

CONTENT AND LANGUAGE INTEGRATED LEARNING MODEL IN TEACHING A FOREIGN LANGUAGE IN A NON-LANGUAGE UNIVERSITY

МОДЕЛЬ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ У НЕМОВНОМУ ВНЗ

The progress in science and engineering, an urgent need for an enhanced exchange of scientific and technological achievements, the intensity of scientific information are increasingly highlighting the practical usage of a foreign language-knowledge of the basics of understanding and translating scientific and technical literature and documentation, implementation of interlanguage communication. In modern society, the socialization issues of young people in the international and intercultural space acquire particular importance, and knowledge of a foreign language is seen as one of the tools to expand students' professional knowledge and opportunities. Specialists who possess not only professional skills but also knowledge of a foreign language occupy a more favorable position in the labor market, while those who are able to combine, analyze, and apply their knowledge of several disciplines simultaneously are considered to be much more competitive. Today, due to the global processes taking place in society, new professions are constantly emerging, and old ones are disappearing. It is crucial not only to develop specialized professional skills and abilities but also to create conditions for further actualization of the acquired knowledge throughout professional life.

Therefore, an educational institution needs to prepare a graduate who can withstand these changes and be ready for continuous learning and self-improvement. Given the fact that the overwhelming majority of advanced scientific research is now published in English, it is not easy to deny the growing importance of developing professional foreign language competence in non-linguistic universities, whose graduates should have access to the world's databases and be able to exchange information in their professional environment. Obviously, it is impossible to achieve new results with the same old means. Consequently, universities must find new ways and approaches to train future specialists in a professionally oriented foreign language effectively.

Key words: *Content and Language Integrative Learning (CLIL), bilingual education, foreign language competences, professional communication competences, CLIL models.*

Прогрес науки та техніки, нагальна потреба у розширеному обміні науково-технічними

досягненнями, інтенсивність наукової інформації все більше висувають на перший план практичне використання іноземної мови – розуміння і перекладу науково-технічної літератури та документації, здійснення міжмовної комунікації.

У сучасному суспільстві питання соціалізації молоді в міжнародному та міжкультурному просторі набувають особливого значення, а знання іноземної мови розглядається як один з інструментів розширення професійних знань та можливостей студентів. Фахівці, які володіють не тільки професійними навичками, а й знанням іноземних мов, займають більш вигідну позицію на ринку праці, а ті, хто вміє поєднувати, аналізувати та застосовувати свої знання з кількох дисциплін одночасно є набагато більш конкурентоспроможними. Сьогодні внаслідок глобальних процесів, що відбуваються в суспільстві, постійно з'являються нові та зникають старі професії. На перше місце виходить не тільки формування спеціальних, професійних навичок і вмінь, а й створення умов для подальшої актуалізації отриманих знань протягом усього професійного життя.

Отже, для освітньої організації важливо підготувати випускника, здатного протистояти цим змінам і бути готовим до безперервного навчання та самовдосконалення. У зв'язку з тим фактом, що переважна більшість передових наукових досліджень нині публікується англійською мовою, важко заперечити зростаючу важливість формування фахової іншомовної компетенції в немовних ВНЗ, випускники яких повинні мати доступ до світових баз знань, а також мати змогу обмінюватися здобутою інформацією у своєму професійному середовищі. Очевидно, що досягти нових результатів колишніми засобами неможливо. Отже, освітнім закладам необхідно знаходити нові способи та підходи до ефективного професійно орієнтованого іншомовної підготовки майбутніх фахівців.

Ключові слова: *предметно-мове інтегроване навчання (CLIL), двомовна освіта, іншомовні компетенції, професійні комунікативні компетенції, моделі предметно-мовного інтегрованого навчання.*

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General statement. The content of the educational process of teaching foreign languages in higher education institutions does not fully satisfy the actual needs of graduates. In the context of modern educational ideology, there is an urgent need to revise traditional views on foreign language teaching methods. Accordingly, foreign language teaching methodologists face the task of finding optimal ways to achieve a sufficient level of foreign language proficiency for professional communication.

This topic is relevant for a number of reasons. Firstly, in the era of globalization, the need to train a highly qualified specialist who speaks a foreign language in his/her professional sphere for further self-education, updating his/her knowledge during life, and sharing experience in the professional environment is obvious. Secondly, due to the requirements of the Bologna system, teaching in higher education institutions should promote the academic mobility of students, and Ukrainian higher education should take

the path of internationalization. Ukraine's accession to the Bologna process gives a new impetus to the modernization of higher education, opens up additional opportunities for Ukrainian universities to participate in international projects, and for students, undergraduates, postgraduates, and teachers to engage in academic exchanges with universities in European countries.

Thirdly, more and more teachers are turning to the integrated approach in order to improve the efficiency of utilizing the small number of classroom hours allocated to foreign language learning in non-linguistic higher education institutions, as well as to make the teaching of subject disciplines more up-to-date and relevant to scientific information. Modeling content-language integration in higher education presents a certain complexity, as there are many variants of content-language teaching, and not each of them can successfully fit into the academic format of a higher education institution. One such optimal way is the introduction of Content and Language Integrated Learning (CLIL), namely the CLIL methodology, i.e., the methodology of bilingual education, in which non-language academic subjects or their parts as separate topics of the academic subject, are taught in a foreign language.

Analysis of the latest research and publications. Nowadays, researchers and higher education teachers are increasingly focusing on such an approach to foreign language learning as content and language integration, as it is believed that it can help solve the set tasks. Content and language integrated learning is a generalised term first proposed by a foreign scientist D. Marsh in 1994 [1, p. 49]. A deeper and more detailed definition of CLIL is proposed by researcher D. Coyle: «CLIL is an educational approach in which disciplines or their individual sections are taught in a foreign language, thus pursuing a dual purpose: learning the content of the discipline and simultaneously learning a foreign language» [2, p. 46]. D. Graddol sees the future development of English as a global rather than a national language, and he assigns the main role in this way to the popularisation of CLIL. K. Bentley has developed a methodological course on CLIL for teachers who want to try themselves as a CLIL teacher. In recent years, a lot of new works on content and language integration as a separate phenomenon of bilingualism have appeared in the national pedagogy. Modern Ukrainian researchers pay considerable attention to bilingual education. Foreign experience in this area has been analyzed by J. Hulecka, A. Miliutina, L. Gulpa, and O. Kovalchuk. The national practice of bilingual education has been studied by O. Pavlyk, N. Zorka, L. Asanova, V. Boychenko, V. Kolkunova, O. Solodka, E. Bekirova, and others.

Previously unresolved parts of the general problem. The processes of integration and

globalization, the social order of society dictate the necessity to take into account the strategic target orientation, which is the formation of foreign language communicative competence of a future specialist, allowing to use a foreign language as a means of professional and interpersonal communication. The content of the educational process of teaching foreign languages in higher education institutions still needs to fully satisfy the actual needs of graduates. In modern educational ideology, there is an urgent question of revising traditional views on the methodology of foreign language education.

The intensification of foreign language teaching in higher education institutions puts forward new requirements for teaching methodology. One of the directions of secondary education reform is the introduction of bilingual education in high school courses, where a profile subject can be taught by the method of bilingual study. The extensive transformation program «Education 4.0: Ukrainian Dawn» provides for the development of bilingual education. According to the Minister of Education and Science of Ukraine, first of all, in the senior profile school, the compulsory profile subject will be taught by the method of bilingual study. That is, the chosen profile will be studied in both Ukrainian and English [6, p. 6].

The purpose of the article is to consider the features and outline the prospects for the development of bilingual education in the training of students of non-language universities, to analyze the existing CLIL models, and to assess their attractiveness for implementation in a technical university.

The main idea. In fact, the CLIL methodology is not new, and many teachers successfully use it without knowing the term, which was coined in 1994 by David Marsh of the University of Finland. The technology itself was introduced in 20 European countries in 2007. In each country, the implementation of the method has its own peculiarities. The use of the CLIL methodology in different countries has made it possible to identify not only the advantages but also certain problems of its implementation in the educational process, taking into account the specifics of each country, such as human resources, legislative, material and financial aspects, and those related to the educational process itself. Ukraine, which aspires to become a part of the European Union, has chosen one of the modern directions of reforming secondary and higher education – the transition to teaching in English as the basis for the formation of a bilingual environment. Specifically, a number of universities have introduced bilingual vocational education, providing Ukrainian students with the opportunity to study various subjects of technical and humanitarian specialities in English.

The main difference between the General English methodology and the CLIL methodology is that the

former involves learning grammatical rules and vocabulary and practicing writing and reading skills.

CLIL teaching is based on the four Cs: content, cognition, communication, and culture.

Content of the educational material, which involves the development of knowledge and skills in the chosen (professional) subject;

Communication, which involves the use of a foreign language to study a chosen subject and vice versa;

Cognition, which involves the development of logical and abstract thinking, including the ability to combine the acquired knowledge with the expression of one's own thoughts in a foreign language;

Culture, which involves the development of alternative ways of studying the material, ensures understanding in the classroom and deepens the student's awareness of himself/herself and understanding of the environment and the world in general [3].

It should be noted that, unlike traditional teaching, in CLIL students make much more linguistic errors, which are mainly lexical in nature. It is these errors that are usually corrected, while grammatical errors are ignored if they do not violate the semantic load. The teacher should avoid negative assessment of the student's pronunciation, and it is necessary to create a comfortable environment for foreign language communication for the learners.

Given the wide range of positive feedback and the results of successful global implementation of the methodology of content and language integrated teaching, there are also certain difficulties. In scientific papers on this methodology, it is often emphasised that the teacher must first of all be a specialist in a particular professional field, since subject content is the main principle of CLIL. Furthermore, a high level of foreign language proficiency is naturally assumed (ideally, the teacher has an additional linguistic qualification). One of the ways to solve the problem, which is successfully implemented in many universities, is to improve the level of knowledge of a foreign language by subject teachers, as well as to consult them when preparing lectures and teaching materials with teachers of foreign language departments.

Along with the apparent advantages of CLIL, researchers point out the specific problems associated with its implementation, especially in the structure of higher education in Ukraine. These are difficulties related to the organizational structure of the educational institution, which does not provide for binary learning, joint development of curricula by teachers from different departments, and team teaching. In addition, debates related to the organization of the educational process itself and the assessment of its results have yet to subside.

Indeed, out of the variety of forms and models of implementing the integration of a foreign language

and subject disciplines, it is difficult to choose one that would be ideally suited to a particular higher education institution, taking into account all its features and, at the same time would not require organizational severe changes.

Based on the degree of immersion, there are currently three CLIL models:

– *The Soft model* is a model of teaching with a focus on the language, carried out on a regular basis once a week. In this case, some topics of the subject discipline are studied within the framework of a language course conducted by a linguist teacher [5].

– *The Modular model* is a teaching model with an emphasis on the study of a subject discipline, which is carried out regularly in the amount of at least 15 hours per semester. In this case, the linguist or subject teacher chooses the units of the subject discipline taught in a foreign language.

– *The Hard model* is a partial immersion model emphasizing the study of a subject discipline that takes up approximately 50% of the curriculum, i.e. half of the disciplines are taught in a foreign language. At the same time, the content may duplicate what has been taught in the native language or be completely new [7, p. 6].

Theme-based courses are the most popular type of CLIL model due to the relative ease of implementation. Language teachers work independently of subject teachers, so there is no need for administrative changes. In this model, it is the foreign language teacher who is responsible for teaching not only the language but also the subject content. The foreign language curriculum is drawn up in clear connection with the thematic organization either of a single subject discipline or of different topics within the same field of science. In any case, it is the thematic organization that is of primary importance and should be designed according to the needs and cognitive capabilities of the learners. Usually, a course is organized into several thematic units that address a given subject area from different perspectives.

Each course is a sequence of topics related to each other and focuses on a single subject. Although the basis for the class is always a text – oral or written – it is also the basis for further study of grammar, vocabulary, reading and listening comprehension, and the development of not only receptive but also productive skills such as preparing oral presentations, organizing discussions and debates, writing essays. Thus, the development of all speech skills is integrated and woven into the thematic context of the subject discipline.

Adjunct/linked courses are a language and subject content integration model that is more challenging to implement due to the lack of close coordination between teachers from different structural units, as it involves assisting in existing classes rather than

conducting separate classes. This model aims to combine a specially designed foreign language course with a traditional academic course in a subject discipline conducted in a foreign language. This course covers linguistic issues and difficulties related to vocabulary, grammar, and developing necessary speaking skills, using the subject area as a real-world context.

Sheltered subject-matter instruction involves teaching a specialized discipline by a subject teacher in a foreign language. In this case, the teacher focuses on the subject matter component and takes into account students' needs and capabilities in mastering the content of the discipline in a foreign language, choosing appropriate language tools. Of course, a teacher should be an expert not only in his or her professional field but also aware of the peculiarities of learning a foreign language alongside the disciplines being taught. Many researchers note that it can also be a teacher-linguist with the necessary subject knowledge or a teacher who works with a subject specialist or linguist in a system of binary courses [4, p. 108].

Foreign language as a medium of instruction (second language medium courses) is a model that only partially fits into the CLIL paradigm but must be addressed. Courses based on this type are classical courses in a subject discipline for advanced students in a foreign language. In this case, there are no language goals in principle; classes are mostly held without analyzing language features and practicing them and do not involve any adaptation to different levels of language proficiency. However, at the same time, classes based on this model provide a richer subject context in themselves, as they include intensive immersion in language material directly related to students' professional interests. Thus, they can improve their foreign language proficiency by developing receptive and productive skills while studying the subject, albeit in a haphazard manner.

It is worth noting that it is the practical implementation of CLIL that has always been the subject of the most criticism. The main principle of successful CLIL implementation is an excellent base of teaching materials. They should be authentic, meaningful, and information-rich. Tasks for them should have a certain degree of cognitive load. Various interactive materials can serve as a basis for creating an increased cognitive load. Various videos and flash animations, audio podcasts, web quests, and other materials can be taken from foreign websites as interactive learning materials, including those for offline learning of varying degrees of complexity. Thus, audio and video podcasts, flash animations, and web quests are vivid examples of

interactive learning materials that are essential in the modern world.

A discussion club is an exciting way to implement CLIL regarding classroom organization. Any language club creates an engaging environment for learning a language, and attending a language club brings together young people with different levels of language proficiency. While learning a language, they can become good friends and significantly develop their communication skills. It is no secret that practicing speaking a foreign language is much more effective with a partner of roughly the same level as a teacher. It has been proven that students are less afraid to make mistakes when learning with peers. A language club is designed for anyone who wants to master a foreign language at a higher level, feel more confident when speaking it, or, conversely, overcome language learning difficulties and find support. Given the current level of technology development, the activities of a language club can also be virtual.

Conclusions. Summing up, we can conclude that content and language integrated teaching allows us to realize the primary goal of learning a foreign language in higher education, namely, to develop practical skills in using foreign languages in everyday academic (educational) communication situations, taking into account linguistic and country studies aspects, i.e., to master general language, educational and professional communication competences. Globalization and the development of international relations require modern Ukrainian educational institutions, notably higher education institutions, to use innovative methods of mastering foreign languages. Therefore, it is advisable to introduce CLIL as an innovative methodology for training highly qualified specialists in various fields. The list of existing models of implementing content and language integrated learning allows us to assess their features, as well as advantages and disadvantages, when implemented in the higher education system. The implemented version of the content and language integration model for a non-language university should be determined by the realities of the educational institution, and best meet the needs of junior students at the initial stage of integrating language and subject content.

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