

INTERDISCIPLINARITY IN FOREIGN LANGUAGE EDUCATION: ANALYSIS OF THE CLUB ADOS METHOD BOOK

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Abstract

The role of the interdisciplinary sections in the Club Ados method book was examined in this study in terms of the development of the basic language skills of listening, speaking, reading, and writing as well as the language sub-skills of phonetics, vocabulary, grammar, and culture in the context of various disciplines. The interdisciplinary components of the Club Ados method book is discussed in this context. The proposed tasks and exercises are aimed to assist students in making effective use of their French language skills in a variety of courses. The suggested activities aim to draw from a variety of disciplines, not only in the classroom but also in extracurricular activities, individual learning, and evaluation processes. Students will get the opportunity to use and study the French structures and concepts they have learned while concentrating on the subject material in the relevant discipline. Students will also have the chance to use their fundamental French skills in the topics of math, geography, Turkish, social studies, science, and fine arts, among other topics, in everyday social interactions. This is in keeping with the emphasis that students should use the language effectively in every environment in which they find themselves as social actors.

Keywords: interdisciplinary, language skills, method.

INTRODUCTION

The learning of foreign languages is a systematic and long-term process. The successful and efficient maintenance of this process requires the application of numerous diverse methodologies, techniques, approaches, strategies, and planning. In the modern methodology of teaching foreign languages, there are different teaching methods that contribute to the implementation of an interdisciplinary approach, among them problem learning, case-studies, role-playing games, quizzes, discussions, etc. can be distinguished. All these active and interactive teaching methods are characterized by a high level of student involvement in the learning process, and stimulate their cognitive and creative activity, which in turn leads to the successful development of universal competencies of students. (Leila et al, 2021:1339) Additionally, the fundamental components of the approach and method used directly affect the way language skills are developed.

Current advancements in science and technology should also be taken into account when generating the learning objectives. In the education system, plans should be made to ensure that students are

trained according to the developing and changing world conditions, to establish connections between disciplines, and to transfer the learning in these fields to students with integrity. (Turna & Bolat:2015:36). For a more effective foreign language education, activities that are planned according to the facts of the period and integrate language learning with real life are very crucial. As stated by Güneş, language learning becomes effective and permanent when it is integrated into real-life situations with both social and physical elements, particularly when teaching foreign languages to children. This is particularly relevant when considering the ability to apply the information learned effectively in real life, to apply practice and reinforcement, and to maintain the knowledge learned (2021, p. 41). Ensuring this permanence and internalization of learning is possible by using the information learned in real life and daily activities. In this context, as social actors, students should actively use the language in every environment they are in. While working in different disciplines, they should use the structures and concepts they have learned in the foreign language course within the relevant discipline and thematic integrity. In order for the learner to make sense of the material, associate it with other concepts, and develop high-level cognitive skills, it is crucial that the accomplishments of several disciplines that are related to the same theme, subject, problem, etc. are handled as a whole. (Taşdemir and Taşdemir, 2011:220).

In the Common European Framework of Reference for Languages, language learners are considered social actors and are expected to use the language actively in every environment and it views users and learners of a language primarily as 'social agents', i.e., members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. (CEFR, 2018:9). Students have possibilities to complete the tasks assigned to them as social actors through the multidisciplinary approach model, either individually or collaboratively. As stated by Maden, by utilizing the information, rules, and real-world circumstances of several disciplines, language teaching effectiveness and mental assets like motivation and attitudes can be supported. Students actually have various levels of awareness and psychological characteristics. As a result, several methods and practices ought to be used in the context of language learning. (2021:52).

The interdisciplinary approach model has many advantages for the learning process, learners, using materials and developing language skills. The interdisciplinary approach provides many advantages, including but not limited to:

- motivating students to learn a certain subject, to understand, compare and apply the knowledge they gain in practice;
- an opportunity to present known material in a new way;
- broadening one's outlook, enhancing student's independence and creativity;
- integrating one's knowledge, skills and competences as a whole so students perceive the material they master as seamless whole over the entire course of their study;
- an opportunity to implement the main didactic principles of learning. (Redchenkoa, 2016:6197).

The Research Question

The main problem of the research is;

What effects does an interdisciplinary approach have on the development of basic language skills and subskills in foreign language education?

Purpose of the Study

The primary goal of this study is to examine the function and significance of interdisciplinary components in method books for skill development activities on the issue of what impacts an interdisciplinary approach in foreign language education has on the development of basic and subskills. Thematic activities appropriate for the interdisciplinary approach model will be suggested. The materials will be provided by the curriculum for French language proficiency in several fields.

Hypotheses of the Study

1. The interdisciplinary model helps students improve their basic French language skills.
2. The interdisciplinary model can help students improve their French language subskills.
3. Students can practice the learning outcomes in various courses using the interdisciplinary approach model, and an effective evaluation activity can be carried out.

Limitations of the Study

This study will analyze the level A1 student book and practice book of the Club Ados Method Book for young learners based on the Action-Oriented Approach and the related units covering the interdisciplinary sections published by Maison des Langues Publishing House in 2015.

METHODOLOGY

In this study, the qualitative method—one of the methods utilized in scientific research—was employed.

To present perceptions and occurrences authentically and comprehensively in a natural setting, qualitative research employs qualitative data methodologies such as observation, interviewing, and document analysis (Arslan, 2012). The data collection techniques used in qualitative research include observation and document analysis. Why, how, and what inquiries are among the issues that qualitative research is used to address.

Research Model

The document analysis model, one of the qualitative methods, was used in this study. Document analysis is a research method for rigorously and systematically analyzing the contents of written documents. (Wach, 2013:1). Document analysis is a systematic method used to analyze and evaluate all documents, including printed and electronic materials. Like other methods used in qualitative research, document analysis requires the examination and interpretation of data to make sense, create an understanding of the relevant subject, and develop empirical knowledge (Corbin & Strauss, 2008). The data in this study were obtained from relevant units covering interdisciplinary sections in the Club Ados Method Book.

Data Collection Tools

In this study, the data were obtained from the relevant units covering the interdisciplinary parts in the Club Ados Method Book (A1). It was published by Maison des Langues Publishing House in 2015 for young learners based on the Action-Oriented Approach. It consists of a teacher's book, a student's book, an exercise book, and a CD. It is also available in digital format. It consists of six units. In each unit, activities are categorized as communication (four basic language skills), vocabulary, phonetics, grammar, and culture (sub-skills). At each unit's end, evaluation activities are within the relevant thematic integrity.

FINDINGS

Club Ados method book was published by Maison des Langues Publishing House in 2015 for young learners based on the Action-Oriented Approach. It includes a CD, an exercise book, a teacher's book, and a student's book. Additionally, it is accessible in digital form. It is divided into 6 units. Activities are divided into four categories in each unit: communication (4 basic language skills), vocabulary, phonetics, grammar, and culture (sub-skills). Thematic integrity is maintained at the conclusion of each unit for evaluation activities.

The class project component consists primarily of group activities, whereas the individual project section consists of activities that each student can do independently. Interdisciplinary evaluation occurs in the final section. Activities from several disciplines are presented in this section's discussion of the pertinent issues addressed throughout the lesson.

This learning model can be said to be holistic when evaluated in the context of an evaluation aspect as these sections give students the chance to put what they have learned thus far into practice while also offering an activity for evaluation.

For instance, in the mathematics exercise section, students study the terms, grammar, and structures associated with this subject in French while also having the chance to review what they have already learned in the mathematics course. Students can repeat the concepts they gained in the mathematics course while simultaneously learning the addition, subtraction, multiplication, and division rules and mathematical terms in French, as shown in the model.

The holistic learning concept is effectively implemented in this context, and students have numerous opportunities for reinforcement. For the best results in learning, it is crucial to organize the curriculum of foreign language courses in tandem with other academic disciplines. In this situation, it can be advised that educators collaborate to maintain thematic integrity. In the teaching of foreign languages, particularly in language-skills courses, thematic integrity is also quite effective. For instance, students should be able to apply the grammatical rules they have learned in the grammar course to the subjects or structures covered in the reading skills course.

The appropriate structures should also be used during speaking exercises in the oral communication course. They will have the chance to practice what they have learned in various lessons as a result, and a successful evaluation activity will be realized. Interdisciplinary activity pages for using French in

math, art, life and earth sciences, sport, geography, and civic education classes are available at the end of each lesson under the category of Interdisciplinary Activity Page in the section on culture and civilization.

In this section, we will analyze the activities in the interdisciplinary sections in terms of developing language skills in the Club Ados Method Book.

The table below presents the interdisciplinary sections of the method book by categories.

Table 1. Interdisciplinary Sections in Club Ados Method Book

<i>Units</i>	<i>Disciplines</i>
Unit 1	Mathematics
Unit 2	Arts
Unit 3	Life and Earth Sciences
Unit 4	Physical and sports education
Unit 5	Civic education
Unit 6	Geography

Unit 1: Mathematics

In this section titled I use French for mathematics class that take place in the first unit, students are requested to accomplish exercises that combine arithmetic and geometry courses with French lessons. In the first section of this activity, the terms for geometry and arithmetic are briefly defined. After reading the definitions, students are asked what these terms are called in their native tongues. The procedure of the activity's first phase, which is divided into three parts, includes addition, subtraction, multiplication and division. In this section, students practice mathematical basic operations while learning the French for those calculations. The exercise in this case combines two distinct disciplines. Students have the chance to review the math rules they learnt in French class.

The second stage required students to quickly count from 0 to 50.

In the third stage, the students were involved in an activity aimed at developing vocabulary skills. In this activity, students match geometric shapes with their French equivalents.

The final section of the task requires students to draw a table and place geometric shapes in various colours within the table. Students draw geometric forms, practice saying them in French, and have the chance to repeat the colours in the same exercise.

Findings have shown that the following language skills can be developed through the exercises in this section: reading, speaking, vocabulary, phonetics, culture, and grammar.

Unit 2: Arts

The main theme of the interdisciplinary activity at the end of the second unit is art. In the first part of the activity, a brief information about Piet Mondrian, a Netherlandish painter, is given.

The activity consists of three parts. In the first activity, students are asked to match words with drawings. The second stage required students to describe Mondrian's painting with the vocabulary of shapes and colours.

In the third activity, students are asked to find the intruder for the given words.

The final section of the task requires students to create a bookmark for the French class and to research a French painter and print pictures.

According to the findings from the second part, skills that can be developed: reading, speaking, writing, vocabulary, phonetics, and culture.

Unit 3: Life and Earth Sciences

In this section titled I use French for Life and Earth Sciences class that take place at the end of the third unit, a general information about the eagle is given, in the first part, mentioning its physical and characteristic features.

The activity consists of two parts. In the first activity, students are asked to match the words to the numbers on the picture.

The second part requires students to read the text given and complete the sheet on the royal eagle.

The final section of the task requires students to do research and to create a sheet on their favourite animal.

Findings have shown that the following language skills can be developed through the exercises in the third section: reading, writing, vocabulary and culture.

Unit 4: Physical and Sports Education

In this section titled I use French for Physical and sports education class, it mentions that in France, 77% of boys and 60% of girls take part in an activity outside of the physical education and sports classes held at college. Following this explanation, there are 3 different activities in this part.

In the first activity, students are asked to match a picture to a sport. This activity includes pictures and words related to different sports branches.

In the second activity, there are pictures for some sports branches. In this section, the students are asked what kind of sports they do in these places.

In the third activity, students are asked to talk about a sportsman from their country.

In the last section, the following question is asked to the students: Which sports are most practiced in the class? An activity is carried out to develop oral communication skills based on this question.

Findings have shown that the following language skills can be developed through the exercises in the fourth section: reading, speaking, vocabulary and culture.

Unit 5: Civic Education

In this section titled I use French for Civic education class, it mentions that students learn the rules of the traffic in the city, traffic signs, driving risks and first-aid techniques during the activity organised for 5th grade students in France to inform them about travel safety issues.

This activity consists of 5 parts. In the first part, there is a true-false activity and the questions are about travelling rules.

In the second and third activities, there are multiple choice questions on the same topic.

In the fifth exercise, under the theme of traffic signs, it is asked to match words with traffic sign symbols.

In the fourth exercise, they are asked to describe traffic panels. In the last section, students are asked to write a sentence, under each panel, in the imperative, affirmative or negative.

According to the findings from the fifth part, skills that can be developed: reading, speaking, writing, vocabulary and culture.

Unit 6: Geography

In this section titled I use French for Geography class, a definition related to the field of geography is given. In the first stage of this section consisting of 2 activities, there is a French map. Students are asked to say the names of the regions on this map.

In the second activity, there are sentences describing the general characteristics of the regions in France. Based on this information, students are asked to find out which sentence describes which region.

In the last part, students are asked to create a map showing the regions of their own country based on the regions on the French map.

The interdisciplinary activities in the method book offer important advantages for students to both repeat concepts from different disciplines and develop their language skills. However, in addition to the development of language skills, an important point to be considered in foreign language education, especially for children, is the following: One of the main learning outcomes of the designed activities is to create content that can contribute to students' linguistic, cognitive and social development within the same activity.

Especially the fact that children's developmental and social characteristics and learning styles are different from each other should be taken into consideration. For this reason, we present some activity suggestions that can both improve their language skills and contribute to their social and cognitive development at the same activity within the scope of interdisciplinarity.

According to the findings from the sixth part, skills that can be developed: reading, speaking, writing, vocabulary and culture.

According to the findings of the analysis of all six sections, it is concluded that the students have the opportunity to develop all of their language skills in the same activity. Another important point is that while learning French, students can also carry out activities in accordance with the content of six different courses. It is also possible to make a comparative analysis about the cultural characteristics of the target language in almost all of these activities. And also, the mini projects at the end of the activities include task-based activities, one of the main functions of the action-oriented approach.

Thanks to these activities, students have the opportunity to do linguistic activities that they can perform individually or together.

As a result of the findings, it should be intended to support students to develop not only language skills but also their social and cognitive skills based on the activities that were examined. It is suggested that by implementing such activities, the students with different styles of learning and strategies can benefit significantly and be more qualified to carry out these tasks.

Therefore, two different activity proposals for the development of social and cognitive skills have been presented in an interdisciplinary context.

Examples of interdisciplinary activities

Table. 2 French and Physical Education Lesson Activity Proposal

Activity name: Location-direction finding activity

Related Fields	Social Studies, Physical Education, French	
<i>Cognitive Development</i>	-	Establishes relation with object, situation and event
	-	Implements the instructions given to him/her
	-	Completes the plot by starting from clues
Outcomes <i>Language Development</i>	-	Can give short and simple commands in French
	-	Can give information about the location and position of objects
	-	Can understand and apply verbal commands in French
<i>Social Development</i>	-	Motivates himself/herself to fulfil the task assigned to him/her.
	-	Show effort about the instructions given to him/her.
Skills to be developed	-	Listening, speaking, phonetics, vocabulary, grammar
	-	Brainstorming, drama, question-answer
Techniques	-	40 min
Time		

Table. 3 French and Turkish Lesson Activity Proposal

Activity name: Introducing yourself and your family

Related Fields	Turkish, French
<i>Cognitive Development</i>	<ul style="list-style-type: none"> - Implements the instructions given to him/her - Makes a definition based on the clues - Defines the cultural characteristics of the environment in which it is located
Outcomes <i>Language Development</i>	<ul style="list-style-type: none"> - Can introduce himself/herself and his/her family in French - Provides examples of their own culture - Can understand verbal commands in French - Provides examples of cultural features of the target language
<i>Social Development</i>	<ul style="list-style-type: none"> - Motivates himself/herself to fulfil the task assigned to him/her. - Show effort about the instructions given to him/her. - Develops creative thinking skills
Skills to be developed	<ul style="list-style-type: none"> - Speaking, phonetics, vocabulary, grammar
Techniques	<ul style="list-style-type: none"> - Brainstorming, drama, question-answer
Time	<ul style="list-style-type: none"> - 40 min

The following are some examples of Club Ados method book in the context of multidisciplinary activities:

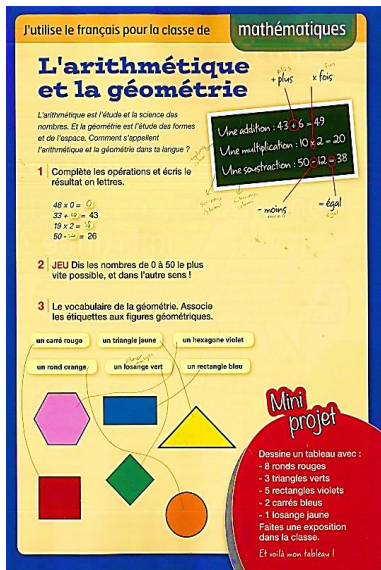


Fig. 1. Mathematics (Club Ados, 2015:27)



Fig. 2. Arts (Club Ados, 2015:45)



Fig. 3. Life and Earth Sciences (Club Ados, 2015:63)



Fig. 4. Physical and sports education (Club Ados, 2015:81)



Fig. 5. Civic education (Club Ados, 2015:99)

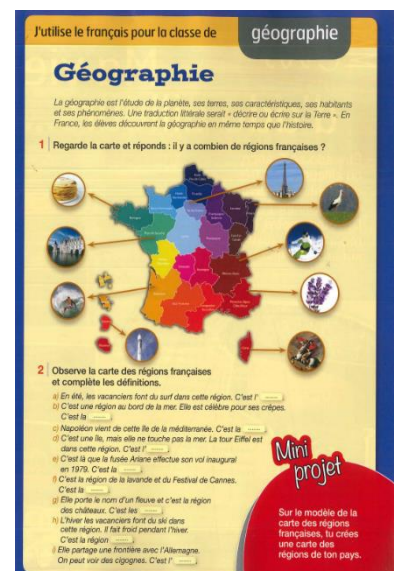


Fig. 6. Geography (Club Ados, 2015:117)

CONCLUSION AND PROPOSITION

The diverse sections of the Club Ados approach book and the activities developed in this context were discussed in this study in order to efficiently develop students' French language skills.

For teaching the French language, there are numerous method books available. Many of these method books incorporate various ways to enhance content while updating units and language exercises to take advantage of new opportunities provided by developing information and communication technology. The Club Ados method book provides teachers and students with two significant opportunities for improving their French skills. One of these is the disciplinary sections found in the book's units. Students have a lot of opportunity in these parts to apply what they have learned in other disciplines to their lesson of French. These activities can make an important impact to the process of learning a language, not only by supporting students in developing their language abilities but also by efficiently improving the development of their social, cultural, and cognitive abilities. Students benefit significantly from the integration of several disciplines within the same activity in terms of meticulously analyzing both their own cultural features and the cultural features of the target language. Learning processes are significantly impacted by current advancements and changes in the scientific and technological fields, either directly or indirectly. The efficient use of digital tools in learning and teaching processes, in particular, makes it possible to apply a variety of approaches, techniques, plans, and activities in the teaching and learning of languages. Combining many disciplines also makes it possible for new approaches to develop in learning processes instead of to using one approach.

It can be said that, students are able to perform activities related to six different courses at once in the French course when examining at the interdisciplinary sections and activities in the Club Ados method book. It is concluded that these activities enhance the development of speaking, reading, writing, grammar, phonetics, vocabulary, and cultural skills when they are examined in terms of language skills. These exercises give students the possibility to learn French while implementing their knowledge to other disciplines. In addition, several of the exercises let students make comparisons between their own cultural characteristics and those of the target language's culture.

Upon analysing the interdisciplinary parts of the book, in the process of developing language skills, we present our recommendations for teachers and students for French language teaching/learning in the interdisciplinary context.

Recommendations for teachers:

1. When preparing activities for children, teachers should design activities in such a way that language skills can be developed in an integrity, which can contribute to the effective development of language skills.
2. Integrating different disciplines as much as possible when teachers prepare tasks and activities enable students to develop concepts and knowledge levels in different disciplines simultaneously.
3. Teachers should use not only the activities in the method books but also the authentic materials that can be accessed especially from digital media while planning the activities in order to enrich the content.

4. The use of digital tools and digital platforms prepared for the development of language skills makes significant contributions to both the learning process and the assessment process. For this reason, supporting the activities with visual and audio-visual tools using digital platforms can increase students' interest and motivation.

5. In addition to the activities carried out in the classroom, teachers should also make plans for out-of-class activities that will support students' individual learning process. The main point emphasised here is that students can actively use language as a social actor in every context in which they are engaged.

6. Based on an action-oriented approach, integrating different disciplines into activities can provide significant contributions to the language learning process so that students can carry out mini projects and tasks outside of the classroom.

Recommendations for students:

1. In order to effectively develop their language skills, students need to be aware that their active participation in activities can result in significant gains not only in terms of skills development, but also in social and cognitive development.

2. In order to effectively develop their language skills, students need to be able to reflect conceptual and knowledge levels for as many disciplines as possible in activities, thereby gaining the advantage of being aware that they can positive outcomes in terms of language and overall cultural level.

3. Students will find the opportunity to effectively use the concepts they have learned in different courses in French class activities, while developing their skills in a variety of disciplines simultaneously.

4. Students need to be aware that they will have significant opportunities to develop their language skills as a social actor by actively implementing mini-projects outside of their activities that blend different disciplines.

5. The ability of students to effectively use their multimedia tools in order to develop their digital literacy skills while conducting French language activities can provide significant contributions to the language learning process. Therefore, in addition to the tasks assigned to him by the teacher, he should be able to prepare different types of activities with individuals or groups.

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