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Article Name	Integration of Social Studies and English: Prospective Teachers' Views "Feeding Two Birds with One Scone?"

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Abstract

This study aims to examine the process of developing interdisciplinary lesson plans for prospective English and social studies teachers using the Content-based language instruction model (CLIL) and through collaborative work. The participants of the study consisted of 30 prospective English and 10 prospective social studies teachers who were continuing their pre-service university education in one of the western provinces of Turkey. A qualitative approach was used to answer the research problem, and data collection tools consisted of questionnaires, semi-structured group interviews, and lesson plans. Both descriptive and content analysis was used to reach inferential results. As a result of the research, it was understood that pre-service teachers' own learning experiences affect their beliefs about their teaching experiences. Besides, it was understood that the 4C model, which can be used in CLIL, is specifically suitable for social studies. In line with these results, suggestions were made for future studies.

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Research Article**Integration of Social Studies and English: Prospective Teachers' Views
“Feeding two birds with one scone?”***Banu ÇULHA ÖZBAŞ¹  Berna GÜRYAY² **Abstract**

This study aims to examine the process of developing interdisciplinary lesson plans for prospective English and social studies teachers using the Content-based language instruction model (CLIL) and through collaborative work. The participants of the study consisted of 30 prospective English and 10 prospective social studies teachers who were continuing their pre-service university education in one of the western provinces of Turkey. A qualitative approach was used to answer the research problem, and data collection tools consisted of questionnaires, semi-structured group interviews, and lesson plans. Both descriptive and content analysis was used to reach inferential results. As a result of the research, it was understood that pre-service teachers' own learning experiences affect their beliefs about their teaching experiences. Besides, it was understood that the 4C model, which can be used in CLIL, is specifically suitable for social studies. In line with these results, suggestions were made for future studies.

Keywords: CLIL, ELT, social studies, teacher education**1. INTRODUCTION**

Curriculum integration is a method of teaching that puts the student's needs first and focuses on a theme from various subject areas and real-world problems. An integrated curriculum is not a novel method of education. Progressivists in education began to voice concerns about the curriculum's fragmentation in the 1920s due to the division of knowledge into different fields (Eisner, 1992). Progressives like John Dewey and Jean-Jacques Rousseau assert that to ultimately involve a child in learning, schoolwork should be related to the outside world, and extracurricular activities should spark the child's interest. Concern was voiced about secondary schools only existing to provide pupils with the qualifications needed for college, as opposed to educating students, at the Progressive Education Association National Convention in 1930 (Goodlad & Su, 1992).

Researchers claim that this strategy helps students understand essential topics (Kinniburg & Busby, 2008). Including social studies in core topics is a beneficial strategy that emphasizes the development of in-depth knowledge through integration, especially in minimizing the amount of isolated information taught to students (Hollaway & Chiodo, 2009; Martis & Boyd, 2009). Integrated contexts empower students to recognize and articulate how their learning across all subject areas relates to themselves and the various disciplines they are exposed to in social studies instruction. Additionally, integrative thinking meshes with content-area goals of strengthening students as active and reflective contributors within a participatory, pluralistic democracy, according to Hinde (2009) (cited in Barton & Levstik, 2004).

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One of the courses that can be associated with social studies is English (Dallinger, Jonkmann, Hollm & Fiege, 2016). A way of associated social studies with English courses the content and language integrated learning (CLIL) method in language instruction, often known as the content-based teaching model, has grown in popularity in recent years because this instruction strives to educate pupils as language users rather than language receivers. This dual-oriented educational strategy uses a second language to teach and acquire both language and content (Coyi Hood & Marsh, 2010). The barriers between language courses and other courses are dismantled in this way, and other courses are employed as the primary subject in creating language teaching content. Social studies course can be one of these (Dallinger et al., 2016). Lessons in social studies and English can include a variety of subjects that aim to educate students for life as productive citizens, such as fostering global sensitivity, making wise decisions, exercising critical thought, and increasing self-awareness. Namely, the social studies course, which strives to educate students for life as responsible citizens, and the English course can be linked.

1.1. Content and Language Integrated Learning (CLIL)

The modern push for an integrated curriculum dates back to 1929 when The National Council of Teachers of English (NCTE) launched an innovative, interdisciplinary curriculum project under the leadership of Ruth Mary Weeks. She asserted that English must be used in multiple contexts across all content areas (Bordelon, 2010). The power of this movement has fluctuated during the ensuing 70 years. The trend toward integrating language and social studies instruction in elementary schools has recently been resurgent (Dallinger et al., 2016). However, little empirical research has yet to be done to evaluate the effectiveness of such approaches. In parallel with this approach to language teaching, another method called Content and Language Integrated Learning has grown throughout Europe over the last two decades and is gaining popularity (Perez-Canado, 2012). CLIL is an educational strategy in which a subject and a foreign language - typically English - are taught and learned side by side (Goris, Denessen & Verhoeven, 2019). CLIL aims to promote both subject and language learning by combining the mother tongue and a foreign language in a single class (Eurydice, 2006). The overwhelming discontent with the L2 learning methods that were in use in the 1980s and 1990s, which were viewed as ineffective, particularly from a communicative perspective, catalyzed the European region's readiness for CLIL (Goris et al., 2019).

The anticipation of the positive impacts of CLIL on students' foreign language abilities is supported by several second language acquisition theories (Dallinger et al., 2016). The input hypothesis (Krashen, 1985) and interaction approach (Gass & Mackey, 2007) contend that language acquisition occurs as a result of exposure to enough comprehensible input and opportunities to use the language in conversation and other contexts. Such chances abound in CLIL classrooms, where the amount of foreign language input is significantly higher than it is for typical English learners and where students are encouraged (but not required) to use the foreign language (Eurydice, 2006). To examine the impact of CLIL on different linguistic abilities in the context of English as a foreign language, Goris et al., (2019) reviewed 20 years' worth of longitudinal studies. The results show that only a small number of comprehensive studies—and only a handful of them on a big scale—were conducted in Europe. The conclusions give definite cues regarding the situations in which CLIL yields noticeably higher L2 results. It is challenging to distill CLIL into a single notion. Though CLIL has been implemented in some form or another in nearly every European country, its beginnings and implementation in various countries have diverse histories (Goris et al., 2019). Coyle et al., (2010) summed up its defining characteristics as a blend of effective teaching methods in which expressive language and pertinent subjects are interwoven, allowing scaffolds for growth in both, with the inclusion of cultural awareness and intercultural understanding.

1.2. Four C's Framework

The four C's Framework consists of content, communication, cognition, and culture (Coyle et al., 2010).

1.2.1. Definition of 4C's framework

The “content” that refers to the subject comes first in the 4C's framework (Coyle et al., 2010). The framework's creators emphasize in this section that effective language learning happens when students study the language thematically through material drawn from a variety of subject areas, including history and science. The second element of the framework is “communication,” which goes beyond the conventional scope of a grammar education. Therefore it is maintained that students should master the language to be able to utilize it and get knowledge from it. The third component of the 4C's paradigm is “cognition,” which is strongly related to the value of challenging students to build new skills and knowledge by active involvement in cognitive processes rather than relying on the transfer of knowledge from an expert.

The last of the 4C's framework's components is “culture,” which aims to raise learners' awareness of their own and other cultures. In addition, with the help of authentic, culture-appropriate CLIL materials, learners can be given the fundamentals of a global perspective, intercultural awareness, and an understanding of the similarities and differences between cultures.

1.2.2. Why should 4C's framework be used?

The social studies and English language teaching programs have already established topics of people, places, habitats, culture and heritage, individuals, and society. Beyond the conventional methods of teaching grammar, the prospective teachers used games and matching exercises. They worked on tasks that demanded higher-level abilities like decision-making and empathy in addition to learning new ones. The goal of social studies is to increase students' awareness of both their own and other cultures. 4C framework was employed as a result.

To illustrate, while creating a timeline about the lives of scientists in the lesson, students employ social studies course abilities like historical empathy with temporal change and continuity. On the other hand, as the target language, “the past tense” is used. Besides, other skills, such as working in groups and pairs and understanding speech acts (e.g., describing and making conclusions), are strengthened, contributing to second language development. In this study, students are either expected to do these or carry out games and creative drama activities besides the above-mentioned skills and techniques.

Lastly, language through learning is predicated on the notion that learning happens through language and thinking. Unlike traditional language classrooms, learners in the context of CLIL need to learn the language to enhance their cognitive processes mentioned in the language triptych while also gaining language competencies (Coyle et al., 2010). In practice, each of these elements, namely; content (subject matter), communication (language), cognition (learning and thinking), and culture (social awareness of self) must be handled as a whole because they are interconnected (Ji, 2019). In parallel with this research, we examined the interconnection of the Social Studies and English lessons via the 4C.

In addition, given the paucity of relevant studies in Turkey (Kassymova & Çiftçi, 2020), this study is expected to shed light on integrating social studies and English courses. In this context, the problems of the research were determined as follows:

1. How did EFL and social studies prospective teachers determine the content focus of integration with social studies and English?
2. What kind of a process did the pre-service English teachers go through while preparing CLIL according to the 4C framework?

3. What are the obstacles or opportunities in preparing interdisciplinary lesson plans from the perspective of social studies and English language teacher candidates? What are their views on the positive and negative aspects of the process?

2. METHOD

By using a qualitative research approach, the research problem was attempted to be resolved. In a descriptive case study (Yin, 2003), prospective English and social studies teachers are examined. This study describes the process of linking social studies and English in addition to creating a lesson plan together. This study is a part of large-scale research. This article is only devoted to case study of English language teacher candidates lesson plans, and views of integration social studies. Besides, social studies teacher candidates' views on integration were examined.

2.1. Participants of the Study

The participants of the study consisted of 30 English and 10 Social Studies prospective teachers in a state university in the Western part of Turkey who were selected via purposive sampling. The participants were selected from among the 3rd-grade prospective English language teachers who had taken the "Teaching English to Young Learners I" course and 3rd-grade prospective Social Studies teachers who had taken the "Social Studies Teaching I" course on Social Studies teaching, because in these courses prospective teachers learn how to teach and plan lessons in constructivist ways.

2.2. Data Collection Tools and Data Collection Process

Open-ended questionnaire, lesson plans and focus group interviews were used as data collection tools. In constructing these, social studies and English language teaching experts' opinions were obtained for all data collection tools.

Firstly, the prospective teachers were asked to write whether English lessons could be combined with other lessons. Then they were asked whether social studies could be combined with other lessons so that their opinions on the subject were taken before they started the practices. Afterward, social studies and prospective English teachers were asked how social studies and English could be integrated. With these inquiries, an effort was made to comprehend their initial thoughts. At the end of the implementation, all participants were asked to write their views again. Besides, prospective English language teachers were required to participate in focus group interviews.

2.2.1. Open-ended questionnaire

Prospective teachers were asked to write their views and reflections on integrating different courses. Namely, the following questions were directed to both groups of students:

Can associations be made between their courses and other courses? If so, which courses can be integrated? How? (When they have finished answering these, the rest of the questions were directed)

Do you think English and social studies courses' subjects can be integrated?

If yes, what can be the positive/negative aspects of the integration of Social studies and English courses?

As a result of their simultaneous delivery, which guaranteed time savings, prospective teachers' opinions were compiled in writing.

2.2.2. Lesson plans

Both prospective teacher groups were asked to collaborate and write integrated plans. In writing their plans, they have used the 4C framework and similar objectives in ELT and social studies courses.

2.2.3. Focus group interviews

Focus group interviews were only carried out with prospective English teachers, because they were the ones who created the lesson plans. Focus group questions were composed of the following four questions and audio-recorded for further analysis with the participants' permission.

1. How did you come together with prospective social studies teachers in the project?
2. What are the positive/negative aspects of integrating Social studies and English courses?

3. Would you like to study with another course teacher again?
4. Is there anything that you would like to ask?

Focus group interviews were conducted to explore how they made decisions during the preparation of the lesson plans and whether there was anything else they wanted to add to their written statements and to provide triangulation.

2.3. The Process

The participants of the study were required to write their opinions on whether English lessons could be integrated with any other course. If the answer was positive, they were asked which course/s they would name. Thirdly, they were asked whether social studies can be combined with English. Additionally, their suggestions about how these two lessons can be integrated were taken. Likewise, prospective social studies teachers were inquired whether social studies can be integrated with any other course and which one/s. Social studies prospective teachers were also asked whether it is possible to integrate social studies and English.

As the second step of the study, both researchers announced some information about the research process. Afterward, prospective English teachers were grouped with social studies prospective teachers. They were given two weeks to meet and make a lesson plan that integrates social studies and English courses. Social studies prospective teachers acted more like counselors in social studies programs. They were asked to decide on their shared or similar program objectives when they met. The groups developed lesson plans in line with the objectives and learner needs. Although they were asked to meet face-to-face, they sometimes had to meet online. Thirdly, after they had finished their plans, prospective English teachers presented them within the scope of the “Teaching English to Young Learners II” course. These plans were evaluated by their classmates and the course instructor.

The fourth step was taking participants’ views on the process with written reflections. Lastly, five focus groups were conducted to examine prospective English language teachers’ views on decision-making processes in collaborative plan preparation. Through data triangulation, the researchers tried to understand what pre-service teachers thought and what process they had experienced. This data triangulation gave an in-depth perspective of their opinions about the integration experience.

2.4. Data Analysis

All data were written down, compared with each other, and subjected to inferential analysis. The lesson plans prepared by the prospective teachers were subjected to content analysis according to the CLIL 4C lesson plan. During the whole process, the data were analyzed by one of the researchers at two different times to check for consistency. Codes were used instead of the actual names of the prospective teachers; for instance, the prospective English language teacher is abbreviated as PELT, and the prospective social studies teacher is PSST.

3. FINDINGS

The study’s findings will be analyzed in detail in this article section. The analysis of the qualitative data will be shared under two headings; findings related to prospective teachers’ views on the integration of different courses and the creation of CLIL lesson plans.

3.1. Findings Related to Prospective Teachers’ Views on the Integration of Different Courses

This section will present English and prospective social studies teachers’ views on integrating different courses.

3.1.1. Prospective English teachers’ views on the integration of different courses

Without giving information about the content of the project, English and social studies teachers were asked to answer the following questions in written form before the implementation:

Table 1. Prospective English teachers' views on integration before the implementation

Questions	Sample extracts	Frequency
Can English be integrated with other courses?		
Yes (n=30)	English is a world language	18
	English is present in all aspects of life	8
	It can be if the English level of the learners is appropriate.	4
Which courses can be integrated?		
	Science and maths lessons	22
	Social areas	5
	Daily life subjects	3

All participants stated that this was possible (n=30). They explained these views with three main reasons. These are “English is a world language (n=18),” “English is present in all areas of life (n=8)” and “associations can be made depending on the level of the students (n= 4).”

Participant 15 explains that English, as a world language, can easily be integrated into other subjects. *“Yes, I think it is possible; English can be used in all areas of life and can be integrated with all courses. Therefore, other courses can be taught in English, or the content of other courses can be utilized in English courses”*. PELT 28 emphasized the importance of this integration. This integration can help learners to understand the specified topic better and in a multidimensional way.

The prospective teacher PELT 29, who stated that this association is possible, but there is a prerequisite for it, expressed his/her views in the following lines:

“Associating English with other courses depends on the students we teach. If the English level of the students we teach is sufficient, it is possible to combine English with other subjects”. Prospective teachers stated that this combination is primarily used in science and mathematics courses (n=22), social areas (n=5), and topics related to daily life (n=3).

Most pre-service teachers (n=21) stated that this combination could be more straightforward, especially with numerical courses. The student coded PELT 8 explained this situation as follows *“In science, basic knowledge and subjects can be explained by simplifying the solid, liquid, and gaseous state of water, for example”*. The student coded PELT 7 also stated his views: *“English can be easily explained in some numerical courses. Since mathematics is a course taught with numbers by nature, the English sentences interspersed can be easily understood”*. The pre-service teachers claimed that English could be more readily associated with numerical courses, and the main reason is that numerical courses have many formulas. For these prospective teachers, it will be easier to explain the steps and give instructions in maths and English. Among the students who think that social sciences can be associated with English language lessons, PELT student coded 18 stated his/her opinion in the following way. *“Yes, when students learn useful information in a foreign language, they can adapt to the language more easily. For example, the subject explained in Turkish in the social studies course can be repeated in English as a discussion.”*

PELT 19, who stated that geography topics could be associated with English lessons, defended her view: *“Using English, the common language of the whole world, for issues that concern all people is important both in terms of language development and awareness raising. For example, slogans can be written about environmental awareness”*. Those who stated that integration can be made with social science courses and English gave geography as an example (n=6). To exemplify, PELT 5 stated, *“Yes, for example, geography topics can be explained in a lightened way in English class. In this way,*

both lessons can be connected, and landforms and natural phenomena can also be learned in English. It can be explained without going into very technical details”.

In addition to emphasizing numerical and verbal subjects, prospective English teachers also state that this association can be in subjects related to daily life. They state that associations can be made, which is more likely to happen in science and mathematics. According to these participants, the language level of the students is the most important criterion for making these integrations, and that fundamental concepts and simplified topics can be used to integrate English and other courses.

3.1.2. Prospective Social Studies teachers' views on the integration of different courses

When prospective social studies teachers' written reflections before the implementation were analyzed, the following results were found:

Table 2. Prospective social studies teachers' views on integration before the implementation

Questions	Sample extracts	Frequency
Can Social Studies be integrated with other courses?		n
Yes	Everything related to life can be integrated with social studies	6
	Skills in social studies and skills in other courses	3
	Kemalism Subjects	1
Which courses can be integrated with Social Studies?		
	Turkish course	7
	Science and Mathematics	2
	Citizenship skills	1

It is clear from their statement that social studies are more likely to be related to science and Turkish courses, which is feasible, especially when taking a Turkish course. For instance, reading passages from a Turkish course may be relevant to the subjects covered in the social studies course. Prospective teacher PSST 7 stated, *"Our usage of oral and written materials in social studies instruction is already covered in a course we are taking, so Turkish is also used in that context."* Due to the similarities in the subject matter, some prospective teachers believe it might be connected to science courses. PSST 3, asserts that *"Natural occurrences or environmental issues might be related to one another in science. Even mathematical calculations can be used to illustrate Turkey's position, parallels, and meridians. There was not even one example related to the English lesson in the discourse of pre-service social studies teachers"*.

Then, prospective English teachers were asked whether social studies and English lessons could be related. When the answers were examined, it was seen that all but two pre-service teachers stated that this was possible because English is a universal language. The pre-service teachers who stated that this could not be done stated that *"if the level of the students is not appropriate, they cannot understand the subject matter either in Turkish or in English"*.

Most of the prospective social studies teachers (n= 8) stated that this was not possible because they could not make the association with English in the lessons since they did not speak English themselves. They stated that English is complex, and this would cause students to be afraid. Again, it is understood that they decided based on their own English experiences. *"We do not have English. How can we explain the lesson in English? We don't understand it ourselves"*. These prospective teachers' statements reveal our country's widespread fear of English. Two prospective teachers suggested this could be possible, especially when explaining global problems and weather. For example, the English equivalents of natural phenomena such as earthquakes, floods, and landslides can also be taught like the English equivalents of such concepts.

When prospective English teachers' discourses are analyzed, it is understood that pre-service English teachers think more flexibly on this issue and are more open to integrating social studies and English. It is understood that pre-service teachers' own learning experiences affect their views on integrating different courses.

3.2. Creation of CLIL Lesson Plans

English language teacher candidates were told what CLIL is, how it is implemented, and how the 4C framework can be applied when making lesson plans in this field in 3 lesson hours.

Afterward, one of the researchers, a researcher from the Social Studies Department, and her four students visited the ELT department third graders' class and gave information about the social studies program structure, objectives, content, methods, and techniques. In this process, they were first asked how they remembered themselves learning social studies in secondary school and asked to share their learning experiences. The prospective English teachers were asked what they remembered about social studies and gave examples of using it in English. Then they were informed about the program used today, the philosophy of the program, and the like. The researchers explained why interdisciplinary studies are essential, gave information about the work, and showed a sample integration activity.

Prospective English teachers approached the project very positively. They gave examples of topics that they could do themselves. PELT 19 said that an activity could be done on being a good citizen while teaching the "should" pattern. They said that a study about countries could be done. It is explained that they need to plan an English lesson integrated into social studies, which should at least have one objective.

After forming the groups, the researchers told them they should meet within that week and start preparing the plan by choosing their topics and taking photos during their meetings. In addition to the plan, the researchers asked for materials and reports of their meetings. The groups were formed, they met, and the prospective social studies teachers participated in selecting outcomes and creating content. Then the prospective English teachers prepared their plans, developed their materials, and presented them in their classrooms.

3.2.1. Lesson plans

While preparing a lesson plan in English, communicative and inductive ways of learning are prioritized. Four fundamental skills, listening, speaking, reading, and writing, are aimed to be used in the integration. The participants analyzed both curricula and found which skills or main activities in English can be combined with which topic in the social studies program.

Table 3. Lesson plans with 4C framework

Group	Theme	Enriching English language teaching	Skills	Relating to the culture
1	Science, Technology, and Society	Giving simple instructions, making simple inquiries about technology Developing ideas for designing unique products based on the needs of their environment.	Researching the inventors of the technological products, the usage, and development of these products over time	Grouping the technological devices in their environment according to their usage, e.g., cleaning during pandemics in their houses.
2	Science, Technology, and Society	Writing a short and straightforward report about past events.	Specific information about names and dates in the past events, e.g., timetable, who am I? game.	"Who am I?" game about Turkish Islamic scholars who contributed to the civilization's scientific development process

3	Nationality, Countries	Developing interest and positive attitudes towards different nations. Students will recall what they have learned in social studies about the countries and practice that information in English.	Map-based game to enhance their spatial perception skills.	Finding on the map game: Ahmet is from Turkey. Turkey is in Europe and Asia and is famous for Cappadocia. The capital of Turkey is Ankara.
4	Crops grown in our country Production Consumption Distribution	Talking about the political map of Turkey Knowing some specific countries and their region Knowing the city's indigenous features Tabuu game	Talking about the political map of Turkey, cities' indigenous properties. Trabzon: anchovy, Black Sea, Sumela Monastery. İzmir; Gevrek, Clock Tower Tabuu game about all these	We live in Turkey, but not all of us are informed about our country. Before starting, where is your hometown? The introduction and cultural features of the cities and playing taboo to learn and memorize the cities' features.
5	Seasons and weather	Talking about their likes and dislikes Describing weather conditions Naming the seasons, and asking and answering simple questions about weather conditions and clothing. Listening activity	Observation and empathy skills	How is the weather? Students analyze the weather forecast of their city (Cities of Turkey and their weather) Reading and matching picture activities-Clock
6	Countries and Nationalities Global connections	Asking clarification questions about the countries and flags and ensuring each student understands the subject, vocabulary, and grammar.	Recognition of different countries around the world. Character creation activity. They give characteristics and ask the students to find the child's name: flags and country matching. Hot-seating drama technique could have been used.	The students respect other cultures.
7	People, places, environment. The students know about the location.	Using a compass and learning directions, the teacher brings a compass to the classroom and asks if they have ever used a compass before and, if they have, whether they know the meaning of the letters on a compass.	Sketch preparation. Directions Locating in the sketch Bringing a compass to class	Drawing sketches of their neighborhood. Telling the locations of their county's cities on a map Finding the location of the places they visit daily
8	Individual and society Recognizes individual interests and needs	Delivering a simple brief speech about abilities with an initial presentation. The teacher greets the students, converses about sports activities, and asks what they like or dislike.	The activities are; asking what they like and dislike, drawing activities, creating their character, and describing their abilities in a short paragraph	Saying three truths and one lie about oneself while the class tries to guess the lie.
9	Value education Disasters and emergencies	Review vocabulary related to weather and natural disasters Increase awareness and teaching possible measures in disaster and emergencies Listening, speaking, reading, writing activities, drawing	Concept caricature, moral reasoning, value education They have also written a drama activity.	Making the necessary preparations against natural disasters. The disasters and forces that are more likely to occur in the students' life zone and prioritized

10	Nationality and countries	Talking about nationalities and countries, asking and answering questions about nationalities and countries, constructing simple dialogues and nationality, improving their logical thinking	Flag matching about different nationalities and countries Puppets	Creating characters from different nationalities, starting from Turkey: Turkey is famous for lots of things such as cuisine, touristic places, historical building, and places.
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Two lesson plans were prepared for science, technology, and society, two in the learning area of people, places, and environments, one for production-consumption distribution, two for global connections, and one for individuals and society.

3.2.1.1. Themes

Regarding grade, four lesson plans were prepared in line with the 4th, two in line with the 5th, two in line with the 6th, and two in line with the 7th-grade objectives. Three groups chose science, technology, and society out of ten; people, places, and environments by three; production, consumption, and distribution by one; global relations by two; and individual and society by one group. When the themes were determined, it was understood that they made their decisions based chiefly on course objectives. They examined both programs and focused on shared outcomes and grades. In focus group interviews, the 3rd group stated the following:

PELT: we generally communicated via WhatsApp, which was one of the most important benefits of technology.

Researcher (R): Indeed, it must have been good at both document submission

PELT: Exactly, they sent the program, and we examined it, and went and met them. We took a closer look at both programs and compared them a little bit, most of the things did not fit according to the objectives or classes, and finally, we decided on the subject of countries and nationalities. For example, something we have in 4th, 5th, or 6th grade is in a different arrangement here. It can be at different levels, so we had a little trouble here; for example, we have it in 4th grade, and they have it in 6th or 7th grade. It is always necessary to pay attention to these. This constitutes an excellent example of increasing program knowledge. Outcome 4 in our English program says something very general; it says that they understand and talk about what is said about countries and nationalities. You know, there is nothing explicit. There was nothing about social studies. We added a few social studies elements, elementary things, such as the capital city, which continent it is on, its flag, and what it is famous for.

The above extract shows that the pre-service teachers carefully examined both their program and the program of the other group, which is a significant result.

When these themes were considered, it is understood that they chose topics that may be more closely related to daily life or students' lives, such as science, technology, and society and topics related to geographies, such as people, places, and environments. We observe that they did not choose active citizenship topics; at the beginning, they said mostly geography, but technology is also involved now.

3.2.1.2 Enriching English language teaching

As for different ways of teaching English, prospective teachers stated that they tried to write more fun activities. They used games, puppets, creative drama activities, and the like. In addition, they were more interested in teaching English grammar than speaking skills and thought this was even more important.

Group 9 Review vocabulary related to weather and natural disasters. Increasing awareness and teaching possible measures in disaster and emergencies: Listening, speaking, reading, writing activities, and drawing

Group 8 Greeting students and having conversations about sports activities, asking what they like and dislike

Group 2 Writing a short and straightforward report about past events.

Group 4 Talking about the political map of Turkey, knowing some specific countries and their region, knowing the city's indigenous features, taboo game

These examples indicate that it is very important for students to use games (n=4), puppets (n=1) moral reasoning, (value education) process planning (n=1) developing activities related not only to grammar but also to reading, writing, listening, and most importantly; speaking and communication skills in English. The materials they use for these activities are also essential and remarkable. Here is an example of group 3's game activity's instructions:

The teacher divides the class into groups of three. There is a box full of folded papers. He asks each group to pick three papers from the box. Then, he writes and explains the instructions about the game. Instructions can be:

Unfold your papers. (You will see the names of three countries and three persons)

Try to find the countries on the map.

Talk to your friends and answer the questions below. Each correct answer is one point. You have 5 minutes.

In focus group interviews, Group 9 stated that they tended to choose activities where students can learn English in a fun way.

They (social studies prospective teachers) talked about the activities they had prepared in their lessons and the topics in their lesson plans; we saw how they could be applied. We quickly decided and created a drama activity with them. The drama activity was fun for the students. Thus, they could speak more easily.

The interview with group 6 below shows us that pre-service teachers find the integration challenging but at the same time promising:

After conducting this research, we, as students from two different fields, agreed that it is possible to integrate two lessons and came up with an integrated lesson plan. It was challenging for us to find overlapping topics and contents suitable for the objectives and goals of these two lessons, and it was time-consuming for us. Even though it was time-consuming and compelling, we agreed that it is possible to integrate the objectives and goals of these two lessons by integrating contents and topics. In the end, after all the effort we put in, it is worth integrating these two lessons.

3.2.1.3. Skills

Prospective teachers wrote activities that could improve English reading, writing, listening, and speaking skills. They also wrote activities to develop skills specific to social studies teaching, such as perception of time, change and sustainability, perception of space, historical empathy, and empathy. One group wrote a moral reasoning activity related to value teaching and stated that they tried to develop logical thinking. There is a timeline and game related to historical empathy in group 3's plan below.

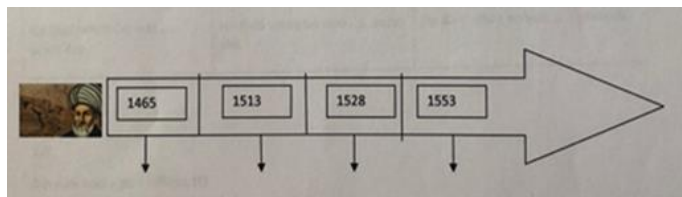


Figure 1: Timeline of Islamic scholars



Figure 2: "Who Am I?" Hat of group 3

3.2.1.4. Relating to culture

The most important thing about the 4C framework is that it focuses on culture, both their own culture and recognizing that there are different cultures and lives in the world and respecting them. The fact that the social studies course had these topics in our study made the work easier because, in previous studies, it was seen that they had the most difficulty in this. The focus group interview of group 3 indicates this situation:

When they were explaining the topics, they always had examples from their own lives and places in social studies. Therefore, we did not have any difficulty in this part. It was enough for us to write activities on the program's objectives.

By associating almost every topic with the place they live or with examples from life, they have developed activities that will help students recognize their own culture and respect different cultures. In weather events from where they live ... in the sketch, they use folk songs from their hometowns, and the like.

3.3. Prospective English Language and Social Studies Teachers' Process Evaluation

This section will present firstly prospective English Language teachers' process evaluation and secondly, prospective social studies teachers' process evaluation.

3.3.1. Process evaluation of prospective English language teachers

When we asked them to write both the positive and negative aspects, the prospective English teachers focused on the positive aspects rather than the negative.

Table 4. Process evaluation of prospective English language teachers

Questions	Sample extracts	Frequency
Positive	Can facilitate student learning	15
	Information becomes more permanent/increased repetition	6
	Can increase students' interest	4
	Having fun activities	3
	I don't think there will be any downside	2
Negative	Time-consuming	19
	Difficult for a student who dislikes one of the two subjects	4
	Not every topic may be suitable	2
	Students may be confused	1

Two prospective teachers even stated that there would not be any negative side to it. Fifteen prospective teachers stated that this process would thicken students' learning. Prospective English

teachers who find integration positive state that it can facilitate student learning (n=15), information becomes more permanent/increased repetition (n=6), can increase students' interest (n=4), having fun activities (n=3) and I don't think there will be any downside (n=2).

PELT 1 emphasized the positive state of this integration. It would be appropriate to integrate the social studies course in secondary school, which is a course that provides students with basic information from life, with language, which is also a cross-section of life. For example, it allows students to explain themselves and get to know themselves for the topic of "Who am I?" which is a topic in the social studies course that can help students explain themselves. PELT 21 also stated the fun of integration:

It can also be fun for the students. For them, there will be a familiarity with them, and they will feel more confident, but the downside may be for the teachers. It can be challenging to go through both curricula and integrate them into the lesson. Or maybe students might be confused when they see these topics in English.

PELT 23 emphasized students' interest and permanent/increased repetition "Knowledge becomes more permanent with the integration of courses. Effective learning takes place because social studies topics are more related to real life".

PELT 17 and 18 also emphasized the student learning process:

Students will start to see English not only as a lesson but also as a means of communication. Teaching the topics and adapting the class's language level to the social studies course will be challenging. However, despite all the difficulties, it will be advantageous when these two courses are linked because it will be possible to repeat the topics and the short English lesson hours will be increased. Therefore, English will be transformed from being seen only as a lesson into a means of communication (PELT 17).

It increases students' interest in both subjects and provides opportunities for repetition. Subjects that students can relate to their own lives make English lessons more understandable. On the negative side, if a student is weaker in one of the two subjects, this can negatively affect the other subject. If the activities are not chosen correctly, the student may lose interest. It can be a waste of time for the teacher. However, it is a working student can benefit from (PELT 18).

PELT 27, 28 and 20 mention social studies course as suitable for integration because of its topics:

Topics such as natural disasters, professions, local and international cultures, flags, weather events, and the like can be associated with English. Social studies course's objectives that aim to develop students as individuals and give them responsibility can be integrated into most activities in English education (PELT 27).

The most suitable course is social studies because the content and achievements were very suitable for English. Countries, cities of our country, our economic resources, savings, landforms, natural disasters, food sources... There won't be any negative side to integration (PELT 28).

Imagine if we used it in mathematics; for example, it could cause students to give up hope in a subject they are already struggling with. World cultures, which are among the subjects of the social studies course, would be more effective and useful if we used English, which has become the world language.

The downside is that students who dislike one of the subjects may lose interest in the other subject. (PELT20)

Two prospective teachers even stated that there wouldn't be any negative side to it. Prospective English teachers who find integration negative state that it can be time-consuming (n=19), difficult for a student who dislikes one of the two subjects (n=4), not every topic be suitable (n=2), and students may be confused (n=1). PELT 19 coded prospective teacher mentioned that:

The negative side is that it will take more time than usual for the teacher to get ready for the lesson and prepare a lesson plan.

PELT 11 coded prospective teacher emphasized the nature of the challenging of English on the negative side: *"Teaching topics that require excessive memorization and knowledge in English can be challenging for students"*. PELT 16 also mentioned one of the negative aspects as *"the student may be confused after the integrated course and unable to reach the outcomes of both courses sufficiently"*.

3.3.2. Process evaluation of prospective social studies teachers

When we asked them to write both the positive and negative aspects, the prospective social studies teachers focused on the negative aspects rather than the positive.

Table 4. Process evaluation of prospective social studies teachers

Questions	Sample extracts	Frequency
Positive	Can facilitate student learning	7
	Information becomes more permanent/increased repetition	2
	Can increase students' interest	1
Negative	Time-consuming	5
	Difficult for a student who dislikes one of the two subjects	1
	Not every topic may be suitable	1
	Students may be confused	1
	Teachers may not feel competent	1
	It makes it difficult to learn social studies	1

For social studies prospective teachers, the positive side of this process is facilitating student learning (n=7). PSST 7 stated that *"It facilitates students' learning, it allows them to repeat"* and PSST 3 noted that *"the information becomes more permanent than ever. They can repeat what they have learned in the social studies course in English course, which allows them to revise the subjects."*

When we asked them to write both positive and negative aspects, it was understood that they exemplified the negative aspects more. The fact that they expressed more negative aspects than positive ones can indicate that their own negative experiences of learning English are more important than everything else. Among those who think negatively, PSST7 argued that *"Subjects can get intertwined with each other. They can speak in English in social studies class"*.

4. DISCUSSION and CONCLUSION

This study aims to examine how aspiring English and social studies teachers create interdisciplinary lesson plans by working collaboratively and utilizing the Content-based language instruction methodology (CLIL). Discussion of the findings will be analyzed under three headings; interdisciplinary perspective development, interdisciplinary planning process, and the 4C framework,

challenges, and opportunities of interdisciplinary studies. Lastly, some possible suggestions will be provided.

4.1. Interdisciplinary Perspective Development

Without giving information about the content of the project, English and social studies teachers indicated that the integration of courses was plausible. All participants stated that this idea was possible. They provided three key justifications for their opinions. These are "English is a world language," "English is present in all aspects of life," and "Associations can be created depending on the level of the pupils". Prospective English teachers think that associations can be made primarily on mathematics, science, and daily life subjects. On the other hand, prospective social studies teachers assume that social studies course is more likely to be related to science and Turkish courses. This idea is feasible, especially when taking a Turkish course.

Before starting the study, when the participants were asked questions such as "Can there be an interdisciplinary study? How?" it was found that all participants were optimistic about integrating different courses. Specifically, they stated that this would make it easier for students to learn because they could repeat what they had learned in one lesson and other lessons. For prospective English teachers, in particular, this was feeding two birds with one scone because students would be more exposed to English. This finding is in parallel with the results of Çulha Özbaş and Güray's (2014) study which indicated the majority of prospective English teachers were motivated to integrate social studies and English via global education.

When asked about the integration of social studies and English, it was seen that while English teachers were positive about this, social studies teachers were not so optimistic. When asked about the reason for this, it was understood that their learning experiences were compelling. Socialists draw an analogy between their language learning process and their students' language learning process and say that integration will be complex.

The "*We do not have English*" view demonstrates that prospective teachers' views about their courses impact their collaborative thinking processes. Prospective English language teachers seem more willing to work together and relate English to other subjects or consider themselves competent in this regard. Again, the fact that some of their courses were conducted in English while they were learning English affects this. While learning English, they also learned the English names of the concepts and events in science and mathematics courses. It is concluded that how prospective teachers learn disciplines during their student years influences their beliefs about how to teach a subject better during their pre-service teacher education.

4.2. Interdisciplinary Planning Process and 4C Framework

The 4C framework consists of 4 domains: content (themes), English communication competencies, skills cognition, and cultural associations. In previous studies, it is understood that prospective teachers are fine with creating themes in the lesson plans they prepare. However, they have difficulties when they do not consider themselves competent in the lesson plan subject. In this study, this problem was not encountered. The fact that two groups of prospective teachers from two different disciplines worked together prevented them from worrying about questions; "Is the information correct?" "Am I transferring the discipline correctly?". In this process, each teacher group had the opportunity to examine the program of their branch in more detail; they made common progress on similarities and differences. They felt comfortable with the 4Cs and thought it would work. Turner (2021) favors the benefits of the 4Cs framework as it is compatible with student-centered and inquiry-based approaches. The structure of the program was also influential in this. Referring to the previous study with the English speakers, they said they did not think about whether they were

doing it right or wrong. Besides, prospective teachers indicated that they supported each other in preparing the material.

In previous studies, it was seen that prospective teachers prepared CLIL lesson plans in the areas they were interested. In a CLIL study, they chose science, technology, society, people, places, and environments. Leung (2015) reaches a similar conclusion, pointing out that English language teachers often choose the topics for their CLIL lesson plans based on how well they are familiar with the material. In light of this, multidisciplinary studies for teacher education can be recommended. It is observed that prospective teachers in this study mainly used online methods for these data collection procedures. This result supports the notion that collaboration and mutual support between CLIL teachers and materials designers, including exchanging experiences, resources, and best practices, are crucial (Bannegas, 2016; Coşkun, 2022; Coyle et al., 2010; DelliCarpini, 2021).

In earlier research, finding suitable materials, investing time, and integrating culture into the lesson plan were challenges. Finding appropriate materials, spending time, and adding culture to the lesson plan are some difficulties participants reported while preparing CLIL lessons. Similarly to this, it is said that the process of developing materials and planning CLIL lessons can occasionally be difficult and time-consuming (Bannegas, 2016; Gierlinger, 2007; Moore & Lorenzo, 2007).

4.3. Challenges and Opportunities of Interdisciplinary Studies

Prospective teachers perceived integrating social studies into English language arts (ELA) as an opportunity for growth, not only in learning concepts of both skills but also for general skills and transferring knowledge. This belief is because they think that students will repeat what they have learned in one lesson in the other lessons, and thus permanent learning will occur.

Furthermore, curriculum integration has proven to be effective in developing and transforming the students' behaviors towards subject areas; students become excited about integrated lessons, and they state that this process can be made fun, especially with drama activities, puppets, and games.

One of the main challenges of integrating social studies into the ELA curriculum was inadequate time to plan and incorporate the needed lessons and concepts into the main subject. The gathering of students from two different departments was one of the difficulties of this study. Since they had difficulties finding a shared time to meet, they usually preferred to convene online. The most challenging part of the study was that prospective social studies teachers felt that their foreign language skills were insufficient. Haciemiroglu (2014) puts forward that merging two topics also entails more work for teachers who are already overworked and responsible for other duties; time management challenges for teachers are thus compounded when attempting to integrate curricula. Additionally, teachers note that a lack of tools and materials makes planning and integration even more complicated (Haciemiroglu, 2014).

The current study discovered that the integration should result in the application of and connection between social studies concepts and the student's real-life experiences. Besides, it is seen that prospective teachers mainly chose topics from daily life such as science, technology, society and people, places, and environments. Moreover, some prospective teachers emphasize that integrating different courses is time-consuming for the teacher, while it can be time-saving for the students. This finding is in parallel with some other research findings. According to other studies, developing CLIL lesson plans and related resources can occasionally be difficult and time-consuming (Bannegas, 2016; Gierlinger, 2007; Moore & Lorenzo, 2007). It was understood that pre-service teachers' own learning experiences affect their beliefs about their teaching experiences.

As a result of this study, it was understood that the 4C model, which can be used in CLIL, might be suitable for social studies and English integration. It is also an important result that prospective social studies teachers consider themselves inadequate in their knowledge of English and claim that neither they nor their students can achieve it. In terms of the integration of social studies and English,

while prospective English teachers were positive about it, social studies teachers were comparatively negative. In line with these results, suggestions were made for future studies.

4.4. Suggestions

Further research can focus on both students' and teachers' perceptions of CLIL after the implementation of the CLIL lesson plans and materials in the classroom setting because the teacher perceptions in this study are based on language-driven CLIL lesson plans and materials that were regrettably not implemented in the classroom due to time constraints. The English language teachers may have more in-depth perceptions if given a chance to witness pupils being exposed to a CLIL practice. Future studies should also examine how the CLIL lesson planning process affects future EFL teachers.

Courses in which prospective teachers can work in an interdisciplinary way together during the education process can be suggested. It has been concluded that the 4C framework is a good model in core practice training, especially in a subject such as social studies, because it can be associated with culture. Therefore, in future studies, sample activities can be planned in different branches.

In this study, only the plan preparation process was evaluated. Therefore, in future studies, research on the implementation and implementation processes of the prepared plans can be conducted. The present study also demonstrated that pre-service teachers' awareness (curriculum knowledge) of their own and other branches increased while working together. In future studies, the effect of interdisciplinary studies on the development of pre-service teachers' pedagogical content knowledge can be evaluated.

Given the advantages of the CLIL lesson planning process on the development of English language teachers in various fields, it is claimed that CLIL is an effective tool for pre-service teacher education programs. In CLIL lesson planning, teachers had the most difficulty in doing activities that would connect with culture; however, in this study, no one mentioned this because the basis of the social studies course is culture. This might be due to the perception that English lessons in Turkey are generally taught only to teach a different culture. Different planning methods in teacher education can also be compared and discussed with prospective teachers. Is it feeding two birds with one scone, or does it bring burden and confuse both the teachers and students can be investigated.

Ethics Committee Decision

This research was carried out with the permission of Dokuz Eylül University Social and Human Scientific Research and Publication Ethics Committee with the decision numbered E10042736-659-413916/882 dated 02.11.2022.

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