that day. It is more structured. (..) text books containing CLIL are being introduced slowly. It takes a lot to prepare. It takes a relatively longer time.”*

On the other hand, teacher Sanita, for example, had an interest in some kind of difficulties in the professional field in order to introduce changes in the normal course of work:

*“The language I understand. The content of textbooks is boring. The content of the program is even more boring. In that case you need to have something in your life that you can complicate. And that is CLIL. A lot is put together and then it is interesting; there are examples from real life. There are no schemes, nothing like that. And as I had written previously, children have characters in those text books and I find it easier to work with this. If I create worksheets, then they are exactly how I desire*

*and I work in a way that I want it to advance.”*

According to teacher Sanita, this kind of change in the teacher's professional environment should be seen as positive. This offers a wider range of options in dealing with teaching materials as well as the relation to the previously mentioned real-life experience is important.

Lecturer Edīte mentions resources available daily as a good way of learning CLIL, namely, news and information sources from abroad as well as the possibilities that the Erasmus exchange offers which functions as a natural CLIL method developer for the students that participate in Erasmus and for those who host these students:

*“Speaking of adults, it is daily routine, I think, since also at university we analyse materials in Russian, English and German languages. (..) All the recent literature sources and latest researches, everything is in English. (..) And it has also been promoted by Erasmus students who visit us and then they are in the auditorium when a significant amount of time English is used and, of course, also Latvian.”*

In turn, lecturer Edīte has also had negative experiences whilst using CLIL resources:

*“If we view the first grade, then despite the fact that scientists have evidence that the sooner we learn a foreign language, the better, there are insufficient resources. (...) both materialistic and people resources and I can once again say that there is a serious risk, if the CLIL method is used by a person who has a weak command of English; then the solution could be one teacher and another – one is an English teacher and the other is a teacher of the particular subject. However, we come to the resources again! Because where can the government get such resources to ensure it, or maybe the local government... The influence is positive, but the implementation stage is uncertain.”*

Although the content and language integrated learning is a potentially successful teaching method, the quality of its performance is limited in the availability and quality resources. For each subject teacher to be able to teach using the CLIL method, it would take a considerable amount of time to either learn a new language or a new subject. The second option is that an expert of a certain subject conducts a CLIL lesson together with a certain language expert; therefore, the resources would be doubled for one lesson. The development of CLIL in Latvia has noticeably increased, but for a

further development of a broader spectrum it would need the promotion of CLIL resources.

### **Analysis of the ethics and English integrated lessons in the second grade**

Ethics and English language integrated learning in the second grade was conducted in one of the schools in Riga for an entire semester. The teachers of this particular institution have experience in practising bilingual education in such subjects as visual arts, science (including physics and chemistry), maths and economics and especially foreign languages. The English language is among the priority subjects at this school; thus, English is taught twice a week starting from the first grade and later on even two or three times more.

The basics of English are taught by professional and knowledgeable teachers providing the equal acquisition of all language skills: speaking, writing, reading and listening. Therefore, it is observed that the students feel comfortable enough to include English in their daily activities outside the particular subject. Taking this into account, the idea of content and language integrated learning in ethics lessons was born to complement the existing topics of the ethics curriculum as well as to reinforce the topics covered in English.

Unlike traditional ethics lessons where the learning process is conducted with the

material “Ētika. Burtnīca 2. klasei”[Ethics. Workbook for Grade 2] where everything is based on this workbook and the content is driven this way whilst the language aspect becomes secondary, so the already existent tasks in the workbook had to be adapted with additional materials.

A significant difference from the “regular lessons” is setting two goals for the goals content and language integrated lessons:

- The aim of the content depends on the requirements of the ethics curriculum;
- The aim of the language is mostly based on the topics acquired in English lessons at the same time: learning vocabulary, strengthening the understanding of usage of grammar rules, sentence formation etc.

Further there will be a reflection on five ethics and English integrated lessons, briefly describing the successes and challenges. The topics of these five lessons are mutually not related and chosen in a way to depict the diversity of the lessons and the appropriateness of implementing the content and language integrated learning.

In preparing these and other lessons the students’ interests and mutual relations on a daily basis were analysed. In collaboration

with the class teacher and the English teacher the curriculum was specified in order to develop the cross-curricular link between subjects.

### **My household chores**

Students were not warned about a lesson where learning ethics will be combined with the English language. However, they did not show surprise and gladly used the foreign language. The particular lesson was easy to adapt to the content and language integrated learning because the topic *household chores* is included in the English language program, so there was no doubt as to its suitability for the particular age of the students. The students understood most of the instructions in English (task conditions and remarks about behavior).

The selected worksheet with 20 household chores was more difficult than it should have been for the first integrated lesson. There was a lot to be translated, a lot to be read and it was necessary to correct pronunciation mistakes. It took almost 15 minutes to analyse and understand the worksheet.

### **Pet care**

The topic of this lesson (pets and caring for them) turned out to be successful in terms of adapting it to the content and language integrated learning. This topic consists of

many answers to ethical questions; therefore, it was easy to start the conversations with students. The students' attention was attracted and held by the opportunity for everyone to think of their own pets at home or in their country-side homes. The language aspect was successful as well, whilst locating the important words, writing them down, pronouncing and memorizing them. The students' knowledge was enriched during this lesson because the topic of pets was not yet mastered in the English language lessons.

Nonetheless, there was a risk that any of the students could not have had a pet. Two of the students did not have pets, but the issue was resolved by imagining a pet of a relative or a friend.

### **Feelings**

During the preceding week the students had learnt the vocabulary of the topic "feelings"; therefore, this ethics and English language integrated learning lesson was based on the revision of this topic. During this ethics lesson, unlike the other content and language integrated lessons, the students could see a closer connection to what they had learnt in the English lessons as the emphasis was put on what had been learnt recently; also, it was known that later in the week there would be a test in English. In turn, the opportunity to view various pictures of children in the world and learning stories

about them fascinated the students as listeners. Perhaps a lot of the facts they heard for the first time in their lives and it left a significant impact; for instance, the fact that there are countries where children of their age (8 years) are forced to work to earn a living.

At the beginning of the lesson the students expressed disappointment that this lesson would be seemingly about the same thing as the previous English lessons. Adapting to the situation, the tasks were changed rapidly one after another in order for the students to not get bored and maintain a certain level of interest.

### **To each their own and the key is to get along!**

During the course of the lesson it was possible to make sure that the objective had been achieved: the students understood that everyone can have their own thoughts and needs, but they could be adjusted to be able to live together friendly within friends and family. It was positive that the students acknowledged their own weaknesses, namely, they are not always ready to accept the views of others, but would be happy to learn to be more tolerant and understanding. One of the successes was that the students were able to recognise nouns in both English and Latvian.

During this lesson the English language was not used as much as in the other Ethics and English integrated lessons. The students were able to make a choice freely: to speak Latvian or English. Since only a few students are able to use English to speak in full sentences, not everyone was able to participate fully in the development and usage of the foreign language aspect. In Ethics lessons everybody is invited to express any thoughts and mostly everyone does it, unfortunately, by sometimes interrupting each other. When it is connected with the language aspect, everybody wants to talk at the same time which creates even more chaos. The more the students, the more difficult to control them.

### **Personal adjectives**

The students had the opportunity to analyse themselves learning about character. Most of them were able to recognize a mix of *good* and *bad* in them. They were responsive when repeating and memorizing adjectives in English because they had an interesting pronunciation and in some ways an unusual sound (for example, *chatty*, *clumsy*, *moody*).

There were some moments when the students did not focus on self-analysis; instead they tried to scold their classmates for their *bad* characteristics with a variety of examples from everyday situations.

Reflections on ethics and English language integrated learning in the second grade: Students are open to content and language integrated learning. They gladly answer in the target language, although it is not a mandatory requirement. After almost every lesson they asked if the next ethics lesson will be in English. The students' interest in using the English language in the learning process is also indicated in the results of the survey where the students were able to answer the questions in Latvian, English or both languages. Approximately one-third of the students answered in both languages, but some of them provided answers in English only. On the other hand, their uncertainty of their English knowledge is evident from the fact that almost half of the students chose to answer only in Latvian. This could be due to the fact that ethics and English language integrated learning was mostly a verbal procedure, there was less reading and writing. Since the completion of a questionnaire was related to reading and writing, it could have caused doubts in students.

Most students had the opportunity to apply their previously acquired knowledge which they also successfully did.

One of the unsuccessful aspects of these lessons is the lack of notebooks. In the next academic year notebooks are expected to be introduced alongside the ethics workbook

because the English knowledge of the primary school students is enhanced regularly (most often: vocabulary of a specific topic) and the ethics workbooks do not have enough space to write down vocabulary items and their meanings as well as other important notes.

### **Recommendations for current and prospective CLIL teachers**

- ✓ Take the risk and try to integrate content and language in your subject, even if it initially seems difficult and inefficient. It may prove to be an exciting and successful learning process.
- ✓ Tell your colleagues and the general public about your content and language integrated learning experiences to draw attention to the value and prospects of this kind of education in today's global world.
- ✓ Work with foreign language teachers in creating content and language integrated learning lessons. If you already are a foreign language teacher as well as a CLIL teacher, coordinate the learning program for the entire semester or year in order to focus on certain topics at the same time.
- ✓ Do not make content and language integrated lessons as a burden to

students; allow them using their native language freely and occasionally switching to the foreign language. One of the CLIL basic principles is to not force the aspect of language on the students; the task is to encourage its use with interesting tasks.

- ✓ From time to time review and repeat your knowledge of the content and language integrated learning in order to use methodology and materials flawlessly and to remember to set two goals for a lesson: content and language.

### **Suggestions for the parents**

- ✓ Be aware of your child's school progress and new approaches to learning.
- ✓ Be open to creative ideas of the teachers and maybe even get involved and support, if you know how to help.
- ✓ Cooperate with the class teacher and the subject teachers in issues of moral education in order to harmonize and expand your vision of value education and its acquisition.
- ✓ If you are confused by what methods are necessary in the already oversaturated curriculum, invite the subject teacher to a conversation and

they will be able to justify their objectives and tasks professionally.

- ✓ Support the opportunities offered by the school in terms of learning English, German, Russian and other languages in the lessons and outside of them because languages are the way to different countries in the world in both educational and work issues.

### **Recommendations for the heads of educational institutions**

- ✓ Be aware that the basis of a modern school is following the latest trends in education and closely related fields. By maintaining stable, tested core values, refresh your institution with new tendencies in the methodology, teaching strategies and projects.
- ✓ Support the ideas of new teachers as they may prove to be mutually beneficial and providing good results.
- ✓ To promote the strengthening of cross-curricular links teachers of different subjects need to be motivated to cooperate because the integration of the subject depends on them. This can occur with the observation of each other's lessons, co-teaching lessons as well as with

the cooperation within the methodological commissions etc.

- ✓ Support the further education of teachers in higher education institutions, courses, foreign missions etc., since this will contribute not only to their individual professional development, but also to the development of the entire school.

### **CONCLUSIONS**

To be able to successfully acquire the subject content knowledge and skills should to be linked to real life. It is provided by the strengthening of cross-curricular links through the integration of different subjects. Being aware of the rapid global, scientific and digital development it is valuable for a person to have command of several languages not only intellectually, but also practically because the ability to switch from one language to another starting from an early age is very important nowadays. Content and language integrated learning (CLIL) is based on two goals: learning the *content* and reinforcing the *language* skills and in the case of successfully implementing this, a student can gain a lot in the long term as a citizen of the global world.

The research data confirms that the impact of the content and language integrated learning on the learning process in the

primary school is controversial. On the one hand, the learning process is successfully complemented: the primary school subjects are mutually integrated as far as possible (especially if the same teacher, the class teacher, teaches several subjects to one group of students). On the other hand, teachers are faced with resource constraints, namely, the preparation time for the lessons, the lack of CLIL learning materials and training competent CLIL teachers. Teachers need to find a balance between these contradictions for the content and language integrated learning in Primary schools could provide growth and results.

Although the content and language integrated learning is a potentially successful teaching approach, its quality is limited because of the lack of resources. For every

teacher to be able to teach using the CLIL method, it would require a considerable amount of time to be invested in professional development: concerning either learning the language or acquiring the subject content.

Integrated ethics and language learning in Grades 1 to 4 should be organized, focusing on the content, skills and the topic, gradually involving the use of language. In order to achieve the set goals, the tasks must be meaningful, thematically related and clear whilst supporting the involvement of all four language skills: reading, writing, speaking and listening. Nowadays the ethics subject should be adapted to the public interest and the needs that can be achieved by integrating them with the English language; thus, maintaining the topicality of the subject.

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