

УДК 378.147.091.313:81'243
DOI 10.31494/2412-9208-2023-1-2-424-432

МЕТОДИКА CLIL У ПЕДАГОГІЧНИХ УНІВЕРСИТЕТАХ УКРАЇНИ:
ВИКЛИКИ ТА ПЕРЕВАГИ

CLIL METHODOLOGY IN UKRAINIAN PEDAGOGICAL UNIVERSITIES:
CHALLENGES AND BENEFITS

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Original manuscript received: August 01, 2023

Revised manuscript accepted: August 21, 2023

ABSTRACT

The article highlights the implementation of the Content and Language Integrated Learning (CLIL) methodology in higher educational establishments in Ukraine. The concept of CLIL is clarified, and scholars' perspectives on the advantages of using content and language integrated learning in foreign language study are presented. CLIL has been identified as the most promising approach due to its integration of both professional and language training, combining subject-specific teaching tools with language instruction. The work emphasizes the necessity of CLIL implementation as a response to the growing demand for foreign language proficiency within the constraints of limited learning hours in pedagogical universities of Ukraine. The research investigates the challenges faced by educators in integrating CLIL into the existing language and pedagogical curriculum. The author examines the benefits and opportunities that CLIL offers for language learning and subject knowledge acquisition. It is revealed the significance of language proficiency and teacher training for successful CLIL implementation. The article points out the impact of CLIL on students' motivation and engagement in the learning process. The author focuses on the role of CLIL in developing students' critical thinking, problem-solving and teamwork skills. The main advantages of CLIL methodology include fostering motivation to learn a foreign language, enhancing learners' creative mental abilities, and purposeful mastering of lexical units. The study also identifies potential barriers hindering CLIL integration. The strategies to address these challenges and enhance CLIL effectiveness in higher educational establishments are proposed. Overall, this research sheds light on the potential of CLIL to transform language teaching and subject learning in Ukrainian pedagogical universities while highlighting the need for appropriate support and preparation for educators and learners. The significance of content and language integrated learning lies in students gaining knowledge in various subjects that they can apply in their future professional activity.

Keywords: content and language integrated learning, motivation, foreign language proficiency, subject knowledge acquisition, higher education.

Introduction. The current world, which is undergoing globalization, requires new competences from all people. This state of affairs changes the content of knowledge and skills that are vital for achievement in both private and professional life. In today's world, success requires not only possessing a certain amount of information but also possessing strong critical thinking, adaptability, and continuous learning skills to navigate the dynamic and ever-changing landscape of various fields. Effective communication, time management, teamwork, leadership, resilience, and initiative are all important skills to be prosperous in nowadays world, and the significance of knowing a foreign language further enhances one's opportunities and success in various global contexts. One of the ways how to meet these requirements is to implement Content and Language Integrated Learning (CLIL) into curricula not only at secondary schools but at higher educational institutions as well. CLIL is an approach to teaching that combines content and language learning, preparing students for the challenges of the 21st century. For this reason, future and in-practice teachers should be knowledgeable about the principles of CLIL and be prepared to assess its pedagogical benefits and potential risks that may arise in foreign language classrooms.

Analysis of relevant research. Content and language integrated learning is a new and innovative approach to language learning that is gaining popularity in Ukraine and around the world. Numerous research studies have demonstrated that CLIL stands as a highly effective method for equipping graduates with the necessary skills and readiness for their future practical life and the job market (O. Bielska, O. Kordyuk, Y. Roudnik, I. Shevchenko, N. Yevtushenko). Foreign authors P. Ball, J. Brewster, D. Coyle, T. Gerdes, D. Marsh, and many others focus on the potential of this approach.

Purpose of the study. The paper aims to examine the advantages and disadvantages of CLIL methodology in the process of future teachers' training in higher educational establishments in Ukraine.

Research methods and techniques. In the research, the method of analyzing and synthesizing pedagogical and methodological literature was used to explore the concept of CLIL, its potential in the educational process, as well as the observation method.

Results and discussions. The term CLIL was introduced in 1994 by David Marsh. «CLIL corresponds to situations when subjects or their parts are studied in a foreign language with a double purpose, in particular studying the content with simultaneous learning the foreign language» [9].

CLIL integrates the teaching of content with the teaching of a foreign language. It promotes the simultaneous development of language skills and content knowledge by using the target language as a means of communication in non-linguistic subjects. Specifically, CLIL involves using the target language to teach academic content that is not typically taught in a foreign language, such as math, science, and technology. This allows students to learn the content of the subject and the target language simultaneously, while also developing their communicative competence in the target language. CLIL teachers use a variety

of methodological techniques and strategies to encourage students to use the target language to communicate with each other and with the teacher. These techniques and strategies may include using authentic materials, providing opportunities for collaborative learning, and scaffolding student language use. The use of these techniques and strategies is supposed to be effective in promoting language and content development in CLIL classrooms. In addition, CLIL has some benefits, such as increased motivation, improved critical thinking skills, and greater cultural awareness. Overall, CLIL is an effective and innovative approach to language learning that has the potential to improve student outcomes in both language and content areas.

T. Gerdes points out that «this type of teaching is beneficial and effective because learning a foreign language seems more attractive when learners can use the language to acquire information of interest to them, and because learners see a clear reason for using the target language» [7].

D. Coyle created the 4Cs Framework intending to describe the essence of CLIL. These four dimensions (4Cs) form a conceptual framework that connects content, cognition, communication and culture. This framework outlines the approach for delivering knowledge, skills and content understanding to learners, the use of a foreign language, the cognitive processes involved, and the cultural aspects that learners will be exposed to. The scientist assigned indicators to each component of the proposed construction. «Content» is designed to find answers to the questions: What are the goals of education? What new things do students learn? «Communication» plays a significant role in education by determining the language used for instructions, developing a specialized vocabulary, incorporating language correction during learning, and selecting various forms of interaction. It highlights the importance of using polylogical discussion methods in the educational process. «Cognition» uncovers the cognitive abilities that influence directing attention towards the subject and the target language. It encompasses the types of questions that lead to accurate answers and the tasks essential for reasoning. «Culture» involves choosing the socio-cultural significance of the topic and integrating all the lesson materials accordingly. It also entails considering the individual characteristics and needs of the students. According to D. Coyle, the central part of the entire pyramid is the «communication» element, which means the implementation of the remaining three components through communication [6].

Four elements of the CLIL methodology deserve attention, as they share certain similarities with other approaches to foreign language learning. The initial aspect involves a naturalistic and implicit style of the methodology. These CLIL learning styles emphasize enhancing communication opportunities by focusing on the input data that students receive from their external environment. Increased exposure to a vast amount of information leads to more effective learning outcomes.

The second characteristic of CLIL is a cooperative learning style. Cooperative learning involves dividing students into small groups to

collaboratively tackle tasks. Cooperative learning proves to be effective as it helps alleviate learning-related anxiety, boosts student motivation, and encourages interaction among peers. The autonomy granted to students within this approach, along with their interaction with team members, contributes to improving their language communication skills during the learning process.

The third characteristic of CLIL is authenticity, which empowers students to enhance their skills in solving real-life communication issues. Authentic learning involves the careful selection of materials that align with the actual language environment and context.

Flexibility is the fourth key aspect of CLIL. The CLIL methodology can be adapted and integrated into various curricula with diverse subject contents. CLIL's primary objective is to merge the study of a foreign language with other academic disciplines like biology, physics, chemistry, history, literature, and others. Interesting materials motivate students to learn a foreign language while establishing a linguistic foundation that they can build upon in the future.

P. Ball states that the concept of subject-language integration holds greater motivating potential compared to other approaches due to objective reasons. Firstly, the necessity to study subject content motivates students to improve their foreign language proficiency. Secondly, a lexical approach is employed, enabling students to observe and analyze language structures and lexical units. Thirdly, students experience immersion in the language environment, along with an understanding of the significance of their progress in the learning journey.

Taking into account the students' internal position, it becomes evident that CLIL fosters a positive attitude toward education. This approach revitalizes their interest in language learning, broadens individual learning experiences, and enriches knowledge through interdisciplinary connections that emphasize content, comprehension, communication, and culture. It is crucial to stress the efficient use of time within this method, as it allows for simultaneous study of content and language, strengthening communicative and intercultural understanding, and enhancing the structure of classroom classes.

Content and language integrated learning plays a significant role in boosting students' motivation to learn a foreign language and fosters their commitment to mastering it to address specific communicative challenges. The introduction of peer tutoring within CLIL classes effectively reduces anxiety levels, enhances learners' self-confidence, and promotes a positive attitude among students.

P. Ball points out that in CLIL, «there appear to be four basic types of activity that can help students to prosper, despite their relative lack of linguistic resources» [4]. These activities include: 1) activities to enhance peer communication (information gap activities, role plays, discussions, debates, questionnaires, crosswords, etc.); 2) activities to help develop reading strategies (outlining, activities to reorganize the informative text, mind-mapping, etc.); 3) activities to guide student production, oral and written (creating and presenting presentations, movie making, blogging, etc.); 4) activities to engage higher cognitive skills (problem-solving activities, projects, stimulation and situation activities, etc.).

The focus of our life lies in developing competences, rather than dwelling on the differences between the Present Simple and the Present Continuous. In this context, CLIL is an educational approach that prioritizes critical thinking skills, problem-solving and communication.

Based on the research on the application of CLIL in Ukraine, a notable absence of a national-language policy for universities has been identified. As a result, each institution is responsible for formulating its own language policy due to the lack of a standardized approach. Thus, many universities are making attempts to incorporate certain aspects of CLIL into their teaching methodologies. However, these efforts and the proposed CLIL classes are still in the initial stages of implementation, either in partial adoption or in the pre-CLIL phase.

Teachers of many specialties are trained at Berdyansk State Pedagogical University as there are 6 faculties with lots of different educational and professional programs. The Faculty of Philology and Social Communications trains teachers of English and German that's why the educational process is conducted mostly in English and German languages. Therefore, CLIL methodology is implemented as students master professional subjects through foreign languages. They learn the following subjects, as Corrective English/German Phonetic Course, Practical English/German Grammar, Theoretical Phonetic Course of the English/German Language, Theoretical English Grammar, Lexicology of the English Language, Stylistics of the English Language, History of the English Language, Country Studies, Academic Writing, Methods of Teaching Foreign Languages and others. In addition to this, students have lots of optional disciplines which they are able to choose for building up their professional development.

In non-linguistic specialties, it was proposed to implement the CLIL methodology only partially – by introducing such educational components as Foreign Language for Professional Purposes, Business English, Foreign Language for Academic Communication, Foreign Language for Journalists, Foreign Language in Physical Education and Sports. By studying these disciplines, students have a chance to become proficient in a professional subject through a foreign language. They have an opportunity to enrich their vocabulary with professional terminology and linguistic constructions. By reading and listening to texts related to their profession, they gain insights from foreign colleagues and learn about advancements in the field of their future profession.

Unfortunately, the allocated class hours for foreign language learning are insufficient, thus students lack enough opportunities to improve their speaking and listening skills in a foreign language, resulting in a loss of the communicative aspect of education. To solve this problem, teachers actively use various teaching methods, in particular, storytelling, project method, simulation method, case-study method and other interactive methods.

Storytelling or storyline method involves integrating structured educational content with students' interests and ideas. After receiving key words or questions from the teacher, students actively participate in making up a specific story. This method involves creative planning, hypothesis

formulation, experience, systematization and presentation of work. The designed story also incorporates elements of drama and role-playing.

The simulation method is extremely popular due to its effectiveness in teaching foreign languages to students of non-linguistic specialties. During classes, this method takes the form of various simulations (business games), allowing students to practice their skills and apply knowledge to solve different tasks within a specific environment that simulates real-life situations. At the same time students develop skills in strategic planning, teamwork, negotiation and persuasive communication.

Project-based learning engages students in organized, self-directed and collaborative work, where they apply their knowledge to solve a problem or achieve a goal. Learners work on a project, using the language they are studying. Projects can cover various topics, related to different areas of knowledge and their outcomes can be presented in diverse forms.

Case studies are based on real-life problems and situations. This helps students to see how the knowledge that they are learning can be applied in the real world. They are asked to analyze the problem, identify the key issues and develop a solution. This method is an effective way of teaching students how to think critically and solve problems.

All these methods are valuable teaching tools that help students learn a foreign language, master the content of the subject and develop soft skills. However, it is important to be aware of the challenges of employing these techniques before using them in the lessons.

Despite interactive methods and due to the limited number of hours for English language learning at pedagogical universities, a significant part of grammar and vocabulary is left for self-study, while the communicative component suffers from inadequate development.

For the full implementation of CLIL methodology into the process of non-professional language training and for improving English language proficiency of students, it is necessary to introduce courses that will be partially or fully taught in a foreign language. In particular, this could include teaching several modules of academic specialized disciplines in a target language.

As evidenced by empirical observations, teaching professional educational disciplines in a foreign language is associated with certain difficulties. One of the main challenges is the need to develop specific professional competences of CLIL teachers. Regrettably, at present, foreign language educators are found to possess inadequate subject-specific knowledge related to the disciplines taught in a target language. Simultaneously, the limited proficiency of subject teachers in a foreign language, which is essential for instructing their respective subjects in a target language, serves as a restraining factor in the effective implementation of CLIL methodology.

To implement such programs successfully at Ukrainian universities, highly qualified teachers capable of giving lectures and conducting practical, seminar and laboratory classes in both their native and foreign language are needed. One of the ways to address this issue is enhancing the foreign language proficiency of content

teachers. Additionally, providing consultations to aid them in preparing lectures and instructional materials, in collaboration with teachers of foreign language departments, proves to be beneficial. Internships in countries where the target language is spoken would be highly effective for improving subject-teachers' foreign language level. Foreign language courses for university teachers is a way of increasing English proficiency of academic staff. These courses can be organized at each university and they can be delivered both in person and online.

Another problem is the students' low level of foreign language mastery. This leads to difficulties in comprehending the material being studied and the development of a lack of self-confidence. Furthermore, it is quite common for a group to have people with different levels of foreign language command. This results in hindering the progress of more skilled students and placing excessive demands on less knowledgeable students.

Conclusions. The use of Content and Language Integrated Learning (CLIL) methodology has a positive impact on the process of learning a foreign language. While predominantly implemented in primary and secondary schools, there is a trend in universities to offer an increasing number of courses taught in English. CLIL enables the simultaneous acquisition of knowledge in both professional and language disciplines, which is crucial in the context of limited teaching hours. However, the implementation of this process faces several challenges, including the insufficient language proficiency level of subject teachers and students, different levels of language proficiency of students within the same group, and incomplete understanding of the specifics of professional subjects by foreign language teachers. Despite the difficulties, the majority of teachers who adopted CLIL in their teaching practice intend to persist in their efforts, as they have observed positive outcomes among their students, including increased motivation, improved communicative abilities in a foreign language, critical thinking and problem-solving skills, activity, higher self-confidence.

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АНОТАЦІЯ

У статті висвітлюється особливості впровадження методики предметно-мовного інтегрованого навчання (CLIL) у закладах вищої освіти України. Уточнюється поняття CLIL та представлені думки вчених щодо переваг використання предметно-мовного інтегрованого навчання при

вивченні іноземних мов. CLIL визначено як найбільш перспективний підхід, оскільки він поєднує професійну підготовку і навчання мови, засоби викладання предмета з викладанням мови. У статті підкреслюється необхідність упровадження CLIL як відповідь на зростання попиту на володіння іноземними мовами в обмежений час, який відводиться на їх вивчення в педагогічних університетах України. Досліджуються виклики, з якими стикаються викладачі при інтеграції CLIL у чинні програми мовних та професійно-орієнтованих дисциплін. Автор досліджує переваги та можливості, які надає CLIL для вивчення іноземної мови та здобуття предметних знань. Виявлена важливість рівня володіння мовою та підготовки вчителя для успішного впровадження CLIL. У статті зазначається вплив CLIL на мотивацію та залученість студентів до процесу навчання. Автор акцентує увагу на ролі CLIL у розвитку в студентів критичного мислення, навичок вирішення проблем та роботи в команді. Названі основні переваги методики CLIL: посилення мотивації до вивчення іноземних мов, підвищення креативних ментальних здібностей студентів та цілеспрямованого вивчення лексичних одиниць. Досліджуються також можливі бар'єри, що перешкоджають використанню CLIL на заняттях англійської мови в педагогічних університетах України. Пропонуються стратегії для подолання цих викликів та підвищення ефективності CLIL у закладах вищої освіти. Загалом, у статті розкривається потенціал методики CLIL для викладання іноземних мов та навчання профільних предметів у педагогічних університетах України, підкреслюється необхідність належної підтримки та підготовки викладачів і студентів. Важливість предметно-мовного інтегрованого навчання полягає в тому, що студенти вивчають іноземну мову та одночасно здобувають знання з різних профільних предметів, які вони зможуть застосовувати в своїй майбутній професійній діяльності.

Ключові слова: предметно-мовне інтегроване навчання, мотивація, володіння іноземною мовою, здобуття предметних знань, вища освіта.