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THE STUDY OF THE PRACTICE OF CLIL ON THE EXAMPLE OF THE GEORGIAN-AMERICAN SCHOOL PROGRESS

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ABSTRACT

The research reveals the practice of teaching disciplines with the English language integrated learning on the example of the Georgian-American School Progress. Globalization and socio-economic factors impact the learning of languages according to their development. Due to the perspectives of the language policy, it promotes a different approach to language selection and its study. This often befits the adaptation of the methodology of the subject content and extends the linguistic competence based on the contents of the specific subjects. There are educational institutions in our society, where the English language is learned as a foreign language (EFL), in parallel with that, there are private institutions, where the content and English language integrated learning is implemented (CLIL).

It is necessary to distinguish programs designed for ethnic minorities to learn the state language and integrate them into society, and foreign language programs. These namely English language programs help to master the content of subjects along with the English language.

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Introduction.

School multicultural education is an element of any child's preparation in a multicultural society. What distinguishes multilingual education from monolingual education is that the language of instruction is not only a way but also a target, where to achieve a mutual goal, a constant balance is needed between a lesson focused on the subject content and a lesson on a specific language direction.

Teaching methods of the teacher's professional standard "On General Education" provide the planning of bilingual education in the school curriculum, which means the planning of the bilingual education process concerning the Georgian language, and in the presented paper, the interest of our research is the English language.

By examining all the best practices in education that meet today's demands, we can explain the great demand for integrated learning. Globalization and socioeconomic factors influence who learns which language and in what way.

In conclusion, considering all of these factors investigating this subject is necessary and actual. In connection with the studies and scientific literature, no one has studied before this kind of research in Georgia. Therefore, this research conducted on the above topic is a novelty.

Materials and Methods.

The subject of the research is to study the practice of teaching disciplines with English language-integrated learning and the object is the process of practical realization of teaching disciplines with English language-integrated learning.

The goal of the research is to study the practice of teaching disciplines with English language-integrated learning. To accomplish this goal, we have set the following tasks:

Table research: existing studies.

Determination of the research methodology.

Development of the research tool.

Conducting qualitative research.

Development of conclusions and recommendations.

We have used the qualitative research method, namely the analysis of the documentation (Table research), focus group, and internet questionnaire. The respondents were selected purposefully, there were targeted 5 teachers of Georgian-American School Progress for the focus group and 14 teachers of the same school for the internet questionnaire.

Results.

The study of the practice of teaching disciplines with English language integrated learning was carried out on the example of Georgian-American School Progress. In the scope of research, we have seen that the learning process is conducted by the target language intensively, the code-switching cases are occurred only in some specific cases. (explanation of the new terms).

CLIL lessons help the students to develop language skills as well as gain subject content and develop thinking skills.

Also, it's worth mentioning that learners acquire language through the content, in a natural environment.

Conclusions.

- CLIL lessons improve students' English language quality.
- Overall, content and language integrated lesson has a positive impact on classroom practice, as student engagement is higher in similar types of lessons, in addition, CLIL methodology lessons help students develop language competence, gain content knowledge, and develop cognitive skills.
- The theory of constructivism, the principle of scaffolding, and scaffolding are actively used in the CLIL educational process.
- Within the framework of integrated language and subject teaching, students are actively involved in various university or research projects/clubs.
- CLIL teachers do not participate in training/seminars within this methodology, which will deepen their experience and approaches.
- Teachers have a lack of CLIL resources, which are associated with material costs.
- According to the decision of the majority of teachers, the most difficult skill to achieve is the development of critical thinking in the learner.

According to the example of Georgian-American school, we highlighted the advantages and difficulties of CLIL lessons.

Advantages:

- Learning the terminology of specific subjects in English, which the general English language course does not allow.
- More opportunities for personal and future professional development;

- active interaction in the context of communication;
- progress in gaining content and also to develop the language.

Difficulties:

- The language barrier in the learners decreases the learning motivation in terms of language.
- Lack of linguistic competence creates difficulty in gaining the content of the subject.

Recommendations.

- ✓ In terms of integrated language and subject teaching in Georgia, researches are very scarce, it would be good if it would help to formulate ideas for state research projects and stimulate wider research work on this issue.
- ✓ The school should provide additional lessons for children who fall behind in the learning material due to the language barrier.
- ✓ We think that the school administration should promote various activities in the following ways:
 - trainings/seminars/retraining for CLIL teachers.
 - provision of additional materials, which is related to material costs.

Declaration of Interest Statement: The author has no conflict of interest to declare.

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