



Full Length Research

Integrated education: Combining Content-Language Integrated Learning and Discipline-Based Art Education in the development of an art-English contents textbook model

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ABSTRACT

This study focuses on 3rd and 4th-grade elementary school students. The integrated curriculum mentioned in the 7th National Curriculum was partially revised and supplemented in 2015 in response to changes in society, making it essential to try more diverse and creative education methods. In light of this, the researcher aims to develop integrated art and English program content by utilizing the theoretical background and insights from previous studies on the integration of art and English. To address the program's shortcomings, the researcher seeks to integrate theoretical perspectives such as Content- Language Integrated Learning (CLIL) and Discipline-Based Art Education (DBAE). The development of the integrated program content is based on these two theories, aiming to bridge the distinct characteristics between the two subjects. The proposed development of English art education content was preceded by a survey of prerequisite requirements. The program aims to progressively cultivate children's language skills in listening, speaking, reading, and writing. This integrated approach is expected to lead to several key outcomes. First, it will improve students' language skills by engaging them in contextually relevant art activities. Second, by combining art with English education, the program will increase student engagement and motivation, making learning more enjoyable and effective. Additionally, the integration is expected to contribute to the creation of diverse and innovative educational materials, supporting a richer curriculum. Finally, this model will facilitate the broader adoption and dissemination of integrated art-English programs, enriching future educational practices and materials.

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INTRODUCTION

This study examines the current state of official English education in Korea, starting from the third grade of elementary school. It emphasizes the importance of language diversity and interaction in various global fields. Content-Language Integrated Learning (CLIL), introduced in Europe in 2009, is recognized as an effective method for integrating various subjects.

In Korea's education policy, the 7th curriculum introduced the theory of CLIL in the English Department

and Discipline-Based Art Education (DBAE) in the Art Department, reflected in textbooks. However, domestic researchers highlight the need to address the absence and development of textbooks.

Kim (2005) pointed out the lack of integrated English textbooks in content-based English education. Meanwhile, Snow (1993) emphasized the importance of interdisciplinary English education and highlighted the need for expanding the roles of language and subject

teachers, as well as developing integrated educational subjects and textbooks. Research by Im Hee-jeong (2019) noted that Korean elementary school teachers support content-based English education but have mentioned a lack of information about textbooks and lessons. To address this issue, the study suggests developing integrated art and English textbooks for grades 3 and 4 and provides recommendations for improvement through textbook evaluation, as well as insights into the development and application of art-English programs.

The study strives to establish the foundation for content-based integrated English education in elementary schools, providing integrated teaching guidance and class models for both subjects. These can be applied to English professional programs, discretionary activity classes, and after-school programs, contributing to the exemplification of textbooks for content-based integrated education.

The specific objectives of this study are outlined as follows: First, the possibility of art-English integration and the applicability of art-English content textbook development through a preliminary questionnaire for elementary school students. Second, examine the applicability of English education programs by analyzing textbooks in the 3rd and 4th grades of the English-art and art departments in elementary schools. Third, explore each textbook development model in the English Department by studying the CLIL theory and in the Art Department by considering the DBAE theoretical background. Last develop an art-English content textbook development model based on the two aforementioned textbook development models.

CONCEPTUAL ANALYSIS

Integrated education

Examining the term 'integration' in the 'Oxford English Dictionary,' it is defined as "the act or process of combining two or more things so that they work together." Integrated education involves reconfiguring knowledge and experiences across various subjects to facilitate engaging and effective learning. The goal is to promote holistic personal development. This approach helps students cultivate critical thinking and creative problem-solving skills, while fostering integrated thinking that meets the demands of 21st-century education. In addition, it improves the quality of learning through the use of ICT and inter-subject collaboration, enhancing both academic competencies and personal attributes simultaneously (Jakavonytė, et. al., 2023).

In Figure 1, the integrated education is categorized into several stages based on the degree and nature of subject interconnectivity. Initially, subjects are taught separately in a traditional approach. The second stage is Fusion, which involves embedding content into the existing curriculum. The third stage is intra-subject integration, where diverse learning content within a single subject is interconnected.

The fourth stage includes multidisciplinary, interdisciplinary, and transdisciplinary integration, which respectively connect multiple academic fields, transcend subject boundaries, or merge academic disciplines across broad themes (Kwon, et al. 2017).

Prior research indicates that integrated education studies in South Korea primarily focus on the integration of specialized subjects such as art and English, aiming to enhance educational effectiveness. Findings suggest that lessons integrating art and English increase students' motivation, improve inter-subject collaboration, and enhance learning interest. In addition, various studies indicate that the integration of art and English positively impacts students' listening abilities and affective factors, emphasizing the need for the development and application of effective integrated education models in practice.

Content-Language Integrated Learning

Content-Language Integrated Learning (CLIL), introduced by the European Commission in 1995, emerged as a progressive foreign language education policy. Its primary objective is to rejuvenate language education by seamlessly intertwining the study of non-target subjects with the acquisition of target languages. This innovative approach facilitates simultaneous learning of language and content-based subjects, thereby presenting a novel method for foreign language education that engages with non-verbal topics using additional languages.

CLIL strives to enhance learners' linguistic and cognitive skills while imparting content knowledge in other languages, thereby fostering cultural understanding. The 4Cs Framework, as outlined in Do Coyle's research papers from 2007 and 2010, encapsulates the educational goals of CLIL. This framework—comprising content, consensus, communication, and cultural awareness—forms the basis for CLIL-related education, influencing curriculum design and textbook development within domestic academic research.

The 4Cs Framework encourages students to engage with and comprehend diverse cultural perspectives through effective communication. It emphasizes the role of communication as a means of expressing content, thoughts, and intentions while teaching subjects through an intermediary language, which may be a second, third, or fourth language. Numerous studies have underscored the significance of the 4Cs Framework in establishing fundamental principles for CLIL education, guiding the direction of education, and proposing essential principles for practical instructional activities and textbook development.

Discipline-Based Art Education

According to Dobbs (1992), "Discipline-Based Art Education (DBAE) is an approach to instruction and

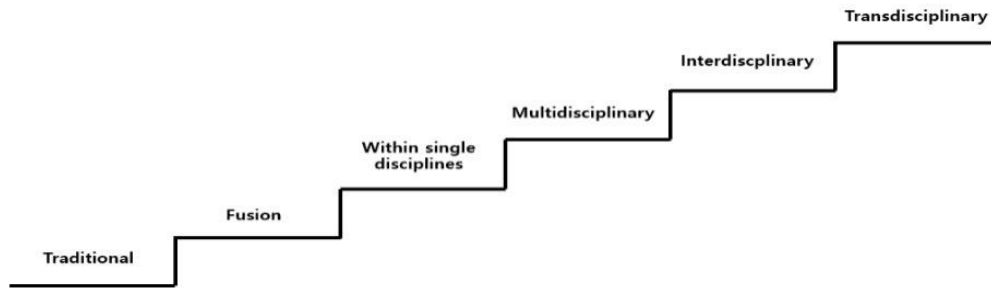


Figure 1: The integrated hierarchy presented by Drake (2007).

learning in art that derives content from four foundational disciplines that contribute to the creation, understanding, and appreciation of art.”

DBAE encompasses four key areas: Art History, Aesthetics, Art Criticism, and Art Production (Al-Amri (2011). These components, interwoven and mutually reinforcing, collectively foster a comprehensive understanding and cultivate an art appreciation.

Within the four elements of DBAE, Art History plays a foundational role in developing an appreciation for cultural and historical artworks. Aesthetics focuses on uncovering and comprehending the diverse meanings and values embedded in art, contributing to its role in the broader context of human experience. Art Criticism involves the interpretation, contemplation, and judgment of attributes and qualities within artworks(Chapman. 1992). Lastly, Art Production refers to the application of art concepts and techniques in visual forms through artistic activities.

In implementing DBAE education, where these elements coalesce, the thesis posits that art should be the central subject of the school curriculum. Aesthetic expressions, rooted in the theoretical foundations of art history, aesthetics, art practical production, and criticism, should be the focal point of art education practice. The expressions contribute a comprehensive understanding of the artistic process and its historical and critical dimensions. The goal is to understand artworks within a comprehensive cultural and historical context, going beyond mere creation, and applying this perspective to formative activities.

The thesis underscores the pivotal role of teachers in DBAE, emphasizing that they should systematically guide learners. The researcher advocates for a concerted effort by all teachers to focus on DBAE education. However, a standardized curriculum must be developed to ensure comprehensive DBAE education across all art teachers. This, in turn, will enhance the quality and efficacy of art education.

Moving forward, the thesis proposes a research initiative that analyzes English and art subjects in grades 3-4 of elementary school. The goal is to develop integrated education art-English content textbooks that amalgamate CLIL principles from English education with the academic

foundations of DBAE in art. This interdisciplinary approach aims to provide a holistic educational experience, fostering a deeper understanding and appreciation for both language and art.

RESEARCH DESIGN AND PROCEDURES

This study survey was conducted on 102 elementary school students in K-Elementary School, Seoul. The survey period was conducted for three weeks from November 1, 2023, to November 20, 2023.

The target grade is 3rd grade or higher, and among the participants, 42 male students were indicating 5th or 6th grade, and 60 female students, a total of 102, and the processing of the survey results was expressed as the number and percentage of respondents.

In the Korean elementary school curriculum, English is included in the regular course starting from the third grade of elementary school. Therefore, due to the content characteristics of the questionnaire, the survey was conducted only for students of the third grade or higher. The student questionnaire was divided into three categories as shown in Table 1.

Before designing the textbook, the results of the preliminary survey are as follows:

1. Regarding question 3 of the confidence survey, “Do you find English interesting?” “76% of responded “Yes,” indicating that English education has the potential to be an engaging experience for students.
2. In the survey on students’ perceptions and interests, question 9, “Do you find the content you are learning in English class interesting?” received responses of ‘interesting’ from 3% and ‘very interesting’ from 3% of students. This suggests that it would be desirable to introduce more diverse forms of lessons in English classes. Given this situation, developing English-art content and adopting an integrated education approach seems to be a viable alternative.
3. In the needs survey, question 13, “If you were to learn another subject in English, which subject would be best?”

Table 1: Composition of student survey.

Area classification	Number of Questions	Question number
More table copy	2	3, 4,
Level of Interest	11	5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17
Degree of Demand	5	8, 14, 18, 22, 23

Female students overwhelmingly chose "art" at 30%, while male students preferred "physical education" at 36%. Overall, boys showed a preference for physical education, science, and music, while girls favored art and music, indicating a general preference for arts and physical education subjects.

Analysis of elementary school (grades 3-4) English-Art textbooks

The English textbooks used for 3rd and 4th graders in elementary school are titled "*English 3*," and there are a total of five authorized textbooks. This study analyzed each textbook's Communicative Point and aspects related to Content-Based Language Instruction (CLIL). The content-based areas cover everyday life and familiar general topics, selecting materials that students are interested in and find engaging. It also helps to develop their communication skills, inquiry abilities, and problem-solving skills.

In general, the content topics of "*English 3*" cover a variety of subjects including "personal life, family life, daily necessities, school life and friendships, social life and interpersonal relationships, personal hobbies, travel, health, culture, lifestyles, environmental issues, resource energy, climate change, culture, and political economy" (Table 2).

The art textbook, titled "*Elementary Art 3*," is designed for 3rd and 4th graders. In this study, the textbook was analyzed based on the four elements of DBAE (Discipline-Based Art Education). The analysis focuses on the textbook published by "Bisang Publishing," which is organized into three main areas: Experience, Expression, and Appreciation. The "Experience" area offers engaging and motivational materials that present learning content and theories related to the unit topics. The "Expression" area encourages students to create artworks or craft items in an enjoyable manner. Finally, the "Appreciation" area provides a comprehensive exploration of artworks and art culture related to the activities, summarizing the content learned in the unit.

Based on Table 3, the textbook content has been classified according to DBAE elements. For example, the analysis of Unit 1, "Expressing the Experience," shows that it includes elements of appreciation and art-making processes, but does not cover the history or criticism components. Additionally, it was found that in other units, while the art-making section introduces examples of

artworks to teach art history, there is a lack of emphasis on criticism.

Proposing a model for the CLIL contents textbook

To develop the CLIL textbook model, the concept of CLIL and elementary school textbooks in Korea were analyzed in the CLIL content-oriented area. Numerous studies are currently underway in the realm of CLIL education, and recently, Lim (2022) introduced a comprehensive CLIL textbook model through the synthesis of theoretical foundations and components essential for CLIL textbook development.

The published model diagram delineated the components of a unit and the supportive elements within the flowchart of instructional activities, thereby presenting a CLIL textbook development model that encapsulates both teaching and textbook development principles.

As depicted in the CLIL textbook development model (Figure 2), the first step involves incorporating key vocabulary and background information, which may encompass prior learning background knowledge, including language and content. The second step aims to furnish audio listening materials, pictures, vocabulary annotations, and content diagrams to facilitate understanding of the content and present text that is oriented toward content.

Ball (2019) emphasized that in CLIL education, speaking and writing output activities can be adjusted to present practical data, find pictures, and determine the importance of illustrations and texts based on the learner's background knowledge. Additionally, learners can understand content text information in the context of input and output principles.

The third step is the language output stage based on content understanding, where learners express themselves in an internalized language. As part of scaffolding support, vocabulary or syntax is presented with pictures to facilitate the introduction of sentences and visual materials such as graphs and charts are utilized. These methods can contribute to the improvement of CLIL learners' language output abilities.

The fourth step involves fostering thinking skills and self-assessment. During this stage, learners articulate their opinions and thoughts based on their acquired knowledge. This process facilitates the application of learning

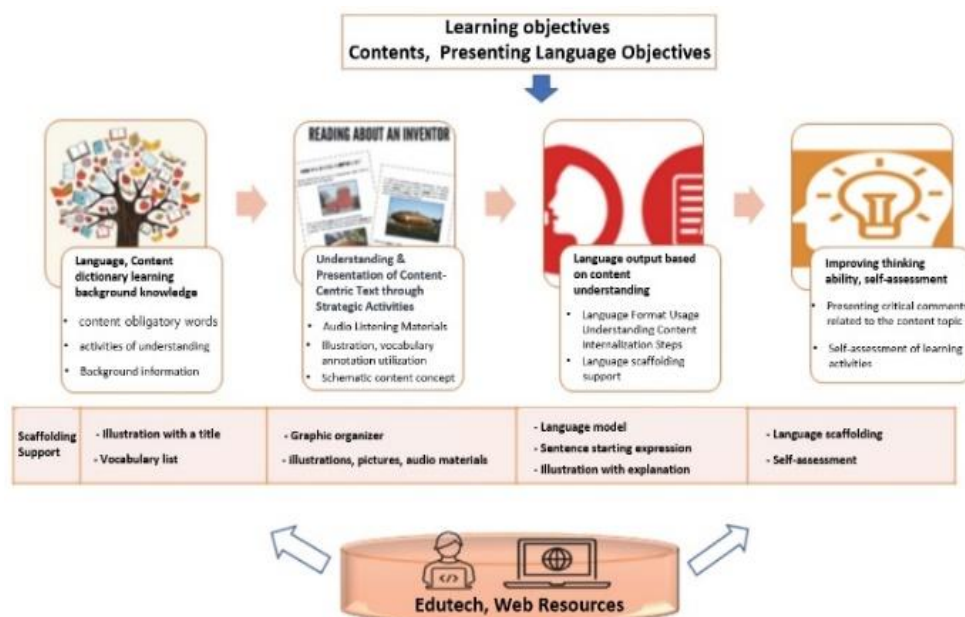
Table 2: CLIL Analysis of the English 3 Textbook: Daekyo Publisher (Lee et al., 2023).

Lesson (Main Expression)	Communicative Point	CLIL
Hi, I', Jinu.	Hi, I'm Jinu.	School Life: Greetings
What's This ?	What's this? This is a hat.	Personal belonging items
Stand up.	Stand up, please	School life and school rules.
It's Big	It's big.	General rules.
.....
11. It's snowing.	What's the weather today?	Natural phenomena: weather

Table 3: Elementary School Art 3: An analysis of the textbook using DBAE: Visang Publisher (Lee et al., 2023).

Chapter	Activity	DBAE			
		H	A	C	P
Expressing the Experience	Enjoyable time spent with friends.		•		•
Creating New Associations	Designing characters		•	•	•
I am a character	Drawing based on paint stains		•		•
We Discovered: Colors, Lines, Shapes	Expressing through the Elements of design		•		•
.....				
13. The Artist's Works of Art	The artist's creativity	•	•	•	

DBAE: H: history, A: appreciation, C: critic, P: production.

**Figure 2:** Model for the development of the CLIL textbook (Lim 2022).

information and the cultivation of critical thinking skills. Language support is provided to aid in expressing thoughts, and through self-assessment of the learning unit, learners can organize acquired content and establish a plan for subsequent learning.

Proposing a model for the DBAE Contents textbook

The content of DBAE not only originates from four disciplines—art history, art criticism, aesthetics, and art production—but also encompasses a broad spectrum of

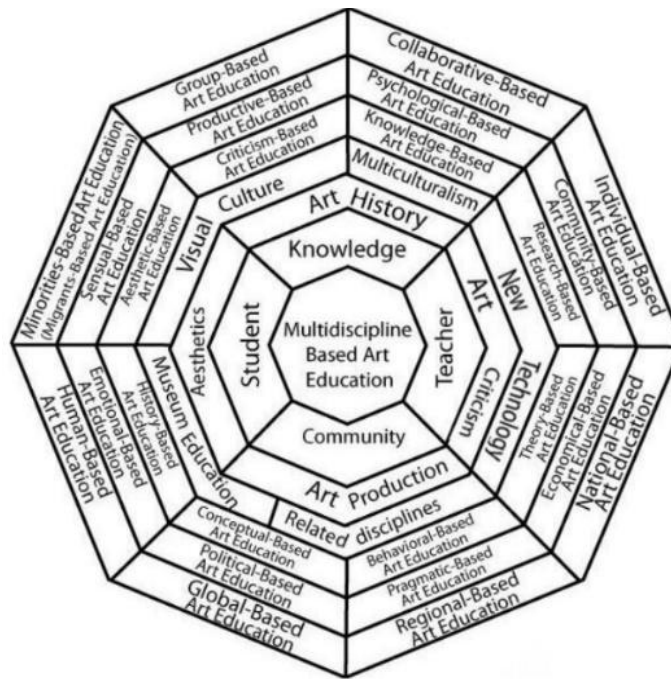


Figure 3: Model for the development of the DBAE textbook (Al-Amri. 2011).

visual arts, including folklore, applied art, and various forms of fine art from both Western and non-Western cultures. This coverage spans periods from ancient times to modern times, incorporating new visual media such as photography, video, and computers.

Art history, art criticism, and aesthetics have evolved since the early 1960s, shaping teaching and learning practices in art education from that time to the present day. However, given the ongoing changes in a global society, diverse approaches are being embraced to guide contemporary art education. The DBAE textbook development model outlined below embraces a variety of relevant learning elements, presenting a flexible teaching model suitable for the current era of art education. This model is not confined to DBAE elements, reflecting the dynamic nature of teaching art in the present day (Ai-Amri. 2011).

As shown in Figure 3, current art production extends beyond the aforementioned four theories. Instead, it involves a dynamic process that integrates actions, concepts, political considerations, regional influences, and global perspectives rooted in society.

Art history encompasses knowledge-based groups, cooperation, collaboration, criticism, and multiculturalism. Aesthetics demands an analysis that considers humans, history, and emotions with a focus on students. Criticism involves analyzing and learning based on individuals, regions, research, countries, economies, and theories, with an emphasis on teachers. Consequently, future English-art content textbooks will comprehensively address these aspects."

An Integrated Art-English Contents Textbook Model with CLIL and DBAE

The theoretical background of the English area CLIL and the art area DBAE, examined earlier, has been synthesized with various elements that integrated art and English textbooks must incorporate. As illustrated in Figure 4, an instructional model diagram for integrated art-English content was developed. The model diagram below reflects the components of a unit, teaching and learning flowcharts, and support elements involved in class activities.

In the realm of art within a unit, it is segmented into three phases: Stage, DBAE, and Communicative Activity. During the initial stage, Warm-Up encompasses Greeting, Motivation, and Presenting the Objectives. The Body involves activities for development. Ultimately, Wrap-Up entails appreciation and closing through the consolidation process.

DBAE comprises art history, production, aesthetics, and criticism. Communicative Activities involve Discussion, Presentation, Description, and Self-Assessment.

In the English domain, each of these stages is derived through the incorporation of English subjects and language functions, fostering proficiency in English CLIL's speaking, listening, reading, and writing.

Integrating art-English subjects' entails more than just merging language and content within the content-based integrated teaching model. It also involves the fusion of art production, art history, aesthetics, and art criticism. As suggested by Goodman (1986) the curriculum should encompass at least two language functions simultaneously,

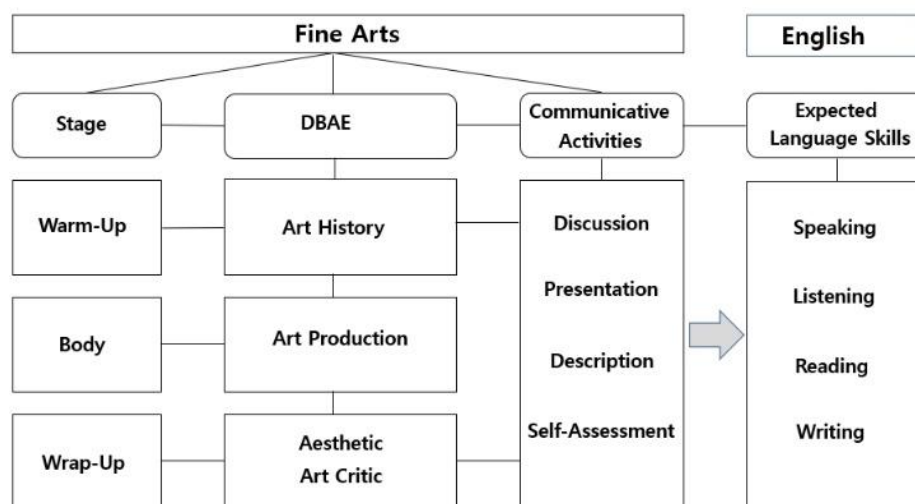


Figure 4: Art-English contents textbook model.

enabling students to engage in natural and meaningful communication.

In this chapter, the exploration of the integrated art-English content textbook model, which incorporates CLIL and DBAE, involved a reflection on textbook development principles.

By condensing the unit's activity flow into four stages, the aim was to symbolically indicate the elements of activity to be included in the art-English convergence class. The content textbook model map (Figure 4) is anticipated to evolve into a more sophisticated model as the grade and language proficiency of art-English learners become evident.

CONCLUSION

As stated at the outset, this study analyzed English department and art textbooks for 3rd and 4th-grade elementary students to formulate integrated educational English art content textbooks that incorporate content-oriented English and DBAE. The findings are as follows:

First, the need for developing art-English content textbooks for integrated education was identified through a theoretical background, encompassing content-oriented English and DBAE. Second, in the process of developing an integrated education art-English content textbook that combines content-oriented English and DBAE, it was established that students in the third and fourth grades exhibit a willingness to learn, adapting to the demands of the global era.

By analyzing the five approved *"Elementary English 3"* textbooks, valuable insights were gained regarding the elements of CLIL (Content and Language Integrated Learning). Concurrently, an analysis of the DBAE

(Discipline-Based Art Education) components—specifically elementary art history, art production, aesthetics, and art criticism—was conducted within the *"Art 3"* textbooks published by six different publishers. The focus was on identifying the integrative elements between the English and art subjects.

Finally, drawing upon the theoretical foundations of content-based English and DBAE education, the study incorporated components of each unit and the supportive elements of teaching and learning flow in instructional activities. This effort culminated in the presentation of an integrated education art-English content textbook development model, based on teaching principles, the teaching material development model, and the DBAE textbook development model.

The study's outcome holds significance as it contributes to creating opportunities for the widespread adoption of art-English integrated education, utilizing the art-English content textbook development model as a foundational stepping stone.

As mentioned earlier, this study has presented its main points. However, it is important to acknowledge certain limitations and consider implications for future studies or investigations.

First, a limitation of this study stems from the restricted number of subjects, which was influenced by the survey's focus on elementary school students in K-Elementary School, Seoul, and it involved a total of 102 participants.

Second, it is crucial to conduct experiments with pre-respondents after developing an English-art content textbook. Such experimentation is necessary to validate the effectiveness of the developed textbook.

Third, there is an urgent need to cultivate art teachers with proficiency in English communication. Achieving this requires autonomous training and goal-oriented education.

for teachers, with a long-term and planned approach aligned with educational policies.

Finally, for the effective implementation of integrated English education centered on art, it is recommended to conduct follow-up studies aimed at enhancing communication skills within English departments while adhering to the principles of art and classroom instruction.

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