

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
«УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»

ЗАКАРПАТСЬКІ ФІЛОЛОГІЧНІ СТУДІЇ

Випуск 30



Видавничий дім
«Гельветика»
2023

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CONTENT AND LANGUAGE INTEGRATED LEARNING IN HIGHER EDUCATIONAL INSTITUTIONS

ПРЕДМЕТНО-МОВНЕ ІНТЕГРОВАНЕ НАВЧАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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Content and Language Integrated Learning is a response to the market need for specialists with knowledge foreign language skills, ready for effective communication in an international professional or academic environment. CLIL methodology of teaching specialized subjects in a foreign language has a number of specific features, including high cognitive load that learners experience. The article discusses the goals, didactic principles and methodologies of Content and Language Integrated Learning. The author analyzes such concepts as «hard» and «soft» CLIL. It is noted that the practical application of the soft CLIL methodology in integrated classes is effective, productive and produces certain results, introduces variety and creativity into the educational process, motivates not only students, but also teachers for the further use and promotion of this methodology. In our opinion, the CLIL method significantly increases motivation for language learning, since language is not a goal, but a means of studying another subject. First of all, a foreign language is used to discuss the content of the subject being studied in order to deepen its understanding. Students learn to express themselves through a foreign language, thereby acquiring fluency and literacy. This technique allows students to develop linguistic skills and communicative competencies in a non-native language. The article discusses the competencies that teachers must have for the successful implementation of subject-language integrated learning. The use of Content and Language Integrated Learning requires thorough, labor-intensive preparation from the teacher. Moreover, this process dictates the need for constant creative search. It is noted that this approach is of interest to foreign language teachers working at universities and implementing programs for studying a professional version of a foreign language.

Key words: content and language integrated learning, foreign language, communication, competencies, motivation.

Предметно-мовне інтегроване навчання (Content and Language Integrated Learning) впроваджується у вузівські програми як відповідь на потребу ринку у фахівцях зі знанням іноземної мови, готових до ефективної комунікації в міжнародному професійному чи академічному середовищі. Викладання спеціальної дисципліни іноземною мовою за методикою CLIL має низку особливостей, однією з яких є підвищене когнітивне навантаження на здобувачів вищої освіти. У статті розглянуто цілі, дидактичні принципи та методики інтегрованого навчання за змістом та мовою. Охарактеризовано такі поняття, як «hard» та «soft» CLIL. Практичне застосування методики «soft» CLIL на інтегрованих заняттях є ефективним, продуктивним та дає певні результати, вносить різноманітність та креативність у навчальний процес, мотивує не лише здобувачів, а й викладачів до подальшого використання та просування даної методики. Доведено, що метод CLIL істотно підвищує мотивацію до вивчення іноземної мови, оскільки мова – це не мета, а засіб вивчення іншого предмета. Насамперед, іноземна мова використовується для обговорення змісту предмета, що вивчається, з метою його поглиблення та розуміння. У статті висвітлено компетенції, які повинен мати педагог для успішної реалізації предметно-мовного інтегрованого навчання. Використання інтегрованого навчання за змістом та мовою вимагає від викладача ретельної та трудомісткої підготовки, диктує необхідність постійного творчого пошуку. Підкреслено, що впровадження предметно-мовного інтегрованого навчання в освітній процес активізує пізнавальні якості здобувачів вищої освіти та мотивує їх до вивчення тієї чи іншої навчальної дисципліни іноземною мовою. Зазначено, що цей підхід становить інтерес для викладачів іноземної мови, які працюють у закладі вищої освіти та реалізують програми вивчення професійного варіанта іноземної мови.

Ключові слова: предметно-мовне інтегроване навчання, іноземна мова, комунікація, компетенції, мотивація.

Problem statement. In the 21st century, in the context of globalization and internationalization, economic, technological and cultural changes such as lifelong learning, student mobility and training languages are becoming increasingly important. Knowledge of a foreign language becomes urgent need of the time, helps a person to be competitive in the labor market, enriches his personal life and broadens his horizons professional opportunities. One of the most popular methods of recent years

related to language immersion teaching is Content Language Integrated Training (CLIL).

Analysis of recent research and publications. CLIL is examined in different countries by such researches as Coyle Do, Hood Philip, Marsh David, Gierlinger E., Graaff R., Koopman G., Anikina Y., Westhoff G., Mexisto P. The development of CLIL methodology, its implement and tools in the foreign countries are researched by David Lasagabaster, Yolanda Ruiz de Zarobe (Spain),

Dieter Wolff, Stephan Breidbach and Britta Viebrock (German), Movchan Larysa (Sweden), Kari Nieminen (Finland).

Setting objectives. The goal of the article is analysis of modern research conducted in the field of content, goals and methodology of Content and Language Integrated Training (CLIL).

Presentation of the main material. Integration processes in Europe in the 90s of the XX century, aimed at building a common market and removing restrictions for the movement of capital, goods, people and services, have actualized the problem of multilingual learning not only at the level realization of professional goals, but also at the level of social interaction, participation in political life. Bilingual education appeared in schools: some subjects such as mathematics, geography, history and others, begin to teach in a foreign language, most often in the official language of the European Union – English. It should be noted that the goal of Content and Language Integrated Learning (CLIL) is the acquisition of knowledge and improvement of skills in a specific subject, at the same time, language knowledge and skills are improved in the process of mastering this subject.

The specific goals of CLIL were presented by D. Coyle through four components (so-called ‘four Cs’) [2, p. 92]:

communication:

- improving the level of proficiency foreign language being studied;
- communication skills are developed by any discipline studied in the context of subject-language integrated learning, and at the same time separate types of speech develop activities (listening, speaking, reading, writing);

content:

- study of the subject, application of new knowledge and development of skills through practical tasks;

culture:

- expansion of knowledge and understanding of interacting cultures;

cognition:

- development of thinking; subject content, development language skills are consistent with existing knowledge, the experiences and needs of students;

– students analyze their academic activities, synthesize new knowledge based on the knowledge gained from studying various subjects and apply it in practice.

Foreign scientists highlight the following didactic principles defining CLIL:

1. The principle of duality (reliance on native and foreign languages);

2. The principle of integration of foreign language and subject content;

3. The principle of gradual complication of content;

4. The principle of focusing on mastering knowledge on a specific the subject using two languages (native and foreign);

5. The principle of developing motivation for the ability and willingness to use foreign language for special purposes;

6. The principle of unity of mental and speech activity in a foreign language.

It should be noted that in foreign scientific and methodological literature there are concepts such as «hard» and «soft» CLIL [3, c. 110]. When implementing a «soft» version CLIL educational process is focused on a foreign language, its study becomes one of the main tasks. This model assumes that teachers of language subjects present material through some scientific or professional context. The «Hard» version of CLIL has a dual goal for the teacher: teaching content the subject itself and teaching academic language. Both concepts are quite successfully used in educational institutions today, but in order to meet the requirements Content and Language integrated approach, the foreign language teacher, or the subject teacher needs to make changes in their methodological principles of work. Introduction of a Content and Language integrated approach to teaching, certainly has important educational potential, consisting in its cognitive and linguistic benefits. Analysis of principles and versions of the Content and Language integrated approach shows that on the initial stage of training, the most recommended is the «soft» version CLIL models [4, p. 158]. Based on the analysis of the specific features of the «soft» version, the following stages of using CLIL were identified:

– review and selection of the necessary educational and methodological material;

– distribution of means and techniques of pedagogical communication;

– direct implementation of CLIL in the learning process.

Researchers highlight the following key characteristics of Content and Language Integrated Learning:

– multiple focus learning: consolidation of language skills in classes to study the subject; studying the content of a subject in a foreign language through the integration of several subjects; organizing learning through intercultural projects with reflection on the learning process;

- stimulating educational environment: use of repeating views activities and discourse in the classroom; use of a foreign language to study the subject throughout the whole lesson; assisting students in gaining self-confidence in mastering a foreign language and subject; convenient classroom equipment that allows students to work in small groups; availability of resources; increasing the level of language competence of students;

- taking into account the interests and needs of students: providing students with the opportunity to seek help in case of occurrence of language problems; maximum consideration of the interests of students; constant consideration of the educational and life experiences of students; the opportunity to communicate with representatives of other cultures studying such the same subject in the same foreign language; use of up-to-date materials from the media and other sources;

- active teaching: students speak more in class than the teacher; students participate in goal setting; students participate in the assessment of their educational achievements; preference is given to working in pairs and small groups; discussion of language means of expressing the concepts of the subject being studied; teachers act as facilitators;

- developmental training: reliance on existing knowledge, skills, experience and interests of students; submission of new information in the form, convenient for students to understand; consideration of different teaching strategies; creating conditions for creativity and critical thinking; encouraging students to try new things;

- cooperation: joint planning and development of activities by teachers special and language disciplines;

- cooperation with stakeholders.

According to D. Marsh, A. Maltiers and A. Hartial, for the successful implementation of Content and Language Integrated Learning, teachers must have the following competencies:

language training:

- sufficient level of language training to organize training a special subject in a foreign language;

- the basic knowledge of foreign language terminology of the subject being taught;

theoretical knowledge:

- understanding the similarities and differences between learning a foreign language and mastering a foreign language;

teaching methodology:

- the ability to identify language problems of students; the ability to use communicative and interactive tasks that contribute to a better

understanding of the subject studied in a foreign language;

- the ability to correct errors that stimulate the correct use of a foreign language in speech; the ability to use such types of activities in the classroom that contribute to both the learning of the subject and development of language skills;

learning environment:

- ability to work with representatives of different cultures and different levels of language training;

- development of teaching materials: ability to adapt materials for use in the educational process;

- ability to select additional materials on a specific topic;

assessment:

- ability to create and apply assessment tools based on progress in mastering the subject and application foreign language.

K. Kelly makes the assumption that the ideal CLIL teacher must know and be able to following: know the subject being taught (not a foreign language); have a high level of foreign language competence; master the CLIL methodology; use educational materials, corresponding to the language level training of students; skillfully combine subject teaching and development of language skills; be able to plan CLIL lessons; determine the needs of students in language competencies to master the material of the subject being studied; be able to develop independently assignments in the context of CLIL; constantly develop professionally [1, p. 635; 4, p. 118].

It should be noted that CLIL teachers are moving away from traditional lectures and changing teaching methods. They use active problem-search forms of educational organization that promote independent search and understanding of information with subsequent consolidation of knowledge in practical application. CLIL Method is mainly based on interactivity and dialogism, with their help the knowledge of the subject is acquired, subject and cognitive skills are developed. This interactive technique allows you to immerse yourself in the study of a subject with the development of a foreign language. Students change their usual learning style, because as a result of Content and Language integrated learning, they gain more autonomy, learn to cooperate with other students, and participate in discussion about the choice of topics and types of activities in the classroom.

In pedagogy, Content and Language integrated learning is considered as an interdisciplinary approach implemented through various forms of education with a constant emphasis on the content of the subject and the development of foreign language competencies, which is due to the following:

- motivation to learn a foreign language increases as it is used as a tool for obtaining information;
- a foreign language is used for the specific purpose of studying a subject;
- learning a foreign language occurs more effectively under the condition that the information obtained with its help is interesting and useful.

The pedagogical potential of CLIL is revealed in the development of students' motivation and communication skills in foreign language [5, c. 215]. First of all, a foreign language is used to discuss the content of the subject being studied in order to deepen its understanding. This is very important for development such type of speech activity as speaking. Researchers claim CLIL helps change psychological climate in the student audience, since it forms in students a friendly attitude towards speakers and cultures that they represent, leads to increased motivation through interest in what is happening in the audience. Students also understand that increasing the level foreign language communicative competence provides more opportunities to expand and deepen knowledge, satisfying your cognitive interests. Increasing the ability to understand and evaluate the content of a subject, a specific topic with complex terminology is directly related to the fact how well does the student know the foreign language.

The role of a foreign language in Content and Language integrated learning is usually considered triune:

- language of instruction – grammar, vocabulary, structures and functions;

- language for learning – helps students develop learning strategies, developing metacognitive skills;
- languagethroughlearning–incrementlinguistic knowledge and development communication skills.

It is noted that the CLIL language is characterized by a predominance of terminology; is used for searching for information, discussing and completing written assignments on the subjects being studied topics; uses cognitive skills such as definition, assessment, justification, assumption, summing up, illustration with examples, etc.; is used for critical assessment and classification of information.

Conclusions. In conclusion, Content and Language Integrated Learning one of the most widely used term in the field of language education. It is a dual-focused methodology that presupposes a language as a medium in teaching and learning of non-language content. Thus, for successful implementation of Content and Language Integrated Learning in educational programs of universities teachers need not only to have a good knowledge of the content of the discipline being taught and to speak a foreign language as means of communication at a level sufficient for conducting classes. It is necessary to set realistic goals that take into account level of preparedness of students as in the subject and in a foreign language. This approach is of interest to foreign language teachers, working at the university and implementing programs for studying the professional version of a foreign language, i. e. helping students acquire professional knowledge using intermediary language.

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