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## **Content and Language Integrated Learning methodology at Finland`s schools: organizational discourse**

**Abstract:** The article gives an overview of Finnish educational system and describes such prominent achievements as the results of Program for International Student Assessment that Finland`s students have showed recently. The place of foreign languages learning is considered via educational system of Finland that is now seen as a major international leader in education. The article also states the requirements to the foreign language teachers of primary school and secondary school in Finland and the main features of their training at Education`s Faculties. The article describes the Finnish foreign language learning system and overviews an idea of Content and Language Integrated Learning methodology as one of the most popular methodology of recent times in the system of Finland`s foreign language learning in terms of currency of interdisciplinary approach. Content and Language Integrated Learning methodology in Finland is analyzed as an umbrella term, comprising such notions and approaches as immersion education, bilingual education etc., that are used in order to implement a plurilingual approach to education. The overview of Content and Language Integrated Learning methodology meaning, the process of appearing and the main ways of Content Language Integrated Learning methodology`s implementations in the defined country are described in this article. It also focuses on the implications and uses of Content and Language Integrated Learning methodology in Finland`s schools. The aim and tools of this process are examined. The urgency and popularity of this method are proved. The positive experience of implementation of Content and Language Integrated Learning methodology in Finland is analyzed as valuable one for optimization and quality improvement for highly qualified specialists in Ukraine.

*Key words:* *Content Language Integrated Learning, Finland`s educational system, implementation, primary school teacher, secondary school teacher, professional training.*

**Introduction.** In the 21<sup>st</sup> century, in the context of globalization and internationalization, economic, technological and cultural changes such things as continuous learning, student`s mobility and learning languages gain more importance than it was before. To know at least one foreign language becomes the urgent need of time, although globalization demands knowing more foreign languages. Knowing another language helps a person to be competitive at a labor market, to enrich personal life and to expand the range of professional opportunities. That is why different methodologies of foreign language teaching are being tested and borrowed across the world. One of the most popular methodologies of recent years that take its origin and associates with language immersion education in Canada is Content Language Integrated Learning (CLIL). CLIL methodology was applied in Spain, Germany, Sweden, Finland, Czech Republic, Austria and other countries.

Ukraine integration to the European educational system and international relations caused the growing need of new specialists` generation training. The new demands to the current teacher require necessity to take into the consideration experience and achievements of other world`s countries. The last few years Finland`s educational system is in the focus of international attention, it is caused by the great results of Finnish students who showed excellent results in the Program for International Student Assessment (PISA). Besides, Finland was the only European countries that join the list of leaders. Finland`s experience is valuable for optimization and quality improvement for highly qualified specialists in Ukraine.

**Analysis of recent achievements and publications.** CLIL is examined in different countries by such researches as Coyle Do, Hood Philip, Marsh David, Dalton-Puffer, C., Fernandez Fontecha A., Gierlinger E., Graaff R., Koopman G., Anikina Y., Westhoff G., Mexisto P. The development of CLIL methodology, its implement and tools in the foreign countries are researched by David Lasagabaster, Yolanda Ruiz de Zarobe (Spain), Dieter Wolff, Stephan Breidbach and Britta Viebrock (German), Movchan Larysa (Sweden), Kari Nieminen (Finland).

**The objective of the article.** The main objective of the article is to provide an organizational discourse and case study of CLIL implications in Finland. On the basis of the objective the following tasks are distinguished: 1) to give a definition of CLIL; 2) to consider the aim and tools of CLIL methodology realization in Finland`s school; 3) to discover the special peculiarities of Finland`s future foreign language teacher training in terms of CLIL.

**The statement of the fundamental material.** Changing the language of instruction in educational systems, or teaching children through an additional language is a historical global phenomenon that is often a direct result of social, political and economic strategic actions. This means that there are different purposes for implementing another foreign language in the educational process from a form of repressive action to the goal of achieving social unity. The European launch of CLIL (Content and Language Integrated Learning) during 1994 was both political and educational. The political impulse was explained as a vision that mobility across the European Union required higher levels of language competence in designated languages. The educational impulse was influenced by the bilingual initiatives such as in Canada [5].

There is a range of definitions of CLIL. One of them describes CLIL as a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels (Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto, 2010) [3]. The other explains: CLIL advocates assimilating the academic content of nonlinguistic subjects via a foreign language, which simultaneously promotes the acquisition of content knowledge and the use of the target language. It involves a methodological style that encourages teachers and students to use the language as a mean of communication, thus promoting language and content development in the process [1]. In addition CLIL is seen as a continuum or an "umbrella term" for all those approaches in which some form of specific and academic language support is offered to higher education students in order to facilitate their learning of the content through that language.

If to follow the third definition made by Mehisto, Frigols and Marsh we can deal with 40 terms that are used to refer to this area: Content-based Instruction (CBI), Integration of Content and Language (content & language, ICL), English-focused Content Teaching, Content-support ELT, Dual-focused Language Instruction and twenty-five more, that could be find on special site: <http://www.content-english.org/>.

The Finnish education system consists of:

- one year of voluntary pre-primary education;
- nine years of primary education (comprehensive school);
- upper secondary education, comprising general education and vocational education and training (vocational qualifications and further and specialist qualifications);
- higher education, provided by universities and polytechnics.

Comprehensive school in Finland includes a six-year primary school and a three-year lower secondary school. Before starting their compulsory schooling, most children have attended pre-school for one year. Then they begin their primary education at the age of seven years old (one year later than most industrialized countries) and finish it at the age of sixteen after nine years of schooling. Finnish Ministry of Education states that one distinctive characteristic of the Finnish comprehensive school is the number of language studied. In principle, all pupils study two languages beside their mother tongue, and also have the option of one elective. In the six-year primary school, the overwhelming majority of students choose English as their first language. Next is Finnish meant for non-native speakers of Finnish. The third most popular language is German and the fourth is Swedish. In the three-year lower secondary school the order of foreign languages chosen is the following: English, Swedish, German, French, Finnish. In the upper secondary school where there are more choices for optional languages, the order of popularity is the following: English, Swedish, German, French, Spanish, Finnish and Italian. [6]. The language program of Finnish basic school could be described in the following way (see Table № 1):

Table № 1 Finnish basic school`s language program

	<b>Compulsory/optional language</b>	<b>Starts at the latest</b>	<b>Most popular language</b>
A1	compulsory	3 <sup>rd</sup> grade	English
A2	optional	5 <sup>th</sup> grade	German
B1	compulsory	7 <sup>th</sup> grade	Swedish
B2	optional	8 <sup>th</sup> grade	German

Both the compulsory and optional languages should be studied until the end of basic education and continued in secondary education. In practice, pupils sometimes drop an optional language before the end of studying. Some schools provide early language learning, CLIL or immersion [2].

There are two official languages in Finland: Finnish and Swedish. Because they are rare languages, there is a need for Finns to acquire other languages. Finland was among the first European countries to implement CLIL that is why it is referred to as the birth country of CLIL. In Finland, official CLIL teaching begun in 1991. The most common foreign language in Finnish CLIL classes is English and the methods of CLIL teaching in basic education and in upper secondary school education are varied. As mentioned, the amount of language as well as the subject matters taught in the foreign language can differ but the curriculum of CLIL education follows the national core curricula of Finland. Although CLIL education is voluntary in Finland, most schools have entrance examinations for applying to these classes [10].

In Finland, CLIL has not been fixed by any narrow or explicit definitions till now. It has been interpreted in a board sense, to cover the use of foreign language in teaching ranging from very short units or substantial courses, or varying degrees of the curricula. There is no preference for having language teachers teaching content or subject teachers using a foreign language in their teaching [4].

English has been taught in the Finnish schools as the most common foreign language since the start of the comprehensive school in the early 1970's. In many bigger schools in Finland, students have a choice in their first foreign language, but probably due to English being the lingua franca in the world nowadays, it is the

favourite choice of almost all students. In the last two decades, English has also become the medium of teaching in some schools or classes in the public mainstream education. This became possible after a change in school legislation in 1991, when was allowed another language besides the students' mother tongue to be the teaching language if it is found meaningful. In CLIL education, a foreign language is used as the medium of teaching. Different Finnish schools offer CLIL education at least in Swedish, English, German, Russian, French, and Spanish. Most often, however, the foreign language of instruction is English, and most often both the teacher and students speak English as a foreign or second language [7]. In this article CLIL is used in the sense of third explication – as an umbrella term. It is caused by the fact that there are schools in Finland that call their CLIL education immersion education, bilingual education, English-emphasized education or English stream. The term immersion (in Finnish *kielikyöpy*) is a form of CLIL education and is normally limited to referring to teaching students from the majority language through the language of the minority population in that country. It commonly refers to teaching Finnish-speaking children in Swedish. The term bilingual education (in Finnish *kaksikielinen opetus*) often refers to education that is conducted according to similar principles as immersion, but the language used for teaching is other than the minority language of the country, in Finland most often English. Immersion or bilingual education is usually started in Grade 1 (if not earlier in day care and Kindergarten), whereas English stream or English emphasized education may be offered as separate and isolated courses in the lower or upper secondary school, for example in home economics, physical education, arts, or sciences etc.

There are also variations in the amount of English used during one lesson. Some CLIL programs recommend for a teacher to use only English during one lesson and Finnish in another, or a bilingual teacher uses only English with bilingual classes and another teacher teaches other lessons for those students in Finnish. In other programs, the mother tongue can be used 0–75% of the lesson time. Entry requirements into CLIL education in different Finnish schools vary, and some schools accept all applicants or have no specific guidelines. In some elementary schools, children are tested for their language readiness skills in Finnish in order to chart their preparedness for learning (schools' websites and personal contact with schools as source of information). Some schools and programs also test children's English skills but not all even if the children would be taught in English in half or the majority of the subjects.

Many subjects have been used for CLIL in Finland, from sports classes to chemistry lessons. CLIL classes are based on the Finnish curriculum with foreign language providing the main tool for teaching, learning and thinking.

Initial teacher education is the responsibility of universities. There are 8-10 teacher education departments across the country Universities that use the National Core Curriculum standards to build their teacher training programs. Since 1974, all teachers at all levels are university educated. All have master's degrees that take from five to seven years depending on the subject area specialty. Most class teachers (primary school teachers) take a five year program and leave university with a Masters in Education. Subject teachers leave after six or seven years with a Masters in arts or science. It is very difficult to be accepted into a teacher education program in Finland. There are far more applicants than vacancies. According to officials in the National Board of Education, "Finnish teachers are the best and the brightest because universities are able to choose the very best to high standards of entry." In addition to grades in upper secondary school and scores on the matriculation exam, universities develop entrance exams. Those accepted are at the top of their class, leave university with a masters degree and then apply to the municipality of their choice for a teacher position. While pay is not high – comparable to a civil servant's pay for compulsory school teachers and above that for upper secondary school teachers – the pay differential throughout the country is relatively flat and, therefore, not a major disincentive for entering the teaching profession. There are far more candidates than teaching positions in the big cities in Finland. Most new teachers go out into the countryside and teach for three years or more before trying again to get a position in an urban school. This means that highly qualified teachers are teaching in all of Finland's schools [8].

The training of teachers for basic education at grades 1-6 is offered at universities' Faculties of Education as it was already mentioned in previous passage. Students in class teacher education (grades 1-6 in basic education) take a second-cycle degree (Master's degree), with a major in Education. Class teacher education consists of basic, subject and advanced studies in education, including 60 credits of pedagogical studies for teachers; multidisciplinary studies in the subjects taught in basic education; and the completion of teaching practice. Completing an extensive course (at least 60 credits) in a minor subject will qualify to teach this subject as a subject teacher in basic education (grades 1-9). Grades 7-9 of basic education are taught expressly by subject teachers.

The training for secondary school teacher requires the qualification of a subject teacher that is a second-cycle degree (Master's degree) requiring a minimum of 120 credits (300 credit when counting in the

Bachelor's degree). Students major in the subject (1 or several) they intend to teach and complete 60 credits of pedagogical studies at universities' Faculties of Education. Those holding a second-cycle degree with sufficient studies in the subject intended to be taught (1 or several) can complete 60 credits of separate pedagogical studies for teachers either in a Faculty of Education or a Teacher Education Unit at a Polytechnic. The secondary school teacher training qualifies for teaching in basic education (grade 1-9), general upper secondary education, as well as for teaching general subjects in vocational institutes and liberal adult education institutions. Vocational subject teachers, depending on the institution and subject, must have 1) an appropriate second-cycle degree; 2) an appropriate polytechnic degree or 3) the highest qualification in their own field. In addition to one of the above three, they must have at least three years' work experience in the field and at least 60 credits of pedagogical studies. [9].

Suvisuomen kielikokoukset ry (Finnish Association of CLIL and Immersion Education) was founded in 2005. It acts as a network for schools, daycare centers, teachers and other professionals in the field of bilingual and immersion education. The mission of the organization is to develop teaching in bilingual and immersion settings and also to further more widely the interests of all those involved, in particular teachers. Membership to the organization can be granted to all bilingual and language immersion institutions in Finland, or to teaching or administrative staff in these institutions (i.e. comprehensive schools, upper-secondary schools, kindergartens and daycare centers). If to compare with Ukraine, we have some special courses for teachers organized by British Council that helps them to adapt new methodology, approaches and helps with resources.

**Conclusion.** Content and Language Integrated Learning one of the most widely used term in the field of language education. It is a dual-focused methodology that presupposes a language as a medium in teaching and learning of non-language content. The usage of this methodology varies from one country to another. The term Content and Language Integrated Learning is used in Finnish context as an umbrella term that may include such notions as immersion education, bilingual education, English-emphasized education or English stream in order to implement a plurilingual approach to education. The fact that Finland was one of the first world countries to implement the CLIL methodology into the process of foreign language teaching gives a possibility to discover all the positive and negative experience of CLIL implications and to use some of them in practice of Ukraine. The variations and the amount of foreign language via the CLIL methodology depend on the type of the program. Many subjects have been used for CLIL in Finland, from sports classes to chemistry lessons that are based on the Finnish curriculum with foreign language providing the main tool for teaching, learning and thinking. The most interesting for Ukraine's CLIL methodology implementing into the process of foreign language teaching and learning practice could be Finnish teacher training programs and their amount. Because due to the requirements to the applicants to enter such programs there is an opportunity to choose the best applicants to that vacancies.

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### **Рудник Ю.В. Метод контекстно-языкового интегрированного обучения в школах Финляндии: организационный дискурс**

Аннотация. В данной статье рассматривается система образования в Финляндии, проанализированы достижения финских студентов в контексте их участия в Программе по международному оцениванию. Также в статье проанализирована система изучения иностранных языков в целом в образовательной системе Финляндии, которая считается одной из лидирующих стран среди международных лидеров в сфере образования. В статье рассматриваются современные требования к учителям иностранного языка начальной школы и учителям иностранного языка средней школы в Финляндии, а также основные характеристики их подготовки на образовательных факультетах университетов страны. Система обучения иностранным языкам в Финляндии, и основные положения методики предметно-интегрированного обучения представлены как наиболее популярные методики последних лет в связи с широким использованием междисциплинарного подхода в системе обучения иностранного языка в Финляндии. Методика предметно-языкового интегрированного обучения в Финляндии определяется в статье, как «зонтиковый» термин, который объединяет такие понятия, подходы и методы, как иммерсионное обучение, билингвальное обучение и т.д., которые используются с целью реализации многоязычного подхода в обучении. В статье также описаны приоритетность методики предметно-интегрированного обучения, основные пути реализации методики предметно-интегрированного обучения в вышеупомянутой стране. Особый акцент сделан на процесс реализации методики предметно-интегрированного обучения в школах Финляндии. В статье раскрыты цель и средства реализации, а также обоснованы актуальность методики предметно-интегрированного обучения. В статье систематизирован позитивный опыт использования методики предметно-интегрированного обучения в Финляндии как особо эффективного в контексте оптимизации, повышения качества подготовки специалистов в других странах.

Ключевые слова: предметно-языковое интегрированное обучение, образовательная система Финляндии, внедрение, учитель начальной школы, учитель средней школы, профессиональная подготовка.