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THE USE OF CONTENT LANGUAGE-INTEGRATED LEARNING AS THE MAIN MEANS OF FOREIGN LANGUAGE COMMUNICATION SKILLS FORMATION

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The article is devoted to the analysis of modern methods of content-language-integrated learning (CLIL). The history of the emergence of this approach is considered, and the principles for the successful introduction of this technique are analyzed. The types of activities during the lessons where this approach to foreign language learning is applied are singled out. The advantages of the integrated training method are indicated, one of which is the formation of communicative competence. The content and organizational approach to the use of this technique is characterized. The authors elaborately substantiate the relevance, expediency and effectiveness of the application of content language-integrated learning of the English language, and also summarize the advantages and disadvantages of its use in English language teaching at a higher educational institution.

Keywords: CLIL methodology; content language-integrated learning; communicative competence; foreign language learning method; learning technology; future specialists; motivation; learning content; higher educational institution.

ВИКОРИСТАННЯ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ ЯК ОСНОВНОГО ЗАСОБУ ФОРМУВАННЯ ІНШОМОВНИХ КОМУНІКАТИВНИХ ВМІНЬ

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Стаття присвячена аналізу сучасної методології предметно-мовного інтегрованого навчання (CLIL) – навчального підходу, коли студенти вивчають предмет і іноземну мову одночасно. Згідно з методологією CLIL, іноземна мова є мовою навчання у змісті навчання, що робить її засобом вивчення змісту предмета, а зміст дозволяє вивчати іноземну мову через автентичний комунікативний контекст. Метою наукової праці було дослідити можливості застосування предметно-мовного інтегрованого навчання як основного засобу розвитку комунікативних умінь майбутніх спеціалістів у вищих навчальних закладах. Розглядається історія виникнення цього підходу до навчання та принципи успішного запровадження у навчальному процесі вищих навчальних закладів. Виокремлено типи навчальної діяльності, де застосовується вищезгаданий підхід. Схарактеризовано предметний та організаційний підхід до використання цієї техніки. Обґрунтовано актуальність, доцільність та ефективність застосування предметно мовного інтегрованого навчання англійської мови. Зазначено, що розроблений Дж. Коулі принцип 4 «С», в основі якого знаходяться чотири компоненти – зміст, спілкування, пізнання і культура, є провідним у теорії предметно-мовного інтегрованого навчання. Визначено переваги застосування предметно-мовного інтегрованого навчання, серед яких варто зазначити: повне занурення в мовне середовище, збагачення словникового запасу за рахунок предметної термінології, розвиток вмінь та навичок в галузі використання академічної іноземної мови, глибше розуміння наукових понять. Водночас, автори виокремлюють й певні недоліки цієї методології, зокрема: відсутність у вчителів іноземної мови достатніх знань з того чи іншого предмета; вчителі-предметники або зовсім не знають іноземну мову, або володіють нею на недостатньому рівні; недостатня кількість практичних занять з предмету «Іноземна мова».

Ключові слова: методика CLIL; предметно-мовне інтегроване навчання; комунікативна компетентність; методика навчання іноземної мови; технологія навчання; майбутні спеціалісти; мотивація; зміст навчання; вищий навчальний заклад.

Changes in the political, social, cultural, and economic life of the country require high efficiency of future specialists' education in general and preparation for professional activities in particular. The modern method of content language-integrated learning should speed up and improve this process. The state policy in the field of higher education, which is determined by the Verkhovna Rada of Ukraine, is based on principles, among which special attention of scientists is attracted by opinions on promoting the society's sustainable development through the preparation of competitive human capital, international integration of the higher education system of Ukraine into the European space. It is also of great significance to preserve and develop the achievements and progressive traditions of the national higher school and ensure the development of scientific, technical and innovative activities of higher educational institutions and their integration with the graduate's future professional activity. Knowledge and fluency in a foreign language by future specialists have become an integral part of professional training in the conditions of international globalization. Under these conditions, the future specialists' foreign language competence is also gaining special importance recently.

Scientists such as S. Bobyl, and Yu. Rudnyk, Yu. Sobol paid attention to the problem of content language-integrated learning in their works. Foreign researchers M. Allen, A. Bonnet, L. Collins, D. Greddol, D. Marsh, I. Ting were interested in this problem. The theoretical foundations of CLIL are based on L. Vygotsky's theory of the relationship between thinking and languages [12], theories by J. Cummins [6, p. 103], Bloom's taxonomy of abilities and skills and Van Leer's, S. Krashen's, J. Bruner's early theories of cognitivism [2, p. 67–98].

The main aim of this work is to consider the application of modern methods of content language-integrated learning as the main means of future specialists' communication skills development in higher education institutions.

During the last decade, integrated learning of a foreign language and professional disciplines at the same time, in other words, content language-integrated learning has been actively spread in European countries. In Ukrainian higher education institutions, this method is being implemented and strives to take its place in the curricula of the best educational institutions. Language-integrated learning is one of the effective means of establishing interdisciplinary connections and successfully prepares the future specialist for professional communication in a foreign language. There are three most common integrated language approaches: ESP (English for Specific Purposes); CLIL (Content and Language-integrated Learning); EMI (English as a Method of Instruction). All three terminological concepts are used in the teaching of a professionally oriented foreign language, in which linguistic and special content aspects can be combined in different ways.

CLIL (Content and Language-integrated Learning) is recommended by the European Commission for use in higher education institutions because, firstly, it enables learners to study a certain subject and a foreign language at the same time; secondly, learning a foreign language does not require additional hours in the curriculum, which contributes to the intensification of professional training [1; 7]. The term CLIL was first introduced by David Marsh in 1994 to refer to learning situations where subjects are taught in a foreign language [9; 10]. This methodology is similar to but distinct from language immersion and content-based instruction. The idea of its proponents was to create an “umbrella term” which encompasses different forms of using a language as the medium of instruction. The methodology has been applied in a business context in many countries and is widely accepted as an effective approach. In Italy, for example, it is being used as an accelerated method to teach management concepts in English to business people. Among CLIL’s proponents and practitioners, there is Dr Maurizio Morselli, a Human Resources professional and Executive Coach, who believes that “this hybrid immersion approach produces a lot more immediate results and it appeals to self-motivated adult audiences who possess a basic knowledge and understanding of the target language” [3].

Therefore, CLIL is an approach where students learn a subject and a foreign language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills. It’s important to note that CLIL is not a means of simplifying content or reteaching something students already know in a new language. CLIL courses should truly integrate the language and content to be successful – and success is determined when both the subject matter and language is learned [14].

According to the CLIL methodology, the foreign language is the language of instruction in the learning content, which makes it a means of learning the subject content, while the content allows learning the foreign language through authentic communicative contexts [13, p. 217]. CLIL methodology is flexible and adjustable to the learners’ needs, level of language competence and level of academic achievement. According to researcher Coyle, the content of foreign language learning refers to the knowledge of specific subjects such as science and art. In a CLIL context, the choice of content varies depending on the specific purpose. The availability of qualified teachers, the level of learners, their language competence and the learning environment must be taken into account. Content in a CLIL approach can be chosen from the traditional school curriculum, such as physics, chemistry, mathematics, geography or even music. It can be a national curriculum or a project. CLIL, therefore, offers opportunities both within and outside the regular curriculum to enrich

knowledge and skills. The cognitive engagement of students also needs to be taken into account [4].

The ultimate goal of CLIL is to build students' cognitive/academic language competence by integrating their previous experience and personal interests in the relevant subject area. As a result of the study of works on this topic, it was concluded that this competence is aimed at the synthesis of mental skills of a higher order and the means of their verbalization in another language. The concept of "cognitive/academic language competence" was introduced as an integrative characteristic of a person, which includes the ability and readiness to carry out educational and cognitive activities using a foreign language. It is worth noting that cognitive/academic language competence includes three components:

- cognitive component, which is determined by the level of development of higher-order mental skills (analysis, synthesis, evaluation) from the studied discipline, which is characterized by the ability to clearly express thoughts, argue and analyze the obtained results, to build evidence, to express judgments, to separate parts of the whole and identify relationships between them, to generalize, to be able to distinguish basic and secondary information, to evaluate and interpret phenomena;

- academic component, which consists of knowledge of the terminological minimum, language clichés typical for the studied discipline, the ability to give definitions, the ability to comment on the solution of mathematical problems in two languages and correctly understand symbols, to work with graphic material, ability to develop educational strategies that include actions and operations that are used by students to optimize the process of obtaining and storing lexical information, assimilation of words, their recall for solving speech tasks in the process of using and perceiving foreign vocabulary);

- linguistic component which consists of knowledge of the system being studied and the skills of operating lexical-grammatical and phonetic means of communication formed on its basis [10].

It is necessary to pay attention to four factors of the CLIL methodology, which have some similarities with other approaches to learning a foreign language. The first feature is the naturalistic and implicit style of the CLIL teaching methodology. According to the scientist Jarvinen's point of view, the naturalistic and implicit learning style of CLIL should be understood as an increase in communication opportunities due to a greater focus on the input data that the student receives from the external environment. A large amount of information provides better learning results. The second feature of CLIL is the cooperative learning style. In cooperative learning, students are usually divided into small groups to complete tasks through teamwork. The cooperative learning style is effective because it provides an opportunity to get rid of anxiety in the learning process, to stimulate students' motivation and promote interaction between them. Students' autonomy, created within the cooperative learning method and interaction with a team member, helps to improve their communication skills during language learning. The third feature of CLIL is authenticity, which allows students to develop the ability to solve communication problems in real life. During authentically oriented learning, materials are selected taking into account the real language environment. The fourth feature of CLIL is flexibility. The CLIL methodology can be applied for implementation in different curricula with different content of subject studies [8].

CLIL has several advantages compared to traditional education, which can help to develop foreign language professional communication skills. Firstly, students are fully immersed in the language environment, as they pass through a rather large volume of

language material. Secondly, the vocabulary is enriched due to subject terminology, skills and abilities in the field of using an academic foreign language are developed. Thirdly, CLIL contributes to a deeper understanding of scientific concepts, it is easier for students to learn them since the understanding of the term and its relationship with the corresponding scientific concept occur simultaneously. In the process of using CLIL, there is an interaction of cognitive processes used in the study of a foreign language and a discipline of the non-language cycle, for example, mathematics, which has a positive synergistic effect and is expressed in the development of the student's mental skills, increased motivation to study the discipline and a foreign language.

CLIL modelling is subordinate to the following didactic principles. The principle of the 4 "Cs", developed by J. Cowley, is the leading one in the theory of content language-integrated learning [5, p. 45–49]. This principle lies in the fact that CLIL is based on 4 components: Content (progression in knowledge, skills and understanding related to specific elements of a defined curriculum), Communication (using language to learn whilst learning to use language), Cognition (developing thinking skills which link concept formation (abstract and concrete), understanding and language), and Culture (exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self). Based on the integrated subject-language approach and the principles of the 4 "Cs", a model of content language-integrated learning using the Ukrainian and English languages in higher education was designed. The model includes target, substantive, procedural and result components. The purpose of the model is the formation of the student's cognitive/academic language competence. The procedural component includes strategies, methods, forms and means of learning. Among the strategies of content language-integrated learning, it is worth highlighting the "scaffolding" technology, which contributes to reducing the cognitive and linguistic load when studying a subject in a foreign language. Also, in order to effectively implement CLIL, scientists have developed priority directions for the implementation of approaches and models of interdisciplinary integration. They are as follows:

1. Creation of interdisciplinary pedagogical tandems and clusters;
2. Pedagogical system of language learning support in subjects for professional purposes;
3. Pedagogical system of supporting subject learning in foreign language classes;
4. Formation of interdisciplinary topics and projects;
5. Development of specialized courses in a foreign language-integrated into the content of specialized education [4, p. 45].

There are also certain pedagogical principles that, according to experts in this field, Jeremy Harmer and Matthias Bel, must be followed for the successful implementation of the CLIL methodology, such as intensive social interaction in the classroom between the teacher and the student, as well as between the students themselves; active work in pairs and groups; use of rich authentic educational material; multicultural environment; development of creative thinking; active support and help of the teacher in the learning process.

One should also mention that the use of CLIL technology allows to make language learning more targeted, as the language is used to solve specific communicative tasks. In addition, students have the opportunity to know and understand the culture of the studied language better, which leads to the formation of sociocultural competence of students. The student passes through a rather large volume of language material, which is a full-fledged immersion in the natural language environment. It should also be noted that working on

various topics allows one to learn specific terms, and defined language structures, which contributes to replenishing the student's vocabulary with subject terminology and prepares him for further study and application of the acquired knowledge and skills.

When planning educational classes, the teacher must take into account such factors as socio-linguistic environment; to what extent students are familiar with studying subjects in a foreign language and whether they have had such experience. An essential feature of the use of CLIL is the integration between a foreign language as a subject and engineering disciplines [11]. Besides, in a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- **Listening** is a normal input activity, vital for language learning;
- **Reading**, using meaningful material, is the major source of input;
- **Speaking** focuses on fluency. Accuracy is seen as subordinate;
- **Writing** is a series of lexical activities through which grammar is recycled [3].

However, with a huge number of positive sides, some problems may arise when implementing this method in the educational process of higher educational institutions. One of these problems is the lack of sufficient knowledge of foreign language teachers in this or that subject because due to their linguistic or pedagogical education, they do not possess a special professional vocabulary. Another problem is that the subject teacher either does not know the language at all or knows it at an insufficient level. It should also be mentioned that there is a small number of academic hours allocated for practical classes in the subject "Foreign language". Moreover, while CLIL may be the best-fit methodology for language teaching and learning in a multilingual Europe, the literature suggests that there remains a dearth of CLIL-type materials, and a lack of teacher training programmes to prepare both language and subject teachers for CLIL teaching. The theory may be solid, but questions remain about how theory translates into classroom practice. Nevertheless, despite some difficulties in the implementation of CLIL technology, it allows to solve a significantly expanded range of educational tasks as studying a foreign language and a non-language subject at the same time is an additional means to achieve educational goals and has positive aspects for both the study of a foreign language and a non-language subject.

Taking into account all the above-mentioned, we can conclude that the use of CLIL technology in the process of learning a foreign language can improve and accelerate the process of future specialists' foreign language professional communication skills formation. In modern conditions, studying the English language and the need to train highly qualified specialists using the CLIL methodology are highly important. It is worth emphasizing that this methodology, based on an integrated interdisciplinary approach, promotes the acquisition of intercultural knowledge, as well as the development of students' creative thinking, and the formation of both professional and general language competencies. Further investigations, in our opinion, may be aimed at the difficulties and shortcomings that may arise when implementing the above-mentioned methodology.

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