

THE METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN THE PROCESS OF TEACHING THE COURSE “PRACTICAL COURSE OF THE ENGLISH LANGUAGE”

Iryna Shevchenko

Ph.D., Senior Lecturer, V. O. Suhkomlynsky National University of Mykolaiv, Ukraine
e-mail: shevchenko2011@gmail.com, orcid.org/0000-0001-6551-9266

Olena Kordyuk

Lecturer, V.O. Suhkomlynsky National University of Mykolaiv, Ukraine
e-mail: elena.kordyuk78@gmail.com, orcid.org/0000-0003-2362-8557

Summary

The article is devoted to the implementation of the method of content and language integrated learning (CLIL) in the process of teaching the discipline “Practical course of the English language” for students of the 2nd year of the specialty 014 Secondary education. Language and literature (English). Perfect knowledge of a foreign language has the greatest importance in today's globalization. Accordingly, special attention is paid at the present stage to the CLIL technique known in the world and actively used for effective foreign language learning. The purpose of the paper is to highlight the main advantages of using the CLIL methodology in teaching the students of the philological faculties of higher educational establishments of Ukraine.

Here we give examples of tasks that can be used by teachers during students' study of the topic “Personality” for the purpose of assimilating vocabulary material, preparing students for discussion of the studied material and independent expression on the studied topic.

The research emphasizes that the use of the CLIL methodology increases the motivation of students to learn English, promotes the development of their mental abilities, purposeful acquisition of lexical units, which will be used in their future professional activities.

Key words: implementation, content and language integrated learning, preparation of students, lexical material, English language proficiency.

DOI <https://doi.org/10.23856/5635>

1. Introduction

Content and language integrated learning (CLIL) has attracted a lot of attention and interest in recent years, not only in Europe, but also throughout the world. This is undoubtedly related to the expansion of the content teaching of English in state pilot experimental schools, universities or international schools. This happens at the request of parents who want their children to start learning English earlier. Many children now have a relatively good command of English by the time they reach secondary school age and need more than a repetition of what they have already learned. This trend goes hand in hand with the perception of English as an international language, which will ensure the future choice of profession and career. The belief behind CLIL is that teaching subjects in English provides better preparation for professional life than teaching English as a meaningless subject.

Researcher David Marsh points out that the CLIL method allows to form foreign language linguistic and communicative competence in the same educational context in which general knowledge and skills are formed in those who study (Marsh, 2016).

The problem of content and language integrated learning was investigated in the works of such scholars as S. Bobyl, R. Martynova, Z. Korneva, Yu. Rudnik, Yu. Cobol, O. Khodakovska, and others.

Foreign researchers have investigated the problem of content and language integrated learning in their works, and among them such scholars as M. Allen, A. Bonne, D. Graddol, K. Clark, L. Collins, D. Marsh, A. Safty, and Ting, et al.

Scholars Sh.Deller and K. Price indicate that there are two main types of CLIL teachers: subject teachers who understand that they need to teach their subject in English. But they have certain difficulties, and they themselves have limited knowledge of the English language and limited familiarity with language teaching methods. And language teachers who teach the subject “English language”, but they are not familiar with the content areas.

In the process of training future specialists in the specialty 014 Secondary education. Language and literature (English) attention paid to the problems stated above, and therefore, while teaching the discipline “Practical Course of the English Language”, appropriate lexical material is selected and elements of the CLIL methodology are used.

The purpose of the proposed article is to show the means of implementation of the CLIL methodology in the process of studying the discipline “Practical Course of the English Language” by students of the 2nd year of the specialty 014 Secondary Education. Language and literature (English).

The task of the research is to provide examples of tasks that can be used when studying topics from the discipline “Practical Course of the English Language” by students of the 2nd year of the specialty 014 Secondary Education. Language and literature (English) at Higher Educational Establishments of Ukraine.

2. Advantages of using the CLIL methodology in teaching English language students

Researcher Do Coyel points out that the use of elements of the CLIL methodology has many advantages: it allows you to develop confidence in learning, improves academic cognitive processes and communication skills, and also encourages intercultural communication, understanding of social values. Experience confirms that students become more sensitive to vocabulary and ideas presented also in their native language. Their vocabulary becomes diverse. Attainment of a certain level of mastery is observed in all four types of speech activities, namely listening, speaking, reading and writing (Do Coyel, 2010).

Researcher O. Khodakovska believes that language learning by means of the CLIL methodology becomes purposeful, as the language is used to solve specific communicative tasks. In addition, students have the opportunity to better know and understand the culture of the language being studied, and this contributes to the formation of their sociocultural competence (Xodakovska, 1916).

According to scholars Do Coyel, Sh.Deller and K. Price, it is appropriate to study the lexical material on the basis of thematic texts, where the topic being studied is clearly covered. Students understand the problem, and unfamiliar words found in the text encourage them to search for the meaning of the words (Sh.Deller and K. Price, 2001).

3. Thematic text on the topic “Personality”

We will give an example of a thematic text on the topic “Personality” using the CLIL methodology in the process of studying the discipline “Practical Course of the English Language”.

Text. TEMPERAMENT AND CHARACTER

Psychologists from different countries use them in tests to identify personality traits and make it unique, individual. Temperament and character are qualities of personality, but their difference is that temperament is a combination of inclinations, whereas character is a combination of habits. So what is temperament? In general, these are automatic responses to events that must necessarily be characterized by life-long stability. There are four main types of personality in theory. The differences in temperament consists in the nomination of biological functions.

1. Sanguine. People of this type of temperament tend to be very active, “alive”, they are sociable, carefree, pleasure-seeking. They can be kind and optimistic friends. They also often have new ideas.

2. Choleric is associated with fire. People of this type of temperament are usually extroverted, they are egocentric, exciting, impulsive and restless, sometimes aggressive. They are also characterized by ambitiousness and have the leader-like qualities. All these qualities they stubbornly try to awaken in others. Mostly choleric focused on doing their job most effectively, their motto is usually “do now”. Appreciate respect for themselves and positive evaluation of their work by others.

3. Phlegmatic – peaceful and relaxed. People of this type of temperament are usually completely immersed in their inner world, entertaining, thoughtful, calm, patient, caring and tolerant. They tend to live rich inner life, able to find an outlet in a calm, peaceful atmosphere, characterized by the firmness of character, constant in Phlegmatic their habits, can be reliable and faithful friends.

4. Melancholic – sensitive, vulnerable and imaginary type of temperament, which is often expressed introvert. It can react very sharply to various external factors, even to the fact that even a small drive can cause it tears and prolonged image. As a rule, not sure in their abilities, can quickly lose hands in case of failure, differs fear and increased fatigue. Scientists have come to the conclusion that one or another type of temperament has the most vivid manifestations in childhood, approximately in the interval between six and fourteen years. At a later age, temperament is already second-rate, but still an influential factor of personality.

Key words and expressions: psychologists, temperament and character, combination of inclinations, sanguine, sociable, carefree, pleasure-seeking, choleric, extroverted, egocentric, exciting, impulsive and restless, ambitiousness, leader-like qualities, positive evaluation, firmness of character, phlegmatic, reliable, faithful, melancholic, sensitive, vulnerabl, external factors, increased fatigue.

4. Tasks to the text “Temperament and Character” on the topic “Personality” using the CLIL methodology in the process of studying the discipline “Practical Course of the English Language”

Students were offered the following tasks to the text “Temperament and Character”:

I. Activity 1. Read the key words and expressions. Define whether you know the meaning and translation of them.

Activity 2. Read the text. Pay attention to the key words and expressions.

Activity 3. Answer the questions:

1. What do psychologists from different countries use in tests to identify personality traits?
2. What is temperament?
3. What is character?
4. How many types of personality are there in theory?
5. What type of temperament do sanguines tend to be?
6. What is choleric associated with? Why?
7. What type of temperament is phlegmatic?
8. What type of temperament is melancholic?
9. What conclusion have the scientists come to?

Activity 4. Fill in the gaps in the words.

Psychologists from different countries use them in tests to identify personality traits and make it unique, individual. Temperament and character are qualities of personality, but their difference is that temperament is a combination of inclinations, whereas character is a combination of habits. So what is temperament? In general, these are automatic responses to events that must necessarily be characterized by life-long stability. There are four main types of personality in theory. The differences in temperament consists in the nomination of biological functions.

1. Sanguine. People of this type of temperament tend to be very active, "alive", they are sociable, care-free, pleasure-seeking. They can be kind and optimistic friends. They also often have new ideas.

2. Choleric is associated with fire. People of this type of temperament are usually extraverted, they are egocentric, exciting, impulsive and restless, sometimes aggressive. They are also characterized by ambition and have the leader-like qualities. All these qualities they usually only try to awaken in others. Mostly choleric focused on doing their job most effectively, their motto is usually "do now". Appreciate respect for themselves and positive evaluation of their work by others.

3. Phlegmatic – peaceful and relaxed. People of this type of temperament are usually completely immersed in their inner world, entertaining, thoughtful, calm, patient, caring and tolerant. They tend to live rich inner life, able to find an outlet in a calm, peaceful atmosphere, characterized by the firmness of character, constant in their habits, can be reliable and faithful friends.

4. Melancholic – sensitive, vulnerable and imaginary type of temperament, which is often expressed inwardly. It can react very sharply to various external factors, even to the fact that even a small drive can cause it tears and prolonged image. As a rule, not sure in their abilities, can quickly lose hands in case of failure, differs fear and increased fatigue. Scientists have come to the conclusion that one or another type of temperament has the most vivid manifestations in childhood, approximately in the interval between six and fourteen years. At a later age, temperament is already second-rate, but still an influential factor of personality.

Activity 5. Fill in the gaps in the sentences using the key words and expressions.

_____ from different countries use them in tests to identify _____ traits and make it unique, individual. _____ and _____ are qualities of personality, but their difference is that temperament is a combination of inclinations, whereas character is a combination of habits. So what is _____? In general, these are automatic responses to events that must necessarily be characterized by _____. There are four main types of personality in theory. The differences in temperament consists in the nomination of biological functions.

1. _____. People of this type of temperament tend to be very active, “alive”, they are sociable, carefree, pleasure-seeking. They can be kind and optimistic friends. They also often have new ideas.

2. _____ is associated with fire. People of this type of temperament are usually extroverted, they are egocentric, exciting, _____, sometimes aggressive. They are also characterized by ambitiousness and have the leader-like qualities. All these qualities they stubbornly try to awaken in others. Mostly _____ focused on doing their job most effectively, their motto is usually “do now”. Appreciate respect for themselves and positive evaluation of their work by others.

3. _____ – peaceful and relaxed. People of this type of temperament are usually completely immersed in their inner world, entertaining, thoughtful, calm, patient, caring and tolerant. They tend to live rich inner life, able to find an outlet in a calm, peaceful atmosphere, characterized by the firmness of character, constant in their habits, can be reliable and faithful friends.

4. _____ – sensitive, vulnerable and imaginary type of temperament, which is often expressed _____. It can react very sharply to various external factors, even to the fact that even a small drive can cause it tears and _____. As a rule, not sure in their abilities, can quickly lose hands in case of _____, differs fear and increased _____. _____ have come to the _____ that one or another type of temperament has the most vivid manifestations in _____, approximately in the interval between _____ and _____ years. At a later age, temperament is already second-rate, but still an _____ factor of personality.

5. Conclusions

The global need to learn languages, especially English, has created a demand for new ways of teaching languages. CLIL methodology is a flexible and effective approach used to respond to this need. They are found by many subject teachers who can develop professionally by adding CLIL to their skill set. The use of the CLIL methodology becomes necessary in the process of training future English language specialists who will use it in their future professional activities, which will contribute to the improvement of the English language acquisition process of secondary school students.

References

1. Coyel D. (2005). *Developinh CLIL Towards a Theory of Practice*, APAC Monograph 6, Barcelona.
2. Deller Sh., Price Ch. (2001). *Teaching Other Subjects Through English*. Oxford University press.
3. *Four types of temperament*. [https://www.sciencedirect.com/topics/psychology/fourtemperament#:~:text=The%20four%20temperaments%20described%20individuals,%20\(Buckingham%20C%202002\)\(accessed: 14.02.2023\)](https://www.sciencedirect.com/topics/psychology/fourtemperament#:~:text=The%20four%20temperaments%20described%20individuals,%20(Buckingham%20C%202002)(accessed: 14.02.2023)
4. Marsh D. (2016). *Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential*. <http://europa.eu.int/comm/education/languages/index/html> (accessed: 14.02.2023)
5. Xodakovska O. (2013) *Osobly`vosti metody`ky`predmetno-movnogo integrovanogo navchan-nya [Peculiarities of methodology of content and language integrated learning]*. <https://conf.ztu.edu.ua/wp-content/uploads/2016/11/63.pdf> (accessed: 28.01.2022)