

РОЗДІЛ 1. РОЗРОБКА ТА ВПРОВАДЖЕННЯ НАВЧАЛЬНИХ СТРАТЕГІЙ У МІЖДИСЦИПЛІНАРНОМУ ВИМІРІ

UDC 398.091.3:811

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IMPLEMENTATION OF CLIL METHODS AT THE ENGLISH LESSONS IN HIGH EDUCATIONAL ESTABLISHMENTS

Summary. The article is dedicated to CLIL methods, which are implemented at the English lessons in high educational establishments. The notion CLIL is explained, the views regarding advantaged of using content and language integrated learning when studying a foreign language is presented. Advantages and disadvantages of the presented methodology are pointed out. The main advantages of CLIL methodology are encouraging to study a foreign language, the development of creative mental abilities of learners, purposeful mastering of lexical units by them. The importance of the presented methodology is in the fact that learners acquire knowledge in other subjects which that will use in their future professional activity. CLIL is the focus of teaching, language becomes a tool for communication. Repeated exposure and stimulation helps students to assimilate the language while learning content that will greatly expand their visions and promote curiosity. In many ways, then, a CLIL lesson is similar to an ELT integrated skills lesson, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson. CLIL is an effective method to empower students of all ages and levels of fluency.

Keywords: content and language integrated learning, implementation, methods, modern activities, motivation.

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ВПРОВАДЖЕННЯ МЕТОДІВ “CLIL” НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація. Стаття присвячена методам CLIL, які реалізуються на уроках англійської мови у вищих навчальних закладах. Пояснюється поняття CLIL, представлені погляди на сприятливе використання змісту та мовного інтегрованого навчання при вивченні іноземної мови. Виділено переваги та недоліки представленої методології. Основними перевагами методології CLIL є заохочення до вивчення іноземної мови, розвитку творчих розумових здібностей учнів, цілеспрямованого засвоєння ними лексичних одиниць. Важливість представленої методології полягає в тому, що учні отримують знання з інших предметів, які будуть використовуватись у своїй майбутній професійній діяльності. CLIL є фокусом навчання, мова стає інструментом для спілкування. Повторне вплив і стимуляція допомагає студентам асимілювати мову, вивчаючи зміст, що значно розширить їх бачення і підвищить цікавість. У багато в чому, урок CLIL подібний до уроку інтегрованих навичок ELT, за винятком того, що він включає вивчення мови, викладається вчителем, розбирається в методології CLIL і базується на матеріалі, безпосередньо пов'язаному з тематикою, що базується на змісті. І зміст, і мова вивчаються в уроці CLIL. CLIL є ефективним методом розширення можливостей студентів різного віку та рівня вільного спілкування. Викладаючи уроки CLIL, ми даємо учням інструменти для росту, набуття та активізації міждисциплінарних навичок, використовуючи мову, відмінну від їх власної. Це також хороший спосіб сприяти позитивному ставленню до вивчення мови на ранній стадії. Учні не будуть виправлені на кожну помилку. Замість цього, вони будуть заохочуватися, щоб продовжувати говорити і навчатися в мові, що дозволяє їм відчувати себе добре про свою здатність спілкуватися з самого початку. CLIL підтримує навички критичного мислення та співпраці. Студенти не будуть підживлювати свої уроки мовою, але вони повинні звертати увагу, спостерігати і вивчати мову, вивчаючи інші предмети цієї мови. Вони можуть звертатися до своїх колег, щоб підтримати їх у цьому процесі.

Ключові слова: зміст і мова інтегрованого навчання, реалізація, методів, новітні завдання, мотивація.

Problem statement. In modern conditions of integration, globalization and technological development of the society speaking a foreign language is becoming especially important, because there is the necessity of communication with repre-

sentatives of other cultures. The experience shows that speaking the foreign language is not always enough that is why a special attention in the context of functional mastering the foreign language and the principle of integrity, is being given to

CLIL methodology that is known all over the world and has been actively used with the purpose of effective foreign language learning.

Recent research and publications. Such investigators as S. Bobil, Yu. Roudnik, Yu. Sobol and others focused their attention on the problem of content and language integrated learning. Among foreign researchers of the problem of content and language integrated learning we could point out M. Allen, A. Bonne, D. Greddol, L. Collins, D. Marsh, I. Ting and many others.

The purpose of the article. To describe and analyze the main CLIL methods and their implementation at the English lessons in high educational establishments.

Presentation of the main material. CLIL is generally credited to Professor David Marsh from the University of Jyväskylä, in Finland. CLIL stands for Content and Language Integrated Learning. Quite simply, it is the teaching of subjects to students through the use of a target language that is, a language different from their mother tongue. For example, if we have an ESL class full of students from Ukraine, we will teach them subjects but will not use any Ukrainian to do so. We will be using English and only English instead. Furthermore, we will not be explaining vocabulary, grammar and other linguistic notes, but rather we will be helping them assimilate all this into their knowledge of the English language by natural, repeated exposure as we straight up teach a subject class. By immersing them in the language, our wards will not only learn about things like math, science and literature, they will also pick up English [1].

CLIL is an effective method to empower students of all ages and levels of fluency. By teaching CLIL lessons, we are giving students the tools to grow, acquire and activate cross-disciplinary skills by using a language different from their own. It's also a good method to promote positive attitudes towards language learning from an early stage. Students won't be corrected on every single error they make. Instead, they will be encouraged to keep talking and learning in the language, which lets them feel good about their ability to communicate from the get-go. CLIL supports critical thinking and collaboration skills. Students will not be spoon-fed their language lessons, but rather they will need to pay attention, observe and learn the language by learning about other subjects in that language. They can look to their peers to support them in this process. CLIL is the focus of teaching, language becomes a tool for communication. Repeated exposure and stimulation helps students to assimilate the language while learning content that will greatly expand their visions and promote curiosity. In many ways, then, a CLIL lesson is similar to an ELT integrated skills lesson, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson [5]. A CLIL 'approach' is not far removed from humanistic, communicative and lexical approaches in ELT, and aims to guide language processing and supports language production in the same way that an ELT course would by teaching techniques for exploiting reading or listening texts and structures for sup-

porting spoken or written language. A CLIL lesson looks at content and language in equal measure, and often follows a four-stage framework. The best texts are those accompanied by illustrations so that learners can visualize what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorize it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.

There are different aspects of implementation of CLIL method at the English lessons. Language is used to learn the subject contents but also to understand and communicate with it. Language contents are determined by the subject. In general form, fluency is more important than use correct grammar [2]. Also it is important to focus on the features of the language before to develop the lesson: specific vocabulary or expressions and difficult pronunciation words, modal verbs and the time, kind of sentences and their difficulty, grammar aspects, discourse.

Lately, the CLIL method of teaching has become incredibly popular, mainly due to the growing interest in educating bilingual children. Implementation of CLIL method at the English lessons is hard working and interesting process but it takes much time for preparation. A great CLIL syllabus should replicate any traditional subject lesson syllabus. Rather than thinking of ourselves as a language teacher, we can imagine that we are subject teachers. The main difference is that our students will learn this subject in another language. This what we usually do at our English lessons every day in Kherson State Maritime Academy. We teach cadets professional English which they will effectively use in their future profession. While teaching them English we discuss different mechanical, physical, mathematical and chemical aspects in English. Sometimes we even consult subject teachers to get more information about the topic we discuss and translate all that in English. If we feel that this may become overwhelming and unsustainable in the long term, fear not. We can use CLIL as a single lesson for one language class we don't have to teach CLIL all the time, but it can instead be part of our varied teaching arsenal. We may rotate between subjects so we only teach the subjects that we are most comfortable with. This helps to create targeted lessons that are packed with information. The idea is to cover a lot of ground and help students to accumulate as many vocabulary words related to the subject matter as possible. A good CLIL lesson covers a specific topic, concept, movement or theory at length to promote effective learning. Complement it with follow-up assignments, discussions, readings and coursework so students can digest content and conduct their own research.

Like the traditional monolingual classroom, CLIL promotes collaborative work and the acquisition of multidisciplinary, task-based skills. This gives students a clear purpose and the motivation to learn and complete the task to the best of their ability [2]. It also rewards their ability to use their own personal knowledge to succeed in the classroom. Better yet, CLIL encourages the acquisition of oral and practical skills rather than the theory through real-life activities. Great CLIL activities promote teamwork and encourage students to become key participants in the classroom. Activities, in this respect, are fantastic tools of learning in CLIL because they integrate language and content, and they promote learning by doing. This helps students to communicate key concepts in the target language in real-time and in real situations. Minimal feedback and maximum positivity are essential parts of CLIL. The goal is to boost our students' ability to communicate while also allowing them to focus on learning subject lessons. Along the way, we will build their positive vibes for the target language and culture. So, the best strategy is to aim for communication rather than accuracy when our students speak. Concretely, we do not want to interrupt students during activities, even when their language may not be completely accurate. This will break the flow of the activity and may even cause students to lose their confidence. We take notes and try to recap each activity by giving students language- and content-related feedback. So that this benefits all the students, we try to give feedback before the entire class rather than to students individually. We also use the same principles for writing activities, we let students express themselves and write freely, but try to identify frequent, specific misunderstandings and mistakes, and then use our next class to address them. Writing down the words and expressions on the blackboard, using colors to circle specific letters or accents to watch out for is very effective method to use. Sometimes we ask for feedback from students, monitor results and adjust accordingly. While two students are acting the conversation, all the other groupmates correct their mistakes and give feedback at the end of the lesson. Implementation varies from classroom to classroom. We along with our students often have the tendency to think of a foreign language as a subject rather than as a medium. As we use CLIL in our classroom, we should keep in mind that the CLIL method isn't about having students learn about the language, it's about having them use the language. In this respect, listing endless grammar rules is rarely effective. Students often keep making the same mistakes over and over and often freeze rather than using the words and communicating. To correct this, make sure that students learn grammar in context based on the topics they study and through constant exposure to the language. Revise and recycle grammar periodically to let students observe the language. This allows them to pick up grammar, syntax and conjugation naturally so that they can use it throughout class sessions. When introducing grammar, we include charts, documents and pictures that demonstrate a use of the rule prominently. Sometimes we present some authentic materials, such as newspaper articles or documentary clips, that use the grammar

while also teaching something related to a subject. From time to time we make students read or watch and try to pick up on any patterns, or anything that seems different. Then, discuss the vocabulary or grammar lesson we have in mind. After that, they watch the video again and allow students to piece together the meaning of the language lesson we have discussed. Rather than having students do cut-and-dry grammar exercises, grade their usage of grammar in context. We ask students to produce their own work by writing an article, participating in a debate, creating a web page with text and pictures or creating a radio broadcast featuring news, interviews and various recordings from fellow students discussing the subject. After they've completed this, we can focus on correcting and providing feedback on grammar usage in particular.

This article presents some of the most common CLIL activities which are used at the English lessons in high educational establishments [4]. Repetition is commonly used. When we repeat the crucial words and phrases, we are giving students multiple chances to get the definition and usage right. Because the medium of instruction is unfamiliar to them, they will be forced to use context and their critical thinking skills in order to figure out the meaning of certain words. By using the same words repeatedly and in different contexts, you're helping students validate their initial guesses. Animated gesturing is one of the methods to explain the new words. The first technique involved some auditory elements. This time, we go to the visual side of teaching a new language. Here, we will have to use your whole body to convey nuanced meaning to your students. We do not just use our hands. Even our eyes can speak. The tilting of our head, the way we stand, even when we pump our chest or not, they all help convey meaning. Exaggerate things, our facial expressions and movements. Doing this will not only help convey the meaning, it will help maintain the interest and attention of your class. Students prefer to sit in a class where the person in front is moving around, gesturing away, and where there is always something new happening in front of them. It is much more engaging than a class where the teacher just stands on a lectern and monotones away for the next 60 minutes. Images are very usable and effective at every stage of the lesson. It's true what they say. A picture is worth a thousand words. We use images that feature interesting elements, exploding colors and relatable characters. If showing pictures isn't enough, get the actual thing! If you can demonstrate how to use the prop, then you most probably have just conducted a class that won't be forgotten any time soon. For example, if the lesson is about food, bringing the ingredients and demonstrating how to slice, dice and toss it will be much better than showing pictures, much less trying to gesture about the ingredients and actions. Show and tell has become a classic classroom activity because it compels student engagement with both the subject and the language. For example, you can ask each student to talk about the subject in their own words using the target language, of course. A presentation of about five sentences will do. What's important is that you let the students experience what it is like conversing, interacting and conveying a message in the target language. As

much as possible, do not interrupt the presentation even if you hear wrong use of grammar. Instead, after each presentation, do a rundown of everything right that happened during a student's show and tell. This way, instead of being an unnerving exercise, this can actually be a confidence-building one. It lets everyone know that they can handle the target language, that even if they commit mistakes it's not the end of the world. This is a very healthy attitude in CLIL, as well as any other type of language teaching and learning. We can also let the students work in pairs or groups and present a little bit of role playing. Maybe in a French class where you're teaching history, you might ask students to re-enact pivotal moments in history. A two-minute presentation is really more than enough. This activity has the dual purpose of serving as language practice and, at the same time, apprising you, the teacher, of what students have learned. Listening to the presentations, you'll know what elements of the lesson need scaffolding or which students need a little extra support, for example. This is also a good way of encouraging students to come out of their shells. If the solo nature of show and tell is too much for some of your students, the group or pair nature of role playing could encourage them to try more active participation in class.

In many scientists' opinion, the important basic point for accepting CLIL methodology is the recognition of the fact that every learner is a clever and educated personality, who can demonstrate his intellect sometimes only in his native language. Very often, speaking in the situation which requires speaking a foreign language, they turn out to be unable to show their knowledge in branches of specific knowledge – economy, medicine, mathematics, etc. Without knowledge of a foreign language for those branches they have no possibility to communicate in the professional context. Besides, learners can be limited in approaching informational resources with specialties which they need and they have no opportunity for an effective professional growth. According to the professor Rosa Munoz-Luna from Columbia Central University the interrelation of the content and learning languages has become a general practice of European higher education. CLIL is a result of the recent European policy directed to learning other languages in natural conditions. In this general European context every EU country underwent historical factors which caused the formation of contemporary educational situations in a language [3]. According to A. Bonnet, learners can wholly skip into a foreign language when a conceptual problem

occurs, but this ability does not help to solve the language problem. What might be an obstacle for a learner, in fact becomes a strong potential for him, in particular, for learning subject definite notions. It should be mentioned that learners involved into the content and language integrated learning may appear to find out themselves in unfavorable condition on the exams in different subjects, excluding integrating ones, such as foreign language and native language or literature [3]. O. Kochenkova believes that in this case CLIL methodology is based on the inner motivation, namely, learners are involved into interesting and meaningful activities, herewith using the language. Learning a language comes along with everything happening in the classroom and meets all relevant needs. In other word, CLIL gives a great number of opportunities for involuntary language learning; the learning which happens when learners' attention is focused on something else, not what they are studying. Such involuntary language learning turned out to be very effective, profound and long lasting. It effectively complements deliberate language learning which, as a rule, is observed on a traditional foreign language class. In fact, CLIL is not meant to full replacement of the traditional language learning, and using its elements is real and rational in the conditions of contemporary Ukrainian education [3]. CLIL methodology is an educational approach that supports language variety and is a powerful instrument that can have a significant influence on learning the language in the future, an innovative approach to study, dynamic and motivational force with cohesive structure. It represents the attempt to overcome limitations of traditional curricula, i.e. learning separate subjects, and it tends to educational integration, realization of study in different forms and situations, it may concern the whole year of teaching one or several subjects, for instance, biology, history, mathematics, or learning a module on a particular topic or as a part of a regular course. It is meant to improve foreign language competence and develop knowledge and skills of certain subjects.

Conclusions. Contemporary CLIL methodology has apparent advantages in the process of a foreign language study. It motivates learners' studying, activate their creative mental activity, encourages their comprehensive remembering new lexical units, learning grammar rules, directs to improving a foreign language competence and developing knowledge and skills of certain subjects with the purpose of using them in future professional activity.

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