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CLIL: Conceptual differences in teaching “realia” to philological and non-philological students

Jana Javorčíková & Anna ZelenkováMatej Bel University in Banská Bystrica, Slovakia
jana.javorcikova@umb.sk, anna.zelenkova@umb.sk**Abstract:**

In Slovakia, modern Cultural Studies of English-speaking countries have been integrated into university curricula since the 1990s. However, there is a fundamental difference in the role CLIL plays in teaching “realia” (alternatively: cultural studies, country studies and area studies) for philological students and for business students of non-philological faculties. While philological students study realia with primary linguistic and cultural goals (i.e. to learn new words, terminology, context and comparative cultural aspects), non-philological students’ goals are business oriented (i.e. allow a successful graduate to function effectively in a new business environment). That affects the methodology, teaching procedure and assessment of both disciplines in debate.

Keywords: CLIL, cultural studies, hard CLIL, intercultural competence, soft CLIL

Introduction

The period of 1990s up to present covers almost thirty-year span when many academic subjects taught at Slovak universities underwent the process of complex transformation. Legislative changes included the adoption of the European Credit Transfer System in 2001, formal alternations resulted in the switch from teacher-centred education to student-centred computer-supported courses and content-related transformations frequently resulted in upgrades of traditional teaching contents and adoption of the CLIL method.

The focus of this theoretical-explorative study is the subject of Cultural Studies (with specific references to American Studies) and the different roles language and content play in teaching Cultural Studies to philological and non-philological students (the term “philological institutions” refer to Slovak universities offering teacher-training and translation-interpreting programmes. Non-philological institutions relate to Faculties of Economics, offering programmes in management, business, tourism and other areas of economic disciplines). The study will also explore how the proportional use of language and content translates into the application of the CLIL method.

Methodologically, the study is complemented by a qualitative analysis of 11 oral interviews with in-service teachers of Cultural Studies at the Philosophical faculty and Faculty of Economics (Department of English and American Studies and Department of Professional Communication in Business) at Matej Bel University (MBU). In this study, we defend the argument that modern Cultural Studies at both philological and non-philological institutions in Slovakia use CLIL as a dominant method; however, there are fundamental conceptual differences between the methods of CLIL application to the teaching practice, mostly lying in the proportion of the cultural component.

1 Teaching “realia”: transformation from informative to instrumental nature

“Realia” (alternatively also as area or country studies and rarely *Lebenskunde*) is a term widely used in East-European (mostly former socialist-bloc) countries to denominate subjects known in Anglo-Saxon cultures as “Cultural Studies”. This form of rather sociologically bound Cultural Studies emerged in the western world in the 1960s and primarily focused on interpretation of new social and political phenomena including the Cold War, rise of Communism, technological advances, immigration and spread of multiculturalism, etc.

In former Czechoslovakia during the pre-internet era (i.e. prior to the 1990s), “realia” at philological faculties were usually a part of history courses of the target country (mostly Great Britain and the USA). These courses presented what was believed to be the “high culture” of the target country; an assumption based on the fact that the study of culture was originally part of the study of literature (Kačmárová, 2012; Baďinská, 2011).

At the beginning of the new millennium, there emerged voices (Chenetier, 2008) across the world calling for reconsidering the traditional contents of Cultural Studies. Recently, many opinion-shapers tried to redefine the post-2000 nature of Cultural Studies. They generally agreed on the instrumental and interpretative nature of the corpus of information and skills presented in Cultural Studies. For example, Hall defined the nature of modern Cultural Studies as “a discursive formation, that is, ‘a cluster’ (or formation) of ideas, images and practices, which provide ways of talking about, forms of knowledge and conduct associated with, a particular topic, social activity or institutional site in society” (Hall, 1997, p. 6). Bennett defined Cultural Studies as “concerned with those practices, institutions and systems of classification through which there are inculcated in population particular values, beliefs competencies, routines of life and habitual forms of conduct” (Bennett, 1998, p. 28). Finally, Barker viewed post-2000 Cultural Studies as “a discursive formation [...] constituted by a *regulated* way of speaking about objects (which brings into view) and coheres around key concepts, ideas and concerns” (Barker, 2000, p. 5).

The method of acquiring knowledge in Cultural Studies has also been subject to transformation. Byram (1989 p. 48) believes that the study and acquisition of culture includes information gathered **consciously** (by learning, practicing), but also **subconsciously** (by experience and imitating). Byram further writes that mastering culture reaches “from the commonest greetings through use of public services [...] non-verbal behaviour, and the expectations of conversation turn-taking, rules of politeness and the maxims of normal communication”, and is as significant for successful communication as the native speakers’ conscious knowledge (historical, geographical, sociological, etc.) about their society along with linguistic knowledge. The aforementioned cultural contents are wrapped up under an umbrella term, “minimal content” (1989 p. 48) which should be mastered by anybody who wishes to be knowledgeable about the culture of the target country and function in it smoothly.

1.1 Empirical qualitative research: oral interviews

To compare the theoretical discourse on the nature of modern Cultural Studies, in 2018-2019, we interviewed 11 national and international university instructors of Cultural Studies and presented their opinions on the proportion of language and content in Table 1.

Table 1 demonstrates two significant phenomena: first, both instructors at philological faculties (respondents 1-5 and 9-11) prefer the modern-style complex, holistic and integrative education to information-based that dominated East-European regions prior to the 1990s. Secondly, there is the difference between the approach of teachers of philological and non-philological disciplines: several teachers of philological disciplines (respondents 1-5 and 9-11) stressed the transformable and changeable nature of Cultural Studies. For example, respondent 4 (R4) mentioned the *amorphous, shape-shifting subject* of Cultural Studies. They further suggested teaching about attitudes, values, i.e. about more abstract reflections of material world and its economic and political situation (respondent 1 mentions successful graduate who is capable to function as a *primary inter-mediary* of culture; respondents 2 and 3 both mention teaching *topics* that help students to get organized within the new culture). Further, respondents suggest teaching methods that secure the end-users of the course ways and procedures leading to better interpretation of the world.

Instructors and non-philological institutions (respondents 3, 4 and 5) stressed more pragmatic model of focus on more material and less abstract issues, such as comparative analysis of various social, political and above all economic systems and institutions. Each of the respondents, in their own words mentioned teaching *comparative* aspect of Cultural Studies; however, the comparison relied to a wider spectrum of cultural phenomena as the target culture is not only

represented by the English-world but by a variety of world cultures that enter business life in general.

Tab. 1: Interviews with national and international instructors of Cultural Studies

Respondent no.	Status	Lang. of instruction, proportion of English	Target students	Primary focus of Cultural Studies courses
1	American lecturer	English, 100%	*	[...to] prepare teachers, translators and interpreters of English to serve as the primary inter-mediaries between Anglophone cultures and their local culture.
2	Slovak instructor	English, 95%	*	...to teach issues related to sociology...
3	English instructor	English, 100%	*	...to develop the themes of strong regional culture and anti-globalisation from this, and it all tied in not only with geography but also with the British history course too.
4	American lecturer	English, 100%	*	...in general, I have thought that my approach relied too heavily on chronology, emphasizing the basis in American history for the subject matter. I would shift the emphasis to Robertson's "myth" away from "reality." I would try to focus on contemporary (always-changing) attitudes & values as we see them manifested in the daily news. For a course in Slovakia, I would try to make meaningful comparisons with issues there and in world events. For me, I do not recommend a one-curriculum-fits-all approach for such an amorphous, shape-shifting subject as American Studies. It depends very much on the teacher.
5	Slovak instructor	English, 95%	*	Comparison of two systems
6	Slovak instructor of BE	English, 95%	**	Comparison of two systems
7	Slovak instructor of BE	German-Russian, 95%	**	Comparison of two systems and "all that refers to them"
8	Slovak instructor of BE	English, 95%	**	...teaching intercultural competence and special language for economic disciplines integrating linguistic and cultural component...
9	Russian instructor of US Studies	English, 95%	*	...teaching both language and culture...
10	Russian instructor of US Studies	English, 95%	*	Teaching language, culture and comparative studies with one's own culture...
11	Polish instructor of US and British Studies	English, 95%	*	Educating a "Renaissance man", i.e. a student knowledgeable in all areas of daily life in the new culture...

Icons:

* Future primary and sec. teachers of English and future translators to and from English.

** Students of non-philological disciplines (e.g. management, tourism, etc.) at Economic faculty.

1.2 Teaching “realia” to philological and non-philological students

New approaches to teaching modern Cultural Studies result in innovated teaching practice for both philological and non-philological students. In order to integrate Byram’s, Bennet’s, Barker’s and Hall’s concept of instrumental Cultural Studies, providing philological students with information and instruments interpret a wide spectrum of historical, political, legal, economic and cultural phenomena of the target culture, “realia” courses (e.g. courses of American Studies), a special syllabus was developed by a team of experts at Matej Bel University (MBU). Table 2 presents topics, activities and methods used to teach Cultrual Studies to future teachers and translators.

The teaching contents of the aforementioned course thus provide students with:

- **Linguistic corpus** (translations of relevant terminology, comparative analysis of translation equivalents and substitutions, communicative skills that enable Students to describe and discuss issues in debate).
- **Information corpus:** minimal content (understanding terminology and mechanisms of functioning most relevant institutions).
- **Corpus of research methods:** retrieving and evaluating sources, analytical methods: discourse analysis (including a variety of media such as text, music, film and fine arts); comparative methods (comparison of political documents, etc.), synthesis of various sources, developing critical thinking.
- **Corpus of intercultural competences:** how to cross cultures and function in a culturally different environment, e.g. school or interpreting-related situations, how to become a mediator of cultures.

Courses of Cultural Studies at non-philological faculties also reflect the recent theoretical findings and orientate towards practical functioning in a new business culture. As a case study, the lesson plan of an academic subject English for Tourism is being analysed for the purposes of comparative analysis:

Study program (Infolist, 2019) consists of courses faculty, academic discipline, curriculum and compulsory elective and optional subjects in the range of 120 credits. The student has a possibility to obtain the knowledge from Microeconomy and Macroeconomy in English or Slovak language. The topics of the course include:

Tab. 2: US Studies course at MBU: Topics, activities and methods

Topic(s) of lectures /12 weeks & Methods	Seminars: Activities
1.Presentation: Introduction to American Studies; American regions and territories	Geographical overview of the USA: Regional names and nicknames: State Nicknames and Stories behind them
2.Presentation: Regional varieties; American Beliefs and Values; Regionalism vs. Americanisation	American dialects: New England vs. the South (Video: Varieties of American English)
3-4.Panel discussion: The Making of a Nation;	Video analysis: “America” (Musical <i>West Side Story</i>); Video analysis: accent discrimination
American Life and Institutions: the Political System	Discourse analysis: Bush’s, Obama’s and Trump’s inaugural addresses
5-6.Presentation: The Principles of US government; Checks and balances; Political parties; Presidential elections	Analysis of political discourses: Comparison of Democratic and Republican political platforms
7.Presentation: Law Crime and Justice	Video analysis: 2 nd Amendment; “Falling Down“
8.Presentation: The U.S. Economy	Video analysis: social work agencies, social security
9.Presentation: Education	Video analysis: High – school drop-ins Controlled debate: Separation of church and state politics: Slovakia vs. the USA
10.Presentation: The Media	Workshop: the US press
11-12.Presentation: The Arts	American Fine Arts (virtual exhibition) identify some American beliefs in the works of Sergeant, Warhol, Pollock, etc.

Table 3: English for Tourism for non-philological students at MBU: topics, activities and methods

Topic(s) of lectures and seminars /12 weeks & Methods
1 Presentation and discussion: Economy of Tourism
2 Presentation and discussion: Controlling of Tourism Organizations
3 Panel discussion: Manager's Communication in Tourism
4 Presentation and discussion: Quality Management and Customer Relations in Tourism
5 Presentation and discussion: Project Management in Tourism
6 Presentation and workshop: Information Systems in Tourism
7 Presentation and discussion: Changes in Marketing and Tourism
8 Presentation and discussion, in-class activities, role play: Intercultural Communication in Tourism
9 Presentation and discussion: Intercultural Relations in the Tourism Practice, International Tourism Marketing
10 Presentation and discussion: Business Negotiation
11 Presentation and discussion: Culture of English speaking countries
12 Presentation and discussion; in-class activities: Case Studies of Intercultural Communication in Tourism

Compared to the Cultural Studies at philological institutions, the differences in goals and contents are obvious. Students are in a more business and tourism focused way provided with:

- **Linguistic corpus** (translations of relevant terminology, comparative analysis of translation equivalents and substitutions, communicative skills that enable students to describe and discuss issues in debate, e.g. *half-board, full-board*).
- **Information corpus:** minimal content (understanding terminology and mechanisms of functioning most relevant economic mechanisms in tourism, e.g. *business negotiations; organizations for tourism, etc.*).
- **Corpus of case studies:** introducing the most illustrative cross-cultural situations, problem solving.
- **Corpus of intercultural competences:** how to cross cultures and function in a culturally different environment, e.g. school or interpreting-related situations, how to become a mediator of cultures (e.g. *how to address an English-speaking businessperson from the Far East*).

Thus, the instrumental nature of Cultural Studies presented to philological and non-philological remains similar, whereas the main difference lies in the proportion of cultural component and the main educational focus of the lesson. In the composition of the aforementioned courses, we may see the reflection of the recent research in the field of Cultural Studies. Such substantial revisions of teaching contents of Cultural Studies (in the past understood mostly as a presentation of the sum of information about the target country) inevitably require changes in the methods of teaching. That, however, raises a previously unanswered question about the role, significance and proportion of language and content (in other words, application of the CLIL method) in modern Cultural Studies at two types of academic institutions in Slovakia.

2 CLIL and its role in teaching Cultural Studies

CLIL, according to its founders, "...is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Mehisto, Marsh & Frigols, p. 9). Most authors (Šmídová, Tejkalová & Vojtková, 2012; Dalton-Puffer, 2007) agree that CLIL is executed in the form of connecting non-linguistic subject (e.g. sciences) with a linguistic one (e.g. English language) in order to share learning contents and communication. Such understanding of CLIL is applicable to a wide variety of subjects, including not only sciences but also arts and specifically also to Cultural Studies.

CLIL methodology affects the role and use of in-class language. Foreign language serves as an instrument (Menzlová, Farkašová & Pokrivčáková, 2008), not as a traditional goal of teaching. Moreover, language in a CLIL class should be acquired or activated unconsciously (Gondová, 2013); in this, the CLIL class differs from traditional formal language teaching.

Gondová (2013) further distinguishes between two forms of CLIL – **soft CLIL** (carried out in language classes and taught by a language teacher) and **hard CLIL** (carried out in specialised classes, e.g. science classes; taught by teacher of sciences in English; foreign language exposition is minimum 50%). Pokrivčáková (2012) recognizes other types of CLIL taxonomy distinguished on the basis of language exposition. The **additive type** of CLIL (with low exposition of foreign language – 5-15% of the total class-time and medium exposition – 15-50%) differs from the **immersive type** (with high exposition – 50-100% of the total class-time).

Aims of the CLIL class also vary from the traditional language teaching. Gondová (2012) redefines the traditional aims as "**dual**" – linguistic and subject-related aims, which however are given priority. Linguistic aims focus on acquiring the linguistic competence in foreign language; however, they are determined by the subject-related aims. Coyle (2007) developed a cohesive conceptual tool for CLIL – four general parameters, "4Cs" – content, communication, culture and cognition. Figure 1 presents Coyle's framework for CLIL.

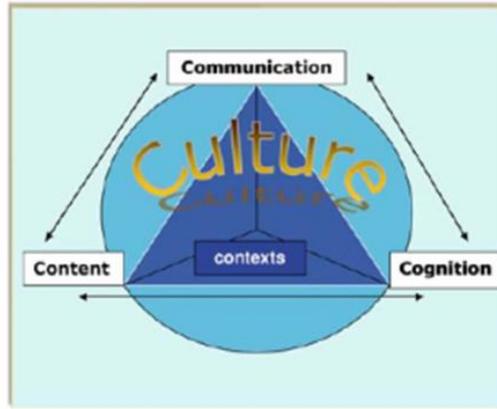


Fig. 1: Coyle's framework for CLIL (Coyle, 2019)

Gierlinger (2014) illustratively explicated Coyle's framework for CLIL as follows: [CLIL] "...starts with **content** (such as subject matter, themes, cross-curricular approaches); "subject matter is not only about acquiring knowledge and skills, it is about the learner constructing his/her own knowledge and developing skills" (Lantolf, 2000; Vygotsky, 1978).

Cognition, i.e. thinking process, is "related to learning and thinking". Met (1998) believes that to enable the learner to construct an understanding of the subject matter, the linguistic demands of its content must be analysed and made accessible.

Communication relates to the roles of language. Experts (Krashen, 1985; Swain, 2000) agree, "Language needs to be learned in **context**, learning through the language, reconstructing the subject themes and their related cognitive processes e.g. language intake/output. Van Lier (1996) further states, "Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through L2".

Connectivity is the navigational idea of the 4Cs paradigm: Gierlinger stresses the tight interrelationship between content (subject matter), communication (language), cognition (thinking) and culture (awareness of self and 'otherness') to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures). It unites learning theories, language learning theories and intercultural understanding" (Gierlinger, 2014). Byram, Nicols and Stevens have reached a similar standpoint in the 2001: "The

relationship between cultures and languages is complex. Intercultural awareness and learning is fundamental to CLIL.” (Byram, Nicols & Stevens, 2001).

Gierlinger (2014) concludes his observations on the interrelation of the 4Cs: “...it is through progression in knowledge, skills and understanding of the subject matter, engagement in associated cognitive processing, interaction in a communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and ‘otherness’, that effective CLIL takes place... [...]. From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively. The 4Cs Framework is a tool for mapping out CLIL activities and for maximising potential in any model, at any level and any age.”

3 The significance of contents, methods, language, and their integration into soft and hard CLIL classes

In this part, we would like to compare two different CLIL classes (Cultural Studies for philological and non-philological students). However, as a referential point, we also take a “typical” CLIL class oriented on sciences. Mehisto, Marsch and Frigols in their handbook *Uncovering CLIL* (2008) introduce several cross-curricular CLIL lesson plans focused on sciences (e.g. geography).

If we take the most common CLIL classes presenting geographical contents (e.g. tectonic plates and volcano eruptions; Mehisto, Marsh & Frigols, pp. 52-71) for the starting point of our research, several summative observations occur. Generally, science-related type of lessons may generally represent both soft CLIL (the classes are performed by an English teacher and the use one’s mother tongue is acceptable up to 50%) or, alternatively, hard CLIL (taught by a science teacher with high exposition to the target language). Regarding Coyle’s 4Cs model, in similar science class, students are exposed to presentations of:

- **content** (principle of the shift of tectonic plates and volcano eruptions, e.g. *formation of viscous lava, cinder volcanoes, shield volcanoes and composite volcanoes*)
- **communication** (vocabulary and structures necessary to describe the processes; e.g. *formation of the planet sea floor and land mass as a result of the flow of molten rock*)
- **cognition** (general awareness of the issue and danger of volcano eruptions in the Pacific Ocean and the Ring of Fire zone)
- **culture** (impact of volcano eruptions and shifts of tectonic plates on the infrastructure, life and people of the specific region).

However, the cultural component in this type of class is only information-bound, not behavioural or bound to ones’ functioning within a new culture. We will explore this phenomenon further in the Discussion.

Now let us compare the CLIL class with geographical content to the teaching modern Cultural Studies at philological faculties (focused on acquiring complex, holistic intercultural competence and awareness) and non-philological faculties (focused on gaining complex intercultural competence in business and tourism). Unlike the geography-related class, the process of teaching Cultural Studies contents proportionally balances all four components of Coyle's triangular model. Organisationally, the "hard" additive CLIL with 100% exposition to the foreign language occurs and the students are exposed to the presentation of:

- **content** (information and linguistic corpus related e.g. to the US regions and historical and cultural roots, e.g. migration patterns and ethnic composition of the region for the "mentality" of regions)
- **communication** (linguistic corpus, i.e. grammatical structures and expressions related to the topic of settlement and migration, e.g. *to settle down, to migrate, to serve indentured servitude, to seek asylum*, etc.)
- **culture** (intercultural competencies, e.g. the difference between "boat people", displaced people, refugees focused on political and religious reasons for them to leave their mother country. Students also learn differences between world religions and their own; how to deal with a different visible or invisible minorities)
- **cognition** (mastering content, communication and culture ensures a complex, holistic understanding and orientation in a multicultural situation, either at school, life-situations and future profession).

When comparing such complex concept of modern Cultural Studies for philological students to teaching geography-focused CLIL class, several formal and conceptual differences occur, mostly relying to the presentation of cultural component not as merely information-bound, but as related to day-to-day life situations, such as dealing with foreigners either in class or in interpreting. Therefore, in response to the issue of modern Cultural Studies and the role of CLIL in these, in 1997 Hallet (1998, p. 2) developed a model of integration of CLIL into modern Cultural Studies. Figure 2 presents Hallet's model entitled "Bilingual Triangle" of acquiring intercultural competence in bilingual education, thematically focused on migration.

In formation of his educational paradigm, Hallet took into consideration three factors:

- **facts and phenomena about one's own country and culture** (L1 culture – pupils have to know their own country and culture in order to understand foreign cultures, e.g. history of migration into and immigration out of their mother country),
- **facts and phenomena about the target language country** (L2 – pupils should be taught about different cultural aspects of the target language culture

with regard to other perspectives offered on historical, present as well as future matters; e.g. migration patterns related to the L2 country) and

- **culturally dependent, intercultural and global phenomena and facts (intercommunity)**. This means that students have to concern themselves with culturally independent, cross-cultural and universal aspects in a globalized world, comparing similarities as well as differences. Specifically, in teaching modern Cultural Studies, this means teaching social metaphors describing migration patterns (such as the Melting Pot, Pizza and Hybrid theory connected to understanding dominant and marginal cultures, their “Otherness“, dealing with foreigners and accepting the multitude of their differences in social, cultural, political and religious ways).

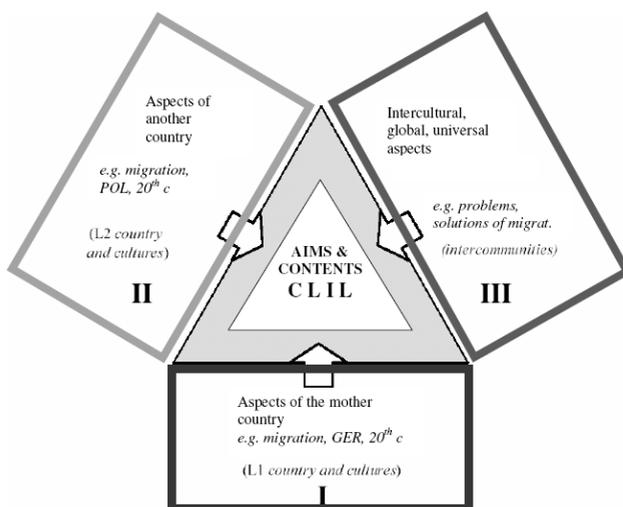


Figure 2: Hallet's model of the Bilingual Triangle

Reid (2019) points out Bilingual Triangle is closely connected with the method of Content and Language Integrated Learning (CLIL). However, Hallet's Bilingual Triangle complements Coyle's 4Cs with the comparative aspect connecting students' own culture and the target one.

Now, let us explore the role of CLIL in modern Cultural Studies taught at non-philological (economic) faculties in Slovakia. The general subject of the need for innovative Cultural Studies at non-philological institutions has been analysed by several authors, e.g. Zelenková and Hanesová (2019); however, the role of CLIL in teaching modern culture-related subjects has never been fully explored.

As a case study, we may take the lesson plan of an academic subject English for Tourism (that has been presented in section 1.2, Table 3). The student has a possibility to obtain the knowledge from BE orientated on tourism via a wide spectrum of topics: Economy of Tourism, Controlling of Tourism Organizations, Information Systems in Tourism, Changes in Marketing and Tourism, Manager's Communication in Tourism, Quality Management and Customer Relations in Tourism, Project Management in Tourism taught in Slovak. Foreign student can enrol the module of subjects Intercultural Communication in Tourism in winter semester of master study taught in English, French or German language: Intercultural Relations in the Tourism Practice, International Tourism Marketing, Business Negotiation, Culture of English speaking countries, Case Studies of Intercultural Communication in Tourism (Infolist, 2019).

In this type of Cultural Studies for non-philological students, the hard additive CLIL occurs; given the multicultural class composition, the language exposition is 100%. The subject is usually taught by a language-teacher with extended qualification (e.g. degree in Tourism) and the aim is non-linguistic. Students are exposed to all 4Cs parameters:

- **content** (business and tourism vocabulary and terminology; e.g. *single entry book-keeping, tourism management, etc.*)
- **communication** (linguistic corpus or structures, phrases for business communication; e.g. phrases and structures such as *to close a deal, to start negotiations, etc.*)
- **culture** (intercultural competencies and strategies, e.g. how to close a deal in an international environment)
- **cognition** (general awareness of the issue, multicultural sensitivity in business environment).

Application of the CLIL method in non-philological classes is in many ways analogical to the CLIL in geography-related class and class for philological students. However, in the economic environment, the central focus lies on the specific outcome of teaching, i.e. students' successful conduct in business environment (e.g. the ability to open debate, negotiate towards an outcome, close a deal successfully with international foreigners, coming from diverse cultural, social, political and religious environments or the world).

The major difference between the aforementioned three types of classes (geography-related CLIL class, modern Cultural Studies at philological institution and business communication – English for Tourism – at non-philological institution) lies in the exposure to the culture of the target country. In geography-related CLIL class, cultural component is latent and secondary to the information related to the shift of tectonic shields and reasons and procedure of volcano

eruptions; whereas in teaching modern Cultural Studies, cultural component plays fundamental primary role.

Moreover, in geography-related CLIL class, failure to embrace the target culture may “only” lead to minor collapse of communication and misunderstanding. In modern Cultural Studies for philological students, the same failure may lead to more serious cultural insensitivity (e.g. in the process of interpreting the interpreter may fail to recognize cultural symptoms; fails to avoid conflict or to prevent insults) and eventually, these may lead to misunderstanding and failure of interpersonal relationships. In modern Cultural Studies for non-philological students, failure to embrace the target culture will lead to misunderstandings, failure to close a deal, and establishing business partnership that will negatively affect financial and cross-company environment.

Discussion

In the study, we analysed the role of modern Cultural Studies at philological and non-philological universities in Slovakia, comparing the proportion of the cultural element (most important for non-philological students and philological students; less important in general CLIL class), language and content at various types of courses. These issues have been of some interest of CLIL experts; however, concise studies of the subject matter are scanty. We agree with Reid (2019) who points out that teaching modern Cultural Studies at any stage and type of education (via Hallet’s concept of “Bilingual Triangle”) is closely connected with the method of Content and Language Integrated Learning, and utilises its methods and goals for the benefit of students whereas Hallet’s conception integrates the comparative principle as well.

We also came to the conclusion that language plays a substantial role in teaching modern Cultural Studies at philological institutions; is different from teaching GE and ESP and except for presenting lexicon and structures, it is also a “carrier” of intercultural competence. The goal of teaching is also cultural – to understand the “otherness” of the target culture and become a culturally sensitive teacher or interpreter/translator.

In teaching non-philological students, the general cognition of interculturality (translated into both language and behavioural patterns) plays even more important role as incompetence in these may lead to failure of business communication. The goal of teaching is, however, not purely non-linguistic; students also learn “how to” express themselves culturally sensitively which may be the key competence in the process of closing a deal. In this, we agree with Hanesová and Zelenková (2019) who call for interculturality in preparation of future business professionals.

Results of this study are theoretical and practical; the role language and contents play in the process of teaching ought to be translated into the process of

assessment, i.e. into the process of testing and examining and to the process of evaluating final bachelors and masters' theses (in case these are compulsory for finalising one's studies). Thus, language for philological students plays a significant role; thus, assessment ought to pay proportionate attention to the 4Cs; language, culture, context and cognition.

Conclusion

Analysing the existing discourse on the issue of integration CLIL into teaching modern Cultural Studies as well as opinions of in-service teachers, we found several interesting paradoxes: not only there is minimal academic discourse on whether teaching modern Cultural Studies is or is not a CLIL teaching; some scholars with increasing intensiveness point out the lack of academic discourse on the nature of Cultural Studies at philological and non-philological universities in Slovakia (and the world) in general. Thus, the present *status quo* reflects an interesting paradox: Slovak university instructors at both philological and non-philological universities/faculties are expected to teach Cultural Studies (e.g. those of English, American, German, Russian and many other cultures) without a clearly stated teaching contents, goals, methods and research scope which inevitably affects the level and depth of data presented (i.e. teaching contents), the role the foreign language plays in the process of teaching and learning.

Therefore, in this theoretical-explicative research, we compared the conceptual differences in the role of language and teaching contents in teaching realia (now modern Cultural Studies) to philological and non-philological students. We relied our observations on the analysis of 11 interviews with teachers of Cultural Studies and on analysis of existing academic courses as well as discourse on the topic. The outcome of the presented research stresses and specifies different role the cultural element plays in various types of CLIL Cultural Studies classes and draw attention to the issue.

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Contact

doc. PaedDr. Jana Javorčíková, PhD.
Matej Bel University
Faculty of Arts
Tajovského 40
975 90 Banská Bystrica
Slovakia
jana.javorcikova@umb.sk

doc. PhDr. Anna Zelenková, PhD.
Matej Bel University
Faculty of Economics
Tajovského 10
975 90 Banská Bystrica
Slovakia
anna.zelenkova@umb.sk