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CLIL IMPLEMENTATION PROBLEMS AT UNIVERSITIES OF UKRAINE

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The article deals with the role of content and language integrated learning (CLIL) for students of non-linguistic specialties in higher educational institutions. The content and specifics of CLIL implementation technology in Ukraine, as well as the necessary conditions for organization of the educational process using this methodology are considered. The article shows that the construction of methodological work within CLIL while learning a foreign language has two goals: the study of a special subject and the simultaneous study of a foreign language, in the process of which the special subject content is its educational material.

The main focus is on the study of the essence, content and technology of implementation of CLIL in Ukrainian universities, as well as on determining the necessary conditions for the organization of the educational process in the framework of using this technique. It is stressed in the article that in the modern world, the role of English, which is considered the lingua franca of business communication in the world, is growing significantly, therefore, the article emphasizes that the key to successful professional activity of any specialist is the study of the discipline "English for special purposes" (ESP) which is included into the university curriculum in Ukraine.

The article identifies the contradiction between the social need for foreign language proficiency of university graduates and the traditional methodological technologies by which this is realized. In order to eliminate this contradiction, the CLIL methodology has recently been successfully used. Two basic principles of organizing CLIL work – co-creation of new knowledge and depth, significance and relevance of the information to be remembered – are highlighted in the article. As an example, the article presents a system of tasks in the process of implementing integrated teaching with a description of the interconnected components of the educational process.

Key words: *content and language integrated learning (CLIL), educational process, a special subject, a foreign language, English for special purposes (ESP), the teaching process.*

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ПРОБЛЕМИ ІМПЛЕМЕНТАЦІЇ CLIL В УНІВЕРСИТЕТАХ УКРАЇНИ

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У статті розглядається роль предметно-мовного інтегрованого навчання (CLIL) для студентів нелінгвістичних спеціальностей у закладах вищої освіти. Розглянуто зміст та специфіку технології впровадження CLIL в Україні, а також необхідні умови організації навчального процесу за цією методикою. У статті показано, що побудова методичної роботи в рамках CLIL під час навчання іноземної мови реалізує дві мети: вивчення спеціального предмета і одночасне вивчення іноземної мови, в процесі якого контент спеціального предмета є його робочим матеріалом.

Основна увага приділяється вивченню сутності, змісту та технології впровадження CLIL в українських університетах, а також визначенню необхідних умов для організації навчального процесу в рамках використання цієї методології. В статті наголошується, що в сучасному світі роль англійської мови, яка вважається *lingua franca* ділового спілкування у світі, значно зростає, тому в статті підкреслюється, що запорукою успішної професійної діяльності будь-якого фахівця є вивчення дисципліни "Англійська мова для спеціальних цілей" (ESP), яка включена до університетського навчального плану в Україні.

У статті визначено суперечність між суспільною потребою у володінні іноземними мовами випускників університету та традиційними методологічними технологіями, за допомогою яких це реалізується. Для усунення цього протиріччя останнім часом успішно використовується методологія CLIL. У статті висвітлено два основні принципи організації роботи CLIL – співпраця студента та викладача у отриманні нових знань та глибина, значущість та складність інформації, яку слід запам'ятати. У статті представлена система завдань у процесі впровадження інтегрованого навчання з описом взаємопов'язаних компонентів навчального процесу.

Ключові слова: предметно-мовне інтегроване навчання (CLIL), навчальний процес, спеціальний предмет, іноземна мова, англійська мова для спеціальних цілей (ESP), навчальний процес.

Introduction of the issue. In the modern world, which is characterized by the development of international relations in the political, socio-economic and cultural spheres of society, the role of English, which is considered to be a *lingua franca* in the business world, is growing significantly. The key to successful professional activity of any specialist is not only knowledge of General English (GE), but also acquisition of competence in professional knowledge of a foreign language (FL), that is why the "English for Special Purposes" (ESP) is studied by students of institutions of higher education in Ukraine. ESP plays an important role in this context, as it promotes students' ability to speak English in the professional, business, scientific spheres, and develops professional thinking [12: 22-27].

Current state of the issue. Issues of a foreign language teaching methodology in the professionally-oriented area, and in CLIL methodology in particular, are investigated in the monographs, scientific articles and projects of the following researchers: S. Bodnar, N. Borysko, N. Gritsuk, Y. Levchyk, R. Martynova, O. Tarnopolsky, S. Vavilina, T. Yevtushenko and others [11; 3; 12; 7; 9; 10; 4; 5].

The aim of this research is to consider the essence, content and technologies of CLIL implementation in Ukrainian universities, as well as to determine the necessary conditions for the organization of the educational process within the limits of CLIL.

Results and discussion. Today, the role of knowledge and professional use of foreign languages in the process of

professional communication is increasing due to the development of close international relations in the political, socio-economic and cultural spheres of society.

Modern requirements for a full-fledged professional training consist not only of professional knowledge and skills and their use in professional work, but also of communicative professional activity in a wide range. Along with such specific competencies as ability to self-education, possession of innovative technologies, understanding of prospects and opportunities and their use, ability to make decisions independently, adaptability to new social and professional conditions, teamwork skills, ability to cope with stress, the list includes also fluency in one or more foreign languages at a high professional level [8: 44-47]. English is the most widespread form of communication in the world, so professional competence in both spoken and professional English is the key to any successful professional career. The formation of such competence is facilitated by the teaching such discipline as "English for Specific Purposes (ESP)" to university students of non-linguistic specialties.

The study of foreign and Ukrainian methodologists' research works shows there is a contradiction between the social order for professional foreign language proficiency and traditional methods a foreign language is taught at university.

In the university curricula at non-language faculties, ESP is taught during the first two years of study while specialty disciplines are studied by undergraduates, therefore, the knowledge of English acquired at the first years of study is lost and productive and effective professional communication in English cannot be provided.

In order to eliminate this contradiction, the CLIL technique – the subject-language integrated learning, is

successfully implied at Ukrainian universities. An integrated approach allows students to engage in purposeful, relevant learning. They focus on skill development around a particular topic and get wider knowledge content. The three stages of the integrated process are 1) linguistic and terminological; 2) informative and communicative; 3) foreign-language and operative [11: 55-57].

The basic theoretical principles of this technology have been analyzed and discussed in our articles devoted to this problem [1; 2]. The next stage of our research is to prepare the experimental teaching material for practical implementation of CLIL into the educational process.

According to S. Bodnar, "at the second stage – informative and communicative – the equalisation of two kinds of activity takes place. Here a professionally-oriented text in a foreign language is introduced and an elaborated complex of tasks for work with this text is carried out. The work is aimed at learning the professional content of the text and at the same time at improving foreign language skills" [11: 57]. The experimental approbation of the proposed content and its analysis will give the opportunity to develop the CLIL technique curricula and training manuals for humanitarian students.

In this article we share the experimental teaching material for our practical approbation of the integration of two disciplines – Middle Age History and English for Special Purposes, in particular, a system of tasks in the process of implementing integrated teaching with a description of the interconnected components of the educational process.

We started with an introduction to the topic of the lesson, presented as a text that contains controversial information about the socio-historical sources of English "*English was not imported by the Anglo-Saxons!*".

English was not imported by the Anglo-Saxons!

This is how the events of the 5th century AD and the origin of the English language are declared in every history book, in every schoolbook, worldwide: The Anglo-Saxons imported the English language in the 5th century into Britain. The Anglo-Saxons were initially invited as mercenaries. When their wages could not be paid, they rebelled and took over the east of Britain. The Britons reacted by fighting bravely, but their efforts were hampered by treachery and unlawful collaboration with the enemy by some of their highest ranking members. Eventually the Anglo-Saxons managed to subdue the eastern population. They imposed their culture and language. A major part of the population fled west, where the British resistance proved to be successful for a while.

So much for the official story, but official history has several major inconsistencies: 1) Strangely enough, no contemporary source mentions a language change; 2) English should have far more words of Welsh origin; why can we not explain many place-names east of the Pennines in Welsh (e.g. London) nor in Latin? Why was there no similar language change on the continent after the collapse of the Roman Empire? 3) How could a very limited number of Anglo-Saxons conquer most of England? Is it true that the British were cowards as Gildas wrote in the 6th century? 4) Did the Anglo-Saxons wipe out the eastern population in Britain? Or was the entire population chased to Wales? How were the Anglo-Saxons able to replace 2.5 million eastern Britons? 5) Did east-England change its language twice within approximately 1000 years? Why was the alleged language transition so record-breakingly swift?

Professor Simon James (University of Leicester) reminds us that the theory of the introduction of English was established in the 17th century under

James I to suit the political needs of the time. The union of the crowns of Scotland and England was explained as re-union of (Celtic) Britain. State paid historians stated that Britain was 'Celtic' before the Roman age. This implied the existence of a Celtic language all over Britain. The theory was used to quieten the critics who were against unification. The latter argued that the Scots always had been the eternal enemies of the English. The English language was explained as an 'unfortunate and imported accident'.

Let there be no doubt: there is no historical proof whatsoever that the Anglo-Saxons imported English. We will also challenge the very existence of Celts as a distinct people with a distinct language, but not the existence of a Celtic culture. We discovered a seriously faulty circular reasoning that is used by modern historians who are specialized in Celtic language, history and culture.

Stating that (proto) English was there all the time not only explains much better what happened during the 5th century, plus later events, and the modern situation, it also can predict a number of facts. Assuming 2 languages in Britain, the 5th century puzzle can be solved and the modern situation makes far more sense (authorial version maintained).

The very title of the text aroused proves to be of great interest and revitalization, and evoked powerful emotions, because it challenged the theory of the origin of English. It should be noted that the students were informed about the fact that the text deals with one of the working versions that is being explored by modern scientists. The content of the text and its structure (for example, doubt-questions in the text to get a better understanding of the concept) mobilized students' attention and made them reflect on what they read.

While reading the text, the students were to compare the subject knowledge

they possessed with the information given in the English text. Further, in order to find out to what extent the facts presented in the text, were the basis for the assertion of the new theory, the students were given some tasks to analyze the material assimilating simultaneously the lexical and grammatical content in English.

The study of the lexical and grammatical content, the elucidation of the phenomena and structures of the English language used in the text made it possible to understand the details of events and facts described. On the other hand, each task was intended to revise, broaden and deepen students' knowledge of English.

Thus, the aim of the first task – *Arrange the words to form a sentence.* – is to study the subject vocabulary and to revise the structures of a simple English sentence. (Ex. 1. *the Anglo-Saxons, into Britain, the English language, imported, in the 5th century. 2. Rebelled, took, the east, they, and, over, of Britain. 3. By fighting bravely, reacted, the Britons. etc.*).

The aim of the second task – *Answer these questions in short simple sentences. Your answers must follow each other so that all your sentences will form a complete paragraph. Your paragraph will be a précis of the piece.* – is to understand the content of the text with the help of the scaffoldings presented in the form of questions and to write a short interpretation or summary of the text. (Ex. 1. *Does any contemporary source mention a language change? 2. Can we explain many place-names east of the Pennines in Welsh or in Latin? 3. What did Gildas write about the British in the 6th century? etc.*)

The third task – *Explain the meaning of the words and phrases given below as they are used in the text* – and the fourth one – *Join the following sentences using the connecting words in brackets.* – aim at the revision of lexicogrammatical material, presented in the

text, the syntax of a complex sentence, in particular, in order to get ready to write an essay. (Ex. 1. *The Anglo-Saxons imported the English language in the 5th century into Britain. The Anglo-Saxons were initially invited as mercenaries. (as). 2. Their wages could not be paid. The Anglo-Saxons rebelled and took over the east of Britain. (when). 3. The Britons reacted by fighting bravely. their efforts were hampered. (but).*)

The fifth task – *Read the first part of the text and say what the official story of the origin of English is* – is a kind used in the text.

The following tasks require more time and more concentrated attention so they are determined to be done at home. They include such productive methods of the CLIL technique as the so-called, 'provocative' questions, the answers to which may be ambiguous and involve deep mental activity aimed at the search of objective facts. For example:

Search for information on the Internet to answer the five provocative questions in the text, if any;

Try to answer the questions:

1. *What do you know of Professor Simon James?*

2. *How did he explain the introduction of English into Britain?*

3. *What was the political situation in Britain at that time?*

4. *By whom and why was the English language explained as an 'unfortunate and imported accident'? etc.*

The task *Make up a plan of the story* realizes several aims at the same time. A well-composed plan reveals and summarizes the content. Planning requires us to carefully read the text, understand it, find out the meaning of incomprehensible words, to highlight the topic of the text and its main idea in order to learn the content of the article or story. It helps learn the syntactical structures of paperwork in English and necessary stamp elements that are inherent in this type of writing.

The task *Speak on the theme of the story using the words given below* (*mercenary, n. – найманець; rebel, v. – підняти повстання; take over, v. – захопити владу; hamper, v. – ускладнювати; treachery, n. – зрада; subdue, v. – підкоряти; inconsistency, n. – несумісність; chase, v. – гнатись, etc.*) is aimed at getting ready to use English for professional activity.

Studying and improving the knowledge of English while reading professionally oriented texts solve problems that go beyond the data of academic disciplines, since socio-cultural content has always been one of the distinguishing features of the information-saturated texts. The educational value of CLIL technique found its manifestation in students' presentations on the theme of "Medieval artifacts" – *Celtic rattleback, The Domesday Book, Isle of Man Sword of State* – which widely pushed the boundaries of the usual process of educational work. Generally, the use of Information and Communication Technologies within the framework of CLIL technique opens up enormous prospects for the modernizing of University education in Ukraine.

Conclusions and research perspectives. Therefore, we can conclude that CLIL methodology as one of the most perspective methods of professional training deserves further development and improvement. The working elements of the experiment were an English professionally-oriented text and detailed set of tasks for work with this text. The aim of the work was to learn to obtain information of professional orientation and to master simultaneously English language skills. The experimental work described resulted in improving students' motivation and changing their attitude to English as a useful and important subject.

The data obtained will give the opportunity to prolong the experimental work in order to confirm the benefits of

CLIL methodology and on the basis of uniform conclusions elaborate a study guide providing professional and English activities for students majoring in humanitarian specialties.

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