

Teaching Philosophy through the English Language: A CLIL Approach

Emilia Jurewicz

(Wszecznica Polska Akademia Nauk Stosowanych w Warszawie,
Instytut Filologii i Pedagogiki)

1. Introduction

After the latest reform of the schools' core curricula, in 2020 Philosophy was taught in over 680 secondary schools in Poland.¹ Although there seems to be a general agreement that Philosophy is a valuable component of secondary education, many teachers and learners have also voiced some reservations about the way it is being provided.

Since 2020, the headmasters of secondary schools have been able to implement Philosophy as an elective subject (the other options being "Latin and Ancient Culture", "Music" and "Fine Arts") to be taught in the first year of secondary school for one hour a week.² The Polish education system also allows students to take their secondary school-leaving examination called "Matura"³ in Philosophy. In 2022, around 1650 secondary students in Poland chose Philosophy in this high-stake exam, which makes it one of the least popular subjects in the exam.⁴

¹ See: <https://tvn24.pl/polska/filozofia-w-szkolach-po-reformie-edukacji-jest-jej-wiecej-4135115>.

² See: https://www.culturalpolicies.net/country_profile/poland-5-1/.

³ Matura is an external exam in Poland commonly taken after finishing secondary general education and required in order to apply to higher education institutions.

⁴ See: <https://strefaedukacji.pl/matura-2022-filozofia-poziom-rozszerzony-za-nami-zobacz-arkusz-cke-jak-wygladal-egzamin-maturalny-z-filozofii-9052022/ar/c5-16313093>.

In the 64 secondary schools in Poland which offer the International Baccalaureate Diploma Programme (IBDP), Philosophy is an elective subject which can be chosen from the “Individuals and societies” module.⁵ However, that is rarely the case as Philosophy is usually replaced with the obligatory subject matters of the program, Theory of Knowledge (TOK), personal development program called Creativity, Action, Service (CAS), and research work called Extended Essay (EE). While some aspects of Philosophy are evident in TOK, their general approach is quite different.⁶ In other secondary schools which offer elements of bilingual instruction, the most frequent subject matters to be delivered in English are Maths, Physics, Geography and Chemistry. According to conducted study, Philosophy was the least popular subject to be taught in English in lower secondary schools in 2016.⁷

In the light of the above, Philosophy curricula in secondary schools are being reconsidered at an increasing rate. Assuming that the aim of secondary school is to prepare learners for further education and professional career and to help them become critical and reflective individuals, it is believed that at this level it would be more beneficial for teachers to try to cultivate a “philosophical mindset” in their learners rather than to instruct them in academic Philosophy.⁸ If we agree that Philosophy belongs in secondary schools, the remaining question appears to be what would be the best way to offer it.

This article attempts to explore the benefits of teaching Philosophy through the English Language with the use of the methodology of Content and Language Integrated Learning (CLIL). While the methodology of CLIL can be applied to any subject matter, the combination of CLIL, Philosophy and English appears to be especially advantageous due to the similarity of their methods and aims. Both Philosophy classes and the CLIL methodology are believed to enhance students’ transferable skills such as creative thinking and critical reasoning. It cannot be denied, however, that the CLIL method also presents considerable challenges and many teachers still feel underprepared for it.

⁵ See: International Baccalaureate Diploma Programme Subject Brief.

⁶ Cf. N. Le Nezet, C. White, D. Lee, G. Williams, *IB Philosophy. Being Human*, Oxford 2015, p. 5.

⁷ P. Romanowski, *CLIL Models in Polish Lower-Secondary Schools*. „Kwartalnik Neofilologiczny” 2018, nr 4, pp. 592–605.

⁸ Fouts, as cited in: J.R. Davis, *Socrates in Homeroom: A Case Study for Integrating Philosophy across a High School Curriculum*, “Teaching Philosophy” 2013, Vol. 36, No. 3, pp. 217–238.

2. The Role of Philosophy in Education

Philosophy (from Greek: *philosophia*, “love of wisdom”) is often defined as the systematized study of general and fundamental questions, such as those about existence, reason, knowledge, values, mind, and language.⁹ Therefore, according to this definition, Philosophy as a school subject ought to involve a critical analysis of ideas and concepts, an examination of theories and creative and imaginative efforts to solve real-world problems.

As mentioned, although in the past Philosophy was often regarded as “the first subject” and the subject that all others have emerged from, today it is not a part of a standard educational curriculum in Polish secondary schools. This may be partly due to the fact that it is still being regarded by many as an “elite”, academic discipline, which “(...) carries unfortunate connotations: impractical, unworldly, weird”.¹⁰ In a survey which referred to the former core curriculum for Philosophy (from 2008), many secondary teachers and learners in Poland claimed that the curriculum was “overloaded” and contained “excessive erudite baggage”. There was “too much content, sometimes without deepness”, as this overburden “makes it difficult to refer honestly discussed problems to the world and deal with questions posed by students”.¹¹ In this way, Philosophy became another school subject which focuses on giving answers rather than on formulating questions, and does not make a space for students to gain experience questioning and examining their own experiences and ideas.

While it is undoubtedly important to understand the context of philosophical debates and the way they draw upon the dialogue that has been established over thousands of years, scholars seem to agree that Philosophy should not be merely the study of other people’s ideas: “Philosophy is first of all the attempt to state clearly, and as convincingly and interestingly as possible, your own views. That is doing Philosophy, not just reading about how someone else has done it”.¹² If Philosophy lessons are supposed to have a positive impact on students’ achievement, their learning goals should be associated with “doing” Philosophy, and not

⁹ See: <https://www.merriam-webster.com/dictionary/philosophy>.

¹⁰ S. Blackburn, *Think: A Compelling Introduction to Philosophy*, Oxford 1999, p. 1.

¹¹ M. Trepczyński, *Trends and Challenges of the School Philosophical Education in Poland*, in: eds. K. Dziurzyński, E. Duda, *What is New in the Field of Education?*, Warszawa 2019, p. 113.

¹² R. Solomon, K. Higgins, *The Big Questions: A Short Introduction to Philosophy*, Wadsworth 2013, p. XV.

only “studying” it: “It doesn’t make any sense to teach Philosophy if you don’t practice Philosophy. If you don’t philosophize”.¹³ Philosophy could be a subject which focuses on the development of learners’ critical thinking skills and encourages them to reflect on a diverse range of perspectives and interpretations. The ability to spot errors in reasoning, to make a point with clarity and precision, to analyze complex issues and arguments, and to think independently and creatively (to ‘think out of the box’) are the skills which are highly appreciated in XXI century.¹⁴

The benefits of studying Philosophy are in line with the general principles of humanistic education which supports the idea that “education should empower people to lead a meaningful and purposeful life by boosting their intellectual and emotional abilities as well as their other types of relationships, attitudes, values and thinking styles”.¹⁵ In the teen years, the crucible of the formation of personality, learners struggle with issues regarding time, death, personal identity, the meaning of life, the distinction between right and wrong, and many others. Especially in a school environment in which testing and standardized assessments seem to be the most important, studying Philosophy allows young people to stop and think about foundational questions.¹⁶

Philosophy is often referred to as a metadiscipline because it goes beyond individual disciplines. Scholars emphasize the huge cross-curricular appeal of Philosophy and the fact that students who learn to be creative, critical and mindful, will be this way not only in Philosophy classes but in all of their classes. The critical reasoning abilities are the transferable skills which are not bound to discipline specific content-based knowledge. Since Philosophy frequently draws upon the research done in science, mathematics, literary studies and other, it can provide students with evidence that can be used to determine positions and make arguments, and so it equips them for many of the challenges of a rapidly changing world.

¹³ Nomen, as cited in P. Tompkins, *A Critical Thinking Approach to Philosophy and History within a CLIL Context*. “CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education” 2019, Vol. 2, No. 1, p. 55.

¹⁴ S. Law, *Why Study Philosophy?*, “Think” 2013, No. 12, p. 5.

¹⁵ S. Ketabi, R. Zabihi, M. Ghadiri, *Critical Thinking across the Elt Curriculum: A Mixed Methods Approach to Analyzing L2 Teachers’ Attitudes Towards Critical Thinking Instruction*, “International Journal of Research Studies in Education” 2012, Vol. 2, No. 3, p. 16.

¹⁶ J.M. Lone, M. Green, *Philosophy in High Schools: Guest Editors’ Introduction to a Special Issue of Teaching Philosophy*, “Teaching Philosophy” 2013, Vol. 36, No. 3, pp. 213–215.

3. Philosophy and English as a Foreign Language

In today's world, the English language is not only the main language of communication between people around the world and an obligatory subject in all schools, but also the language of the Internet, as well as the language of science and academic research. The ability to speak English supports development of a global perspective and increases inter-cultural understanding.

Compared to other school classes, English as a Foreign Language and Philosophy share some common features which enable the development of various transferable skills. To a large extent, studying Philosophy is based on an analysis of language, which has a fundamental importance. The starting point of an analysis of a philosophical text in which a philosopher says "in this case you must be merciful, you must be understanding" is to ask ourselves whether we know what the difference between being "merciful" and "understanding" is.¹⁷ Linguistic skills are essential in order to practice Philosophy. Philosophical texts, on the other hand, can serve as a basis for practicing language skills, vocabulary, grammar and functions. Philosophy could also provide a variety of interesting topics which can be used for different speaking activities, which in turn raises motivation for language learning. The development of a wide range of general skills such as analysis, synthesis and critical thinking which are crucial in any problem solving subject could help students deal with different language exams, such as the newest version of the "Matura" exam. According to examiners, the 2023 version of this high-stake exam will pose a greater challenge on the students, as it will contain tasks that require distinguishing between facts and opinions, drawing conclusions, sequencing information, summarizing, paraphrasing, and other.¹⁸

Since both English classes and Philosophy classes offer an opportunity for discussing various social, scientific and psychological issues and comparing and contrasting cultures, they can be used in combination as a tool to increase students' international-mindedness. In addition to encouraging students to explore and draw upon a wide range of traditions and perspectives, both Philosophy and English classes also provide an opportunity to engage in an examination of concepts and debates of global significance.¹⁹ The introduction of philosophical top-

¹⁷ Nomen, as cited in P. Tompkins, *A Critical Thinking Approach...*, op. cit., p. 56.

¹⁸ See: A. Parr-Modrzewska, G. Śpiewak, *Matura 2023 – nowe wyzwanie. Analiza arkuszy pokazowych*, Warszawa 2022, p. 4.

¹⁹ Cf. N. Le Nezet, C. White, D. Lee, G. Williams, *IB Philosophy...* op. cit., p. 6.

ics through English can enrich the lessons by providing authentic material for discussion and enhance students' proficiency with the introduction of academic vocabulary. Elements of Logic may teach students how to organize arguments and think systematically, both of which are essential to good writing.²⁰ It has also been found that the introduction of a program to teach young children the basics of philosophical thinking in the United Kingdom schools has helped them progress in reading.²¹

While the English courses seem to be ideally suited to raise value questions, they are often focused on grammatical appropriateness, which in turn leads to meta-talk and disconnected, rather short and communicatively insignificant tasks at the expense of meaningful interaction in the target language.²² One of the contemporary teaching methodologies which is being used to respond to this issue is Content and Language Integrated Learning (CLIL).

4. Defining CLIL

The term Content and Language Integrated Learning (CLIL) is usually used as an umbrella term describing both learning content subject such as Maths or Geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.²³

The application of CLIL has been recommended at international level, as the Eurydice Report (2006)²⁴ and the recent Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages (2018)²⁵ show. According to the Recommendation, CLIL and teaching subjects through

²⁰ J.R. Davis, *Socrates in Homeroom...*, op. cit., p. 229.

²¹ See: <https://www.dur.ac.uk/news/allnews/thoughtleadership/?itemno=25234>.

²² M. Dakowska, *Why Does CLIL Work? A Psycholinguistic Perspective*, in: eds. M. Olpińska-Szkiełko, L. Bertelle, *Zweitsprachigkeit und bilingualer Unterricht* ("Warschauer Studien zur Germanistik und zur Angewandten Linguistik", Vol. 18), Frankfurt am Main 2014, pp. 47–64.

²³ D. Marsh, *Bilingual Education & Content and Language Integrated Learning*, Paris 1994.

²⁴ See: *Content and Language Integrated Learning (CLIL) at School in Europe*, Brussels 2006, pp. 8–9.

²⁵ See: *Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages COM/2018/272 final – 2018/0128 (NLE)*.

a foreign language have proven efficient for different categories of learners. The European Commission has been investigating the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages. With increased contact between countries, there is an increase in the need for communicative skills in a second or third language and languages play a key role in curricula across Europe.

As mentioned previously, the basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners. The underlying principle of CLIL refers to the belief that young people should be more effectively prepared for the multilingual and cultural requirements of the culturally, ethnically and linguistically diversified Europe where mobility is expanding.²⁶ “CLIL is to help the education sector to prepare today’s students for the world of work of today, and of tomorrow as well.”²⁷ The widely-adopted concept of multilingualism goes hand in hand with the role of CLIL and its implementation in a multicultural society where intercultural competence is an indispensable quality.

The lessons which contain elements of CLIL are usually organized through cross-curricular themes and projects, have multiple focuses and are guiding access to authentic learning materials and environments. An integral part of CLIL lessons is scaffolding, building on a student’s existing knowledge, skills, interests and experience, repackaging information in user-friendly ways, responding to different learning styles and fostering creative and critical thinking.²⁸

The main misconception about CLIL is that it simply means teaching a subject matter such as Chemistry in another language, such as English. This stands in contrast with the principles of CLIL. A Chemistry lesson in English is still only a Chemistry lesson. Meanwhile, a proper CLIL Chemistry lesson in English is supposed to simultaneously teach Chemistry and English language, and contain both subject-specific and functional expressions needed to communicate within the subject.

²⁶ E.M. Gierlinger, *Teaching CLIL?*, “Journal of Immersion and Content-Based Language Education” 2017, Vol. 5, No. 2, pp. 187–213.

²⁷ S.A. Montalto, L. Walter, M. Theodorou, M. Chrysanthou, *The CLIL Guidebook*, 2016, p. 8.

²⁸ Cf. P. Mehisto, D. Marsh, M.J. Frigol, *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*, Oxford 2014, pp. 29–30.

5. The Main Features of CLIL Methodology

The methodology of CLIL is strongly connected to other educational theories such as Bloom's Taxonomy, the Zone of Proximal Development (ZPD) by Vygotsky, and Howard Gardner's Theory of Multiple Intelligences.²⁹ On the basis of its language-driven or concept-driven character, scholars often distinguish between "soft" and "hard" CLIL. In a "Soft CLIL" approach, teaching and learning is focused mainly on the language and is language-driven, therefore it is the language learning that is the main objective. In a "Hard CLIL" approach, the main objective is the subject matter and therefore both teaching and learning are content-driven.³⁰

Coyle (2010) developed a conceptual model of four guiding principles upon which a CLIL program can be built, called the "The 4Cs Framework" or "The 4 Cs of CLIL". It integrates the building elements for effective CLIL practice and suggests what are some of the questions that teachers should ask themselves in the planning process:

1. Content, which refers to acquiring and creating the knowledge, skills and understanding related to specific elements of a defined curriculum.

Questions to be asked: What is the topic? What will I teach? What will the students learn? What are my teaching aims and objectives? What are the learning outcomes?

2. Communication, which refers to using content-driven language while interacting with other people. In other words, using language to learn while learning to use the language.

Questions to be asked: What language do the students need to work with the content? Which specialized vocabulary and phrases? What kind of talk will they engage in? Will I need to check out key grammatical coverage of a particular tense or feature, i.e. comparatives and superlatives? What about the language of tasks and classroom activities? What about discussion and debate?

²⁹ See: L. Dale, W. Van der Es, R. Tanner, S. Timmers, *CLIL Skills*, Leiden 2011, pp. 76, 99, 249. Cf. *Taxonomy of Educational Objectives: The Classification of Educational Goals*, ed. B.S. Bloom, London 1956; L. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, Cambridge 1978; H.E. Gardner, *Intelligence Reframed: Multiple Intelligences for the 21st Century*, New York 1999.

³⁰ P. Ball, K. Kelly, J. Clegg, *Putting CLIL into Practice*, Oxford 2015, p. 27.

3. Cognition, which refers to promoting learning and thinking processes related to content and language, emphasizing higher-order thinking skills and developing thinking skills which link concept formation (abstract and concrete), understanding and language.

Questions to be asked: What thinking skills are demanded of learners (e.g. identifying, classifying, reasoning, generalizing)?, What kind of questions must I ask in order to go beyond “display” questions? Which tasks will I develop to encourage higher order thinking?

4. Culture, which refers to developing intercultural understanding and promoting global citizenship as well as exposure to alternative perspectives and shared understandings, which deepens awareness of otherness and self.

Questions to be asked: What are the cultural implications of the topic? How does the CLIL context allow for “value added”? What about the awareness of otherness and self? How does this connect with all the Cs?³¹

At the stage of the task design, for an effective integration of the third “C” – Cognition (thinking) into the CLIL teaching materials, methodologists recommend its further development with the use of the methodological framework of the Bloom’s Taxonomy. The Bloom’s Taxonomy is a hierarchical model of six thinking skills categorised according to their cognitive difficulty,³² and it is divided into six categories: remembering, understanding, applying, analysing, evaluating and creating. According to Bloom, remembering, understanding and applying require lower order thinking skills (LOTS), while analysing, evaluating and creating require higher order thinking skills (HOTS). Therefore, teachers need to ask their learners both questions which encourage lower order thinking skills (LOTS), e.g. the “what”, “when”, “where” and “which” questions, and questions which demand higher order thinking skills (HOTS), such as the “why” and “how” questions.

The practical application of the The 4Cs of CLIL to teaching Philosophy will be further developed in the next sections of this article.

³¹ D. Coyle, *CLIL. Planning Tool for Teachers*, Nottingham 2005, p. 5; D. Coyle, P. Hood, D. Marsh, *CLIL: Content and Language Integrated Learning*, Cambridge 2010, pp. 41–42.

³² P. Mehisto, D. Marsh, M.J. Frigol, *Uncovering CLIL...*, op. cit., pp. 154–155.

6. The Benefits of CLIL

The benefits of CLIL may be seen in terms of fostering cultural awareness and internationalization, enhancing the learner's language proficiency, promoting of linguistic diversity and preparing learners for both study and working life. If it is implemented well, CLIL helps learners to develop multilingual interests and attitudes and increases their general motivation.

CLIL remains in contrast with many other methods of foreign language teaching which are mostly preoccupied with language forms and grammar, and which stand in clear conflict with the experience and observation of language functioning in the real world, in which it is inseparable from its meaning. Conversely, CLIL is valued as a system which can accomplish both the goal of teaching language "per se" and the subject matter at the same time. Moreover, CLIL seems to be a workable solution for foreign language learning because it creates natural reasons for communication. Rather than offering tasks which are grammar-focused, disconnected from their broader context, not always meaningful and therefore hard to remember, types of form-focused activities in CLIL are subordinated to the dominating meaningful nature of the content-focused syllabus and therefore function as more practical experience of the learner.³³

However, arguably the most important benefit of CLIL is that it induces the learner to be more cognitively active during the learning process.³⁴ Scholars emphasize the fact that learning the language and the subject matter at the same time has important consequences for learning in general in the sense that the brain is fundamentally altered.³⁵ In the course of learning, the more operations

³³ M. Dakowska, *Why Does CLIL Work?...*, op. cit., p. 54.

³⁴ Cf. K. Bamford, D. Mizokawa, *Additive-Bilingual (Immersion) Education: Cognitive and Language Development*, "Language Learning" 1991, Vol. 41, No. 3, pp. 413–429; E. Bialystok, *Consequences of bilingualism for cognitive development*, in: eds. J. Kroll, A. De Groot, *Handbook of Bilingualism: Psycholinguistic Approaches*, Oxford, 2005, pp. 417–431; V. Cook, *The Consequences of Bilingualism for Cognitive Processing*, in: eds. A. De Groot, J. Kroll, *Tutorials in Bilingualism*. Mahwah, NJ 1997, pp. 279–299; A.-K. Jäppinen, *Thinking and Content Learning of Mathematics and Science as Cognitional Development in Content and Language Integrated Learning (Clil): Teaching through a Foreign Language in Finland*, "Language and Education" 2005, Vol. 19, No. 2, pp. 148–169; P. Van de Craen, E. Ceuleers, K. Mondt, *Cognitive Development and Bilingualism in Primary Schools: Teaching Maths in a Clil Environment*, in: eds. D. Marsh, D. Wolff, *Diverse Contexts – Converging Goals. CLIL in Europe*, Frankfurt am Main 2007, pp. 185–200.

³⁵ S.-J. Blakemore, U. Frith, *The Learning Brain. Lessons for Education*, Oxford 2005, p. 121.

the brain has to perform to complete the task, the longer and more successfully the material is stored.³⁶

In this way, CLIL is more than just another method of language learning. It has implications for the learning process as a whole and is as such an innovative way of looking at language education and education in general.³⁷

7. The Challenges of CLIL

There is no doubt that the CLIL method presents a considerable challenge both for teachers and students. The learning of subject matters such as Chemistry or Maths, which are demanding enough in themselves, gets even more complicated with the fact that it is delivered in a foreign language.

As for the implementation of CLIL into teaching practice, the aforementioned Eurydice Report summarized some major challenges and obstacles which may be encountered by the schools.³⁸ Many countries face a big shortage of teachers trained in CLIL instruction, and teachers themselves complain about a greater additional workload and a shortage of CLIL training programs. The teachers are concerned that they will not find adequate materials for their classes, and they are unsure whether they should assess content, language or both. Finding materials geared to CLIL is not easy, as such materials not only have to be available in the target language but also cover subjects in the national curriculum. Some countries also emphasize the high cost of introducing CLIL and the non-supportive national legislation or local educational authorities.

The implementing of CLIL requires a re-think of the traditional concepts of the language classroom and the language teacher. Subject teachers do not always feel confident about their English language level, and language teachers need to feel confident about subject knowledge. Many teachers may be unwilling to take on the responsibility, especially since most current CLIL programs remain experimental. The scarcity of CLIL teacher-training programs suggests that the

³⁶ M. Żylińska, *Neurodydaktyka języków obcych. Nauczanie języków obcych w świetle badań nad mózgiem*, „Języki Obce w Szkole” 2010, nr 6, s. 5–18.

³⁷ P. Van de Craen, K. Mondt, L. Allain, Y. Gao, *Why and How CLIL Works. An Outline for a CLIL Theory*, “Vienna English Working Papers” 2007, Vol. 16, pp. 70–78.

³⁸ *Content and Language Integrated Learning (CLIL) at School...*, op. cit., pp. 51–52.

majority of teachers working on bilingual programs may be ill-equipped to do the job adequately.

The learners' parents, likewise, are concerned about the insufficient linguistic competences of the learners to learn content through foreign language. As mentioned previously, the biggest obstacle in learning CLIL is the double challenge of learning both a foreign language and a subject matter through the foreign language at the same time. Some experts in the field suggest that understanding of the content may be reduced by the lack of language competence and that if language ability can be increased by content-based learning, it is only after a certain stage. The application of foreign language may slow down the learning process, which may result in a smaller quantity of stored content and the insufficient knowledge of foreign language may result in the oversimplification of the content.³⁹

Despite many limitations concerned with CLIL, the need for language teaching reform in the face of globalization has made CLIL a well-established part of education systems across Europe.

8. Applying the CLIL methodology to a Philosophy lesson

The greatest challenge for CLIL teachers is to develop materials and tasks which are linguistically accessible while being cognitively demanding.⁴⁰ Within a CLIL lesson, the content is the starting point of the planning process, and it is indispensable to think in advance of both the teaching aims and objectives and the learning outcomes.

CLIL methodologists emphasize “the high level of authenticity of purpose which can be achieved through CLIL”.⁴¹ The term “authentic” is often used to describe materials which were not originally designed in order to be language learning materials. The adaptation of authentic philosophical texts for CLIL Philosophy lessons may include shortening longer texts, adding visuals, web links and videos, inserting a word bank or a glossary, as well as simplifying and high-

³⁹ C. Dalton-Puffer, *Discourse in Content and Language Integrated Learning. CLIL Classrooms*, Amsterdam 2007, p. 5.

⁴⁰ D. Coyle, *CLIL. Planning Tool...*, op. cit., p. 8.

⁴¹ D. Coyle, P. Hood, D. Marsh, *CLIL: Content...*, op. cit., p. 5.

lighting useful language in the text. A text with subtitles, visuals or input divided into steps is usually easier to process than one long, dense text.

The authentic philosophical texts, not only those written by British and American philosophers, could help teachers avoid tasks of little importance and offer original material for discussion. However, the philosophical texts are also a considerable challenge for the average English language teacher and learner, as they are generally written with an audience of first language speakers in mind. This means that most of them are full of complex grammar and vocabulary and contain deep cultural and sociological references. As in case of literature, authors expect the reader to be able to pick up nuances of meaning and lexical connotations.⁴² For this reason, the input used during the lessons of Philosophy through CLIL must be chosen very carefully, as it may happen that the input at the right cognitive level could use language which is too difficult for the learners, while input at the right language level may not be challenging enough in terms of content.⁴³ The teacher, therefore, needs to make sure that the content makes the right intellectual demands on the learners, and it must be provided at the appropriate level of English.

It is also important to keep in mind that each subject in the school curriculum is defined by its own characteristic language features. For example, the language of Geography contains many prepositions and present tenses, the language of History is in the past tense right from the start, Science subjects are often concerned with the language of hypotheses ('if' sentences), and Physical Education makes frequent use of imperatives. Therefore, the core feature of a CLIL lesson is to introduce subject-specific terminology. For example, if during a Biology lesson this would include terms like "trachea" and verbs like "inhale" and "exhale", during Philosophy lesson the teacher may have to explain terms like "vagueness" or "intentionality", as well as some general academic expressions such as "to infer from" or "utterance". However, since students are learning in a foreign language, apart from subject-specific language there may also be gaps in their everyday language. Learners may need the language of comparison and contrast, describing a process, but they also may need certain discourse markers, adverb phrases or prepositional phrases.

⁴² R.S. Pinner, *Unlocking Literature through CLIL*, in: eds. S. Izumi, M. Ikeda, Y. Watanabe, *CLIL: New Challenges in Foreign Language Education*, Tokyo 2012, p. 5.

⁴³ L. Dale, W. Van der Es, R. Tanner, S. Timmers, *CLIL Skills*, op. cit., p. 39.

As mentioned, a useful tool to plan tasks and linking thinking to language in CLIL is the 4Cs Framework.⁴⁴ Below is an example of how The 4Cs Framework could be practically applied to a Philosophy lesson in English based on Plato’s “Allegory of the Cave”, a standard text included in Philosophy curricula in secondary schools.

Table 1. CLIL Lesson Plan – “The Allegory of the Cave”. CEFR⁴⁵ Level: B1–B2.

Topic: Plato’s “Allegory of the Cave”
Plato’s famous “Allegory of the Cave”, written around 380 BCE, is one of the most important and influential passages of “The Republic”, and is considered a staple of Western literature. It vividly illustrates the concept of Idealism as it was taught in the Platonic Academy. In this dialogue, Socrates (the main speaker) explains to Plato’s brother Glaukon that we all resemble captives who are chained deep within a cavern, who do not yet realize that there is more to reality than the shadows they observe fleeting across the rock wall before them.
Timing/ Number of sessions: 2–3
Resources and materials: 1. Text (excerpts): Eyer S. 2009. “Translation from Plato’s Republic 514b–518d (“Allegory of the Cave”). 2. Ted-Ed Video: “Plato’s Allegory of the Cave – Alex Gendler”. 3. Pictures, word lists, additional grammar exercises on Second conditional.
Content
Content Analysis: The language of the text is neither formal nor informal. Some expressions may appear literary and poetic to students and may require explanation (“No, by Zeus”, “luminous realms”). The text also contains some academic (i.e. “discern”, “dwelling”) and low frequency (i.e. “serf”, “cavern”) words.
Content objectives: 1. To understand and explain who Plato was. 2. To be able to discuss the Allegory of the Cave.
Language objectives: 1. To be able to read and comprehend original philosophical texts. 2. To be able to express opinions. 3. To revise grammar: using Second Conditional sentences for hypothesizing.
Communication

⁴⁴ D. Coyle, P. Hood, D. Marsh, *CLIL: Content...*, op. cit., pp. 41–42.

⁴⁵ The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

Skills: Reading/Listening/Speaking/Writing
Language for learning: “Plato states that...” , “The philosopher argues that...”, “The message of this story is...”, “The “Allegory” is trying to tell us that...”.
Language of learning: Second Conditional Sentences (examples from the text): 1. “Look again, and think about what would happen if they were released from these chains and these misconceptions.” 2. “What do you think his reaction would be if someone informed him that everything he had formerly known was illusion and delusion (...).” 3. “Now, if he was forced to look directly at the firelight, wouldn’t his eyes be pained?”
Cognition
Distinguishing, Comparing, Analyzing, Prioritizing, Predicting.
Discussion. Examples of Higher Order Thinking Skills questions to be used: 1. Is there anything in our world which resembles the cave? Or to put it another way, what sorts of things shackle the mind? 2. To what extent do you find the idea that people can confuse “shadows” with “reality” relevant today? 3. What are some things the allegory suggests about the process of education? 4. Would you escape from the cave? Why or why not?
Culture
1. Understanding the context of Greek Philosophy as the foundation of the western tradition of thought. 2. Comparing how each culture has pursued wisdom using different methodologies and with different areas of interest.

9. Conclusion

Content and Language Integrated Learning (CLIL) has now been implemented in many different types of learning environments in Poland. However, it is mostly being mentioned in the context of teaching science subjects, such as Maths or Chemistry, and its potential has still not been fully exploited in the context of teaching Philosophy.

There is no doubt that any further expansion of CLIL in secondary schools will require considerable amount of work on the part of the teachers. Given the already overloaded curricula, it is understandable that a lot of teachers find it difficult to develop additional ideas and put extra effort into planning their lessons. However, as this article intended to demonstrate, teaching Philosophy through

the English language with the use of CLIL methodology seems to be a particularly beneficial combination, as Philosophy is to a large extent concerned with meaning, understanding, or the clarification of language. If studying Philosophy through CLIL helps students improve their transferable skills, then it should be possible to make the case that it could help bridge the gap between secondary school and university level work and foster greater academic success. Mainstream Philosophy courses may be greatly improved by incorporating elements of CLIL while still retaining their instructional aims. Learners at any age and level may benefit from learning Philosophy through CLIL, as long as it is previously selected to a degree and extent which is relevant to the learners and adjusted to their needs. It is worth arguing, therefore, that the benefits of CLIL Philosophy instruction outweigh the costs of implementing it and that all attempts to introduce Philosophy through CLIL into secondary school lessons should be valued.

For present and future teachers who wish to bring CLIL into their Philosophy lessons, there are already some opportunities worth considering. Students of English Studies can attend CLIL modules as part of their pedagogical training at Universities. School teachers of all subjects have a possibility to take part in summer training sessions about CLIL in English offered as part of the Erasmus program. At the same time, many teachers of English decide to undertake post-graduate studies which allow them to teach another subject matter, Philosophy being among them. An important factor in making the CLIL approach successful is to work in teams, therefore, the language and content teachers ideally need to work together to develop lessons that support each other.

An important part of this support is to have access to materials that will help teachers plan their CLIL lessons without an excessive investment in time. The conceptual model of the four components of CLIL, “The 4Cs Framework” is a useful tool that could make the planning of a lesson easier. At present, there are still very few CLIL materials available that fully address the needs of secondary students and their teachers. This article was written in the hope that this field will continue to expand.

Bibliography

- Ball P., Kelly K., Clegg J., *Putting CLIL into Practice*, Oxford University Press, Oxford 2015.
- Bamford K., Mizokawa D., *Additive-bilingual (Immersion) Education: Cognitive and Language Development*, "Language Learning" 1991, Vol. 41, No. 3, pp. 413–429, <https://doi.org/10.1111/j.1467-1770.1991.tb00612.x>.
- Bialystok E., *Consequences of Bilingualism for Cognitive Development*, in: *Handbook of Bilingualism: Psycholinguistic Approaches*, eds. J. Kroll, A. De Groot, Oxford University Press, Oxford 2005, pp. 417–431.
- Blackburn S., *Think: A Compelling Introduction to Philosophy*, Oxford University Press, Oxford 1999.
- Blakemore S.-J., Frith U., *The Learning Brain. Lessons for Education*, Blackwell, Oxford 2005, <https://doi.org/10.1111/j.1467-7687.2005.00434.x>.
- Bloom B.S. (ed.), *Taxonomy of Educational Objectives: The Classification of Educational Goals*, Longmans, London 1956.
- Cook V., *The Consequences of Bilingualism for Cognitive Processing*, in: eds. A. De Groot, J. Kroll, *Tutorials in Bilingualism*, Erlbaum, Mahwah, NJ 1997, pp. 279–299.
- Coyle D., *CLIL. Planning Tool for Teachers*, University of Nottingham, Nottingham 2005.
- Coyle D., Hood P., Marsh D., *CLIL: Content and Language Integrated Learning*, Cambridge University Press, Cambridge 2010, <https://doi.org/10.1017/9781009024549>.
- Dakowska M., *Why Does CLIL Work? A Psycholinguistic Perspective*, in: eds. M. Olpińska-Szkiełko, L. Bertellem, *Zweitsprachigkeit und bilingualer Unterricht* ("Warschauer Studien zur Germanistik und zur Angewandten Linguistik", Vol. 18), Frankfurt am Main 2014, pp. 47–64.
- Dale L., Van der Es W., Tanner R., Timmers S., *CLIL Skills*. ICLON, Universiteit Leiden, Leiden 2011.
- Dalton-Puffer C., *Discourse in Content and Language Integrated Learning. CLIL Classrooms*, John Benjamins Publishing, Amsterdam 2007, <https://doi.org/10.1075/llt.20>.
- Davis J.R., *Socrates in Homeroom: A Case Study for Integrating Philosophy Across a High School Curriculum*, "Teaching Philosophy" 2013, Vol. 36, No. 3, pp. 217–238, <https://doi.org/10.5840/teachphil201336331>.

- Eyer S., *Translation from Plato's Republic 514b–518d ("Allegory of the Cave")*, "Ahi-man: A Review of Masonic Culture and Tradition" 2009, Vol. 1, pp. 73–78.
- Gardner H.E., *Intelligence Reframed: Multiple Intelligences for the 21st Century*, Basic Books, New York 1999.
- Gierlinger E.M., *Teaching CLIL?*, "Journal of Immersion and Content-Based Language Education" 2017, Vol. 5, No. 2, pp. 187–213, <https://doi.org/10.1075/jicb.5.2.02gie>.
- Jäppinen A.-K., *Thinking and Content Learning of Mathematics and Science as Cognitive Development in Content and Language Integrated Learning (CLIL): Teaching Through a Foreign Language in Finland*, "Language and Education" 2005, Vol. 19, No. 2, pp. 148–169, <https://doi.org/10.1080/09500780508668671>.
- Ketabi S., Zabihi R., Ghadiri M., *Critical Thinking across the ELT Curriculum: A Mixed Methods Approach to Analyzing L2 Teachers' Attitudes Towards Critical Thinking Instruction*, "International Journal of Research Studies in Education" 2012, Vol. 2, No. 3, pp. 15–24, <https://doi.org/10.5861/ijrse.2012.189>.
- Law S., *Why Study Philosophy?*, "Think" 2013, No. 12 (Spring 2013), <https://doi.org/10.1017/S1477175613000109>.
- Le Nezet N., White C., Lee D., Williams G., *IB Philosophy. Being Human*. Print and Online Pack: Oxford IB Diploma Programme, Oxford University Press, Oxford 2015.
- Lone J.M., Green, M., *Philosophy in High Schools: Guest Editors' Introduction to a Special Issue of Teaching Philosophy*. "Teaching Philosophy" 2013, Vol. 36, No. 3, pp. 213–215, <https://doi.org/10.5840/teachphil201336335>.
- Marsh D., *Bilingual Education & Content and Language Integrated Learning*, International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua), University of Sorbonne, Paris 1994.
- Mehisto P., Marsh D., Frigol M.J., *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*, Macmillan Education, Oxford 2014.
- Montalto S.A., Walter L., Theodorou M., Chrysanthou M., *The CLIL Guidebook*, 2016, URL: <https://languages.dk/archive/clil4u/book/FINAL%20-%20THE%20UPDATED%20CLILSTORE%20GUIDEBOOK%20-%20DECEMBER%202021.pdf>.

- Parr-Modrzewska A., Śpiewak G., *Matura 2023 – nowe wyzwanie. Analiza arkuszy pokazowych*, Macmillan Polska, Warszawa 2022.
- Pinner R.S., *Unlocking Literature through CLIL*, in: eds. S. Izumi, M. Ikeda, Y. Watanabe, *CLIL: New Challenges in Foreign Language Education*, Sophia University Press, Tokyo 2012.
- Romanowski P., *CLIL Models in Polish Lower-Secondary Schools*, „Kwartalnik Neofilologiczny” 2018, nr 4, pp. 592–605, <https://doi.org/10.24425/kn.2018.125006>.
- Solomon R., Higgins K., *The Big Questions: A Short Introduction to Philosophy*, Cengage Learning, Wadsworth 2013.
- Tompkins P., *A Critical Thinking Approach to Philosophy and History within a CLIL Context*, “CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education” 2019, Vol. 2, No. 1, pp. 55–57, <https://doi.org/10.5565/rev/clil.23>.
- Trepczyński M., *Trends and Challenges of the School Philosophical Education in Poland*, in: eds. Dziurzyński K., Duda E., *What is New in the Field of Education?*, Publishing House of The Maria Grzegorzewska University, Warszawa 2019.
- Van de Craen P, Mondt K., Allain L., Gao Y., *Why and How CLIL Works. An Outline for a CLIL Theory*, “Vienna English Working Papers” 2007, Vol. 16, pp. 70–78.
- Van de Craen P, Ceuleers E., Mondt K., *Cognitive Development and Bilingualism in Primary Schools: Teaching Maths in a Clil Environment*, in: eds. Marsh D., Wolff D., *Diverse Contexts – Converging Goals. CLIL in Europe*, Peter Lang, Frankfurt am Main 2007, pp. 185–200.
- Vygotsky L., *Mind in Society: The Development of Higher Psychological Processes*, Harvard University Press, Cambridge 1978.
- Weller C., *Schools Are Starting to Teach Kids Philosophy – and It’s Completely Changing the Way Students Think*, “Insider”, 31 July 2007, URL: <https://www.businessinsider.com/teaching-philosophy-in-schools-has-huge-impacts-2015-7?IR=T>.
- Żylińska M., *Neurodydaktyka języków obcych. Nauczanie języków obcych w świetle badań nad mózgiem*, „Języki Obce w Szkole” 2010, nr 6, s. 5–18.

Online sources

Content and Language Integrated Learning (CLIL) at School in Europe, Eurydice, European Commission, Brussels 2006, <https://op.europa.eu/en/publication-detail/-/publication/756ebdaa-f694-44e4-8409-21eef02c9b9b> (access date: 14.07.2022).

Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages COM/2018/272 final – 2018/0128 (NLE), <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A272%3AFIN> (access date: 14.07.2022).

International Baccalaureate Diploma Programme Subject Brief, <https://www.ibo.org/globalassets/new-structure---wip/recognition/pdfs/philosophyh-12016englishw.pdf> (access date: 14.07.2022).

<https://www.dur.ac.uk/news/allnews/thoughtleadership/?itemno=25234> (access date: 14.07.2022).

https://www.culturalpolicies.net/country_profile/poland-5-1/ (access date: 14.07.2022).

<https://www.cambridgeenglish.org/exams-and-tests/cefr/> (access date: 14.07.2022).

<https://tvn24.pl/polska/filozofia-w-szkolach-po-reformie-edukacji-jest-jej-wiecej-4135115> (access date: 14.07.2022).

<https://strefaedukacji.pl/matura-2022-filozofia-poziom-rozszerzony-za-nami-zobacz-arkusz-cke-jak-wygladal-egzamin-maturalny-z-filozofii-9052022/ar/c5-16313093> (access date: 14.07.2022).

<https://www.merriam-webster.com/dictionary/philosophy> (Access date: 14.07.2022).

Summary

This article explores the practical application of the methodology of Content and Language Integrated Learning (CLIL) to teaching Philosophy in English at the secondary level. Relevant issues, such as the current situation of philosophical education in secondary schools in Poland and the challenges related to CLIL, are outlined. In the article, I put emphasis on the fact that although the CLIL methodology can be applied to any school subject, the combination of Philosophy and the English language appears to be particularly advantageous for the learner as

it is believed to enhance students' various transferable skills and to prepare them for university level work.

Key words: Content and Language Integrated Learning (CLIL), English as a Foreign Language, teaching Philosophy, The 4Cs Framework, secondary education, bilingual education

Streszczenie

Nauczanie filozofii w języku angielskim metodą zintegrowanego kształcenia przedmiotowo-językowego (CLIL)

Celem niniejszego artykułu jest przedstawienie możliwości zastosowania metody zintegrowanego kształcenia przedmiotowo-językowego (CLIL) do nauczania filozofii w języku angielskim na poziomie liceum. Artykuł przybliży istotne kwestie takie jak wyzwania związane z nauczaniem filozofii w szkołach średnich w Polsce oraz trudności i bariery mogące wynikać z nauczania przy pomocy CLIL. W artykule staram się wykazać, że choć CLIL można zastosować do dowolnego szkolnego przedmiotu, połączenie nauczania języka angielskiego z nauczaniem filozofii wydaje się być szczególnie fortunne, gdyż może podnieść kompetencje kluczowe uczniów i lepiej przygotować ich do dalszej edukacji na poziomie wyższym.

Słowa kluczowe: zintegrowane kształcenie przedmiotowo-językowe (CLIL), język angielski, nauczanie filozofii, koncepcja 4c, liceum, nauczanie dwujęzyczne