

**COMMUNICATIVE COMPETENCE DEVELOPMENT
AMONG STUDENTS OF NON-LINGUISTIC UNIVERSITIES
WITH THE HELP OF CLIL APPROACH IN FOREIGN LANGUAGE
LESSONS**

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***Abstract:** The article is devoted to the subject-language integrated approach (CLIL), which is currently characterized in the world scientific and methodological literature as one of the innovative approaches to the organization of bilingual education and involves the simultaneous implementation of two learning goals in two subject areas – language and subject; various interpretations of its essence are presented, its varieties, possibilities and features of implementation in bilingual education are highlighted through the application of its basic principles and strategies. The role of the subject-language integrated teaching of students of non-linguistic specialties of higher educational institutions is discussed. The article describes the content and language integrated learning from the point of view of modern methods of foreign languages teaching. The main features of the teachers' of profile subjects work as well as teachers of foreign languages in the system of subject-language integrated teaching are considered. Models and peculiarities of using CLIL methodology in a higher educational institution are given.*

Keywords: Content and Language Integrated Learning, CLIL, continuous linguistic education, interdisciplinary relations, bilingual education; subject-language integrated approach; CLIL components and principles, integrated training, integration, professional competence, professional communication, foreign language for non-linguistic specialties, methodology of language-based integrated learning.

Many things are changing in the world today at a tremendous pace. Only the desire of people to learn English does not change. The data confirm that the number of people wishing to learn English is growing and their age is steadily getting younger. Today, the language is considered as the main tool for obtaining high-quality knowledge that meets international requirements. One of these approaches is subject-language integrated learning. First of all, let's consider the definition: CLIL is an acronym for Content and Language Integrated Learning.

CLIL as a term was formulated by David Marsh [1] in 1994, in the process of coordinating research on the state of language education in Europe, although in fact this method has been used since ancient times, and at the moment some teachers use it without even suspecting that this method got its official name.

David Marsh works in the University of Jyväskylä, Finland, he is a scientist, Ph.D., who has been developing strategies and implementing innovations in the field of Finnish education for 25 years. Marsh has a vast life experience related to polylingualism: he was born in Australia, got an education in Britain and built a career in Finland. So, this scholar gave this definition of CLIL:

"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language". [2]

CLIL is "the study of subjects through a second or third language and the improvement of language skills through the study of subject areas, that is, the achievement of subject and language goals at the same time." This concept is sometimes called the "umbrella concept", including in a broad sense the following aspects: international projects, study abroad, modular training system, bilingual education, etc.

For several years, such world-famous scientists and linguists as: Coyle Do, Hood Philip, Marsh David, Dalton Puffer, Fernandez Fontecha A., Gierlinger E., Koopman G., Anikina Y., Westhoff G. are researching the method of subject-language integrated learning. In addition, researchers in foreign countries are engaged in the development and improvement of methods and forms in CLIL education: David Lasagabaster, Yolanda Ruiz de Zarobe (Spain), Dieter Wolff, Stephan Breidbach and Britta Viebrock (German), Movchan Larisa (Sweden), Kari Nieminen (Finland). Moreover, most of them associate the technology of this method exclusively with teaching and learning a foreign language (mainly English).

Theorists, in particular, Coyle Do [3] defines the 4 "K" components of a successful CLIL lesson: content, communication, cognition and culture.

Content is subject matter according to the curriculum.

Communication is the use of language and the ability to negotiate during the lesson, where all types of speech activities are involved: reading, speaking, listening and writing.

Cognition is the development of thinking skills, understanding and solving problem situations.

And, finally, the culture component promotes intercultural interaction, in which the language helps to understand the culture and mentality of the speakers of another language.

The addition is often the fifth element, context, and in some cases community, and even citizenship.

And language is used in three aspects, reflected in this language triptych according to Coyle: language through learning (i.e. it is actually taught and learned), language for learning (language is learned in order to master something else), language of instruction (language, where the training is conducted). In other words, language is a subject of study, a means of communication, an instrument of cognition.

The concept of CLIL implies the creation of a professionally oriented environment at foreign language lessons by saturating the educational material with

topics relevant to the discipline being studied, developing programs and language training courses based on the content of a specific academic discipline. This approach plays an important role in the development of students' metalinguistic and metacognitive skills, and also contributes to the formation of a holistic view of the phenomena taking place in the world in students.

CLIL is one of the most interesting and widespread approaches to teaching a foreign language recently. Every year CLIL is popularized by an increasing number of schools in the world, and this is facilitated by its advantages over other methods, as well as the demand for such an approach in modern learning conditions.

The key principles of the subject-language integrated learning approach are based on two basic concepts – "language" and "integration". CLIL is conventionally divided into hard CLIL and soft CLIL. Hard CLIL means that any subject can be taught in English (provided it is L2 for students). In addition to this term, one more designation is also used – EMI (English as a Medium of Instruction), that is, English as a means of instruction.

During such classes, students can study physics, art history, economics, mathematics and other disciplines in a foreign language. However, in the system of our higher education, such a variant of subject-language integrated learning is not often found. In foreign language classes at the university, "soft" CLIL can be used to a greater extent.

In order to improve students' knowledge of a foreign language, topics and materials from other disciplines are used. One of the main features of subject-language integrated learning is the use of authentic materials that become a source of new information, allowing students to get acquainted with the experience of foreign professionals in a particular field of science.

Today, these materials are available for both teachers and students in the form of educational texts from authentic textbooks, articles from scientific and scientific-journalistic publications, videos and audio recordings from the Internet. This diversity helps to interest students, increase their motivation and realize the practical benefits of a foreign language.

We believe that in a non-linguistic university, it is advisable to use not only the methodology of teaching English for professional purposes (English for specific purposes), but also CLIL technologies, since often junior students do not yet have extensive professional knowledge and acquaintance with some topics occurs in our classes in a foreign language. On the other hand, students get the opportunity to discuss the topics already covered in a foreign language, as well as expand their knowledge using additional information sources, for example, on YouTube: ESL Library, Energy Literacy, Onestopenglish, etc.

The methodology of teaching English for special purposes (ESP) is mainly aimed directly at teaching a foreign language, while the content aspect fades into the background, being the related information. CLIL is focused on both subject matter and language material. ESP contains 20% subject content and 80% language content, while CLIL contains more than half of subject content with less language content. The combination of ESP and CLIL methods is, in our opinion, optimal when teaching a foreign language at a university. In non-linguistic universities, there are such disciplines as "Foreign language in professional activity" and "Foreign language (special course)", within which it is advisable to refer to CLIL.

The use of CLIL technology for teaching in English lessons can be very successful due to the fact that the methodology allows you to simultaneously teach material for students with different levels of English, from Elementary (A1-2) to Advanced (C1-C2). Even within the framework of the same topic, students learn the subject using the vocabulary and grammar of their level, but the quality of understanding of the material will not suffer. [4]

CLIL benefits:

- ✓ it allows students to communicate more effectively with each other using a foreign language;
- ✓ expands the intercultural knowledge of students;
- ✓ develops communication skills in a foreign language in natural conditions;
- ✓ develops thinking and opens the creative potential of students;
- ✓ increases the motivation of students and their self-confidence;

- ✓ trains all language skills;
- ✓ improves language competence and natural speaking skills;
- ✓ develops an interest in different languages, in their use in different spheres of life;
- ✓ does not require additional training hours.

Why is this method effective?

The problem with regular foreign language courses is the lack of connection with reality. Students learn words, grammar, exercise, but do not see the practical meaning of the language. In their minds, English is needed for exercises and tests, not for real communication. As a result, motivation decreases, a language barrier and fear of mistakes are formed. [5] Lack of practice leads to passive knowledge of the language (“I understand everything, but I can’t say anything”). CLIL solves this problem.

In the university, students learn English as part of a communicative approach: together with the teacher, they parse new words and grammar, practice four basic skills (reading, listening, writing and speaking), and work on pronunciation.

English lessons lay the foundation, give an understanding of the language system. Students accumulate the necessary vocabulary, develop the correctness and fluency of speech under the supervision of the teacher.

Students study the subject. All communication in the lesson takes place in English. Language mistakes are not corrected if it is clear what the student is talking about. If a student has serious repetitive mistakes, the teacher fixes them and passes them on to the English teacher. The teacher uses gestures, illustrations and videos to help children understand the material. CLIL textbooks are used, which are designed specifically for students who are just learning English.

Advantages of using this methodology model:

1. The student assimilates a large amount of linguistic material, which is a full-fledged immersion in the natural linguistic environment;
2. Working on various topics allows you to learn specific terms, certain linguistic constructions, which contributes to the replenishment of the student’s

vocabulary with subject terminology and prepares him for further study and application of the acquired knowledge and skills.

3. The method of language integration allows you to move away from the standard presentation of the material and get more extensive knowledge, which will undoubtedly be useful for future professional and everyday communication. Students get the opportunity to show not only their linguistic abilities, but also knowledge in various areas of life: medicine, art, business and others.

We can highlight the following shortcomings of the implementation of the CLIL methodology in higher education institutions of Ukraine:

The two main ones are: the lack of sufficient knowledge of foreign language teachers in a particular non-linguistic subject and insufficient knowledge of the language of the subject teacher. The negative aspects include the imperfection of some textbooks of the English language, and the insufficient number of training sessions according to the educational program. The application of the methodology also makes it difficult for students to have different levels of proficiency in a foreign language, which can lead to an increase in the teaching load and, accordingly, to a number of psychological and psychosomatic problems. The teacher, in turn, also has to face certain requirements, such as: use various forms and methods of presentation of educational material and organization of educational activities, take into account the individual abilities of students and be in constant creative search.

In addition, when planning educational material based on the CLIL methodology, it is important for a teacher to take into account the age of students, their degree of proficiency in a foreign language, and their readiness to perceive educational material in a foreign language.

When preparing lessons in the format of the described methodology, it must be remembered that special requirements are imposed on the teaching material and assignments, which are different from those that the teacher is guided by when planning traditional lessons. The teacher faces a number of tasks:

1) the material on the academic subject in terms of complexity should be slightly inferior to the level of knowledge of students in this subject in their native language;

2) tasks should reflect the characteristics of the language being studied, practice the ability to use certain linguistic forms;

3) the texts should be carefully selected in accordance with the topic and the actual level of knowledge of the students;

4) assignments should correspond to the topic and contain a sufficient amount of information for understanding and assimilation.

Despite all the listed difficulties of using CLIL, this technique is an extraordinary approach to teaching foreign languages to students of Ukrainian high-schools, which allows solving many problems of the educational process. With proper consideration of all factors, the application of the methodology of subject-language integration will allow

- ✓ significantly increase the motivation of students to learn foreign languages;
- ✓ teach students to consciously and freely use a foreign language in everyday communication;
- ✓ broaden the horizons of students, thus ensuring the acceptance of other cultures and common human values;
- ✓ prepare students for continuing education in the chosen specialty;
- ✓ develop and improve linguistic and communicative competencies through the study of a foreign language.

Undoubtedly, the CLIL method allows you to solve a significantly expanded range of educational problems. Studying a foreign language and a non-linguistic subject is at the same time an additional means to achieve educational goals and has positive aspects, both for learning a foreign language and a non-linguistic subject. The introduction of various forms of communication using innovative technologies, the expansion of the creative and scientific potential of students ensure the formation of a linguistic personality capable of realizing himself in modern society.

The use of CLIL methodology corresponds to the functional approach to teaching a foreign language and allows achieving high efficiency in its mastering. In European countries, the effectiveness of the introduction of subject-language learning in high schools has already been proven, so we believe that this technique can be recommended for universities in Ukraine.

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