

## THE CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHODOLOGY AT ENGLISH LESSONS IN GENERAL SECONDARY EDUCATION INSTITUTIONS OF UKRAINE

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### Summary

Methodology of content and language integrated learning (CLIL) is a gradual replacement of cramming and sometimes unconscious repetition. The principle of integration and functional contextual mastering of a foreign language have become extremely popular in the world, and have also made it possible to determine the advantages and problems of implementing the content and language integrated learning method into the educational process in many countries of the world.

The given article is devoted to the issue of using the methodology of content and language integrated learning (CLIL) at each educational level of the Ukrainian education system, its methodological tasks are considered at each structural stage. Attention is paid to the main conditions for the successful implementation of the method of content and language integrated learning (CLIL) in Ukrainian secondary education institutions. The general principles of lesson planning and a series of English language lessons in Ukrainian secondary schools are considered.

**Key words:** content and language integrated learning, conditions of realization, planning of English lessons, successful study of English, secondary educational establishments of Ukraine.

DOI <https://doi.org/10.23856/6311>

### 1. Introduction

Content and Language Integrated Learning (CLIL) has attracted a lot of attention and interest in recent years both in Europe and around the world. This is maddeningly connected with the spread of subject teaching in English in state pilot experimental schools, universities or international schools. There is a trend of desire of parents who would like their children to start learning English earlier. Many children now have a relatively good command of English by the time they graduate from general secondary education and need more than repetition of what they have already learned. These trends are an obvious fact and demand to perceive English as an international language, which is important for choosing a future profession and further career development.

The belief underlying CLIL is that teaching subjects through English provides better preparation for professional life than teaching English as a meaningless subject. There are also

clear motivational advantages in teaching English for a clearly defined purpose, which is perceived by students as relevant. Recently, the CLIL method has become something like a cult movement, many articles and even books have appeared that discuss its theoretical foundations.

Scientist David Marsh, the founder of the CLIL methodology, explained its purpose as "an educational approach that uses various language-assistive methodologies that lead to the creation of a bifocal form of explanation, where attention is paid to both language and content" (Marsh, 2016).

Such foreign researchers as M. Allen, A. Bonne, D. Graddol, L. Dale, D. Coyle, L. Collins, D. Marsh, I. Ting and others paid attention to the study of the CLIL methodology.

Among domestic scientists, the problem of content and language integrated learning was reflected in the work of such scientists as A. Artsyshevska, S. Bobyl, A. Vyselko, Yu. Marnopolska, Yu. Rudnik, Yu. Cobol, O. Khodakovska, and others.

The analysis of scientists' researches allows us to single out the following main advantages of the CLIL methodology:

- increasing motivation to learn a foreign language;
- purposefulness in the process of mastering a foreign language to solve specific communicative tasks;
- the priority of forming skills for communication in a foreign language in a professional context;
- the interactive and cooperative nature of work using the CLIL methodology is the basis for increasing students' self-confidence;
- development of culture and intercultural knowledge for better knowledge and understanding of the culture of the language being studied;
- immersion in a deliberately created linguistic environment;
- assimilation of special terms and necessary certain language constructions, increase and expansion of the vocabulary of subject terminology;
- increasing the level of critical thinking and learning to orient quickly when learning new material;
- the possibility of implementing the CLIL methodology in various forms of education and in various educational situations;
- creation of an opportunity for teachers to integrate the study of a foreign language with various educational non-language subjects.

Ukrainian teachers of general secondary education institutions face the task of learning to effectively apply the CLIL methodology in English classes and, accordingly, learn the general principles of lesson planning.

The main goal of the proposed article is to acquaint Ukrainian English language teachers of general secondary education institutions with the basic principles of planning English language lessons using the CLIL method, to draw attention to the difficulties that arise in the planning process and to the general means of overcoming them.

## **2. Implementation of the CLIL methodology in the Ukrainian education system**

The key competencies of Ukrainian education are outlined as "necessary for every person for self-realization and personality development, an active civic position, social integration and work" (*Educationalprogram, 2018*).

"Ukrainian education structure is regulated by the Law of Ukraine "On Education" and includes: preschool education; general secondary education; extracurricular education; vocational and technical education; higher education; postgraduate education; postgraduate studies; doctoral studies; self-education.

CLIL refers to an educational approach in which the study of a foreign language is combined with professional topics. CLIL (Content and Language Integrated Learning) a teaching method where subjects are taught in foreign languages" (*Educational programs, 2018*).

In accordance with the Law of Ukraine "On Education", at each educational level certain tasks are provided for the purpose of introducing the method of subject-language integrated learning (CLIL) into the Ukrainian education system.

**Pre-school education.** At this stage, the challenge is to provide high-quality early education, which involves children from the age of three (with the support of state programs), the CLIL demethod is used to improve education, due to the low level of English / other second language of children up to 6 years old. The goal is to increase the level of knowledge of a second or foreign language through play and learning using the CLIL methodology. Combine academic and cultural CLIL.

As far as pre-school education is concerned, CLIL is a guarantee for any learning objectives that a school may have. Basically, future learners should prepare for two possible paths: many will continue in an academic EFL environment, and some of them will participate in bilingual educational programs. CLIL serves them both and, most importantly, keeps preschoolers engaged in play and learning.

**Primary education.** The CLIL methodology at this level should be used for the purpose of finding and selecting content, learning the language, adapting the content to the needs and abilities of students, and finding ideas for the implementation of CLIL in the primary classroom. It is necessary to choose topics that promote interdisciplinary learning, adding a real dimension to the course topic, contextualizing language learning.

Children learn languages better when they are immersed in contexts where there is natural exposure and opportunities for genuine use of it for other learning, rather than when it is taught as a separate, and sometimes "isolated" subject. This concludes the role of a foreign language in primary education and is one of the reasons why integrated content and language learning (CLIL) can be considered suitable not only for increasing the development of foreign languages in such contexts, but also for achieving broader, more far-reaching educational goals. Key issues for younger students aged 6–10 are also addressed, namely language development and cognitive maturity, learning and assessment of scaffolding

**Secondary education.** The CLIL methodology is used in schools to prepare students for professional activities. Initiatives are implemented in the context of content and language integrated learning (CLIL) (communication in a foreign language). The development of new curricula, in which the development of special K&S (Knowledge and Skills) is combined with the development of creativity. It is most often implemented in such institutions as gymnasiums, lyceums, colleges (alternative state schools).

Evaluation of the results of education obtained by a person at a certain level of education, namely external independent evaluation, is carried out by a specially authorized state institution (organization).

**Higher Education.** During this period the CLIL methodology can influence the formation of the necessary competencies of students in medical, technical, humanitarian and other universities. The specifics of this method is that knowledge is a tool for studying the content of the subject. The main attention is paid to the content of special texts and the necessary subject

terminology, which are integral parts of the CLIL methodology. At the same time, the language is integrated into the curriculum, and the need to immerse yourself in the language environment for the possibility of discussing thematic material significantly increases the motivation to use the language in the context of the studied topic. The advantages of CLIL are that this technique allows you to use a foreign language in a real context to solve real professional tasks. Additional advantages of CLIL are a holistic and synthesized perception of the subjects being studied, saving study time, deeper penetration into the essence of problems, increasing student motivation. The education system and its readiness for change depends on the level of development of society, production and improvement of its scientific and technical foundations, on historical experience and national traditions."

### **3. Basic principles of lesson planning and a series of English language lessons using the CLIL method in institutions of general secondary education**

Certain principles should be followed when planning CLIL lessons in general secondary education institutions.

#### **Principle 1: Content material.**

"Studies of the specifics of second language acquisition have shown that meaningful material is one of the main prerequisites for mastering a foreign language. The content of the auditory work must be rich in the sense that it focuses on global problems facing humanity, simultaneously connecting with the daily life of the martyrs and their areas of interest. Learning a subject in a foreign language works best when students can make connections with prior knowledge, experience, and attitudes.

Video clips, animations, web quests, podcasts and other interactive materials on English websites combine motivational and illustrative materials with an authentic linguistic resource. They are a rich source for the development of complex tasks that promote the development of creative thinking and create opportunities for a meaningful result.

One of the key concepts of material selection is the concept of "multimodal presentation". Various methods of visual representation of specific subjects (using maps, diagrams, etc.) not only allow to diversify teaching and promote visual literacy, they also enable a deeper understanding of the subject's essence and serve to illustrate and explain complex issues presented in a foreign language" (*Pavlova, 2019*).

#### **Principle 2: Training with supports.**

"In order for students to successfully cope with authentic learning materials, it is necessary to rely on supports. The number and intensity of supporting elements can be reduced as students develop their skills and abilities" (*Potenko, 2014*).

#### **Principle 3: Active interaction and focus on results.**

"Assimilation is significantly facilitated by its use in interaction. The feedback received during oral interaction contributes to the development of interlanguage communication, as the students' capabilities are revealed thanks to the interaction. Student interaction and performance depend on the tasks they perform, so task development is at the heart of every CLIL lesson and one of the key competencies of every CLIL teacher" (*Potenko, 2014*).

#### **Principle 4: Involvement of the intercultural aspect.**

"If we want to prepare our students for successful activities in the globalized world, give them the opportunity to work in teams across national and cultural boundaries, intercultural

communicative competence should be the ultimate educational goal and the basis of our education. CLIL can make a significant contribution to achieving this goal. Students must not only learn to discuss key issues in a foreign language, they must also be aware of hidden cultural codes, appropriate linguistic and non-linguistic means" (*Potenko, 2014*).

**Principle 5: Developing the ability to think.**

"The ability to think is the key to success in the information age. Unfortunately, teachers give preference to tasks aimed at students' assimilation of information, which is the lowest level of thinking and is associated with memorization and does not lead to the development of the ability to think" (*Potenko, 2014*).

**Principle 6: Sustainability education.**

"Continuous learning aims at deep assimilation of knowledge and its use in various situations, when passive knowledge is transformed into active. Competent students are those who can consciously acquire knowledge and spontaneously use their knowledge and skills" (*Potenko, 2014*).

**4. Application of the method of content and language integrated learning (CLIL) and peculiarities of planning a series of lessons in Ukrainian institutions of general secondary education**

The process of implementing the method of content and language integrated learning (CLIL) in Ukrainian secondary education institutions can take place in different ways, namely:

- Implementation of adaptation of the course of the subject for teaching in a foreign language, that is, the teaching of the subject in a foreign language will take place with the parallel development of skills and knowledge of the foreign language.
- Implementation of interdisciplinary projects involving cooperation between language teachers and subject teachers. An example can be the study of various aspects of ecological citizenship, trade, war and peace.
- The use of a meaningful approach to studying topics. For example, the study of the topic "House" can be based on a comparison of houses in an African country and an English-speaking Western culture; the study of the topic "Water" can include analysis in various scientific aspects: geographical, historical, as well as in the perspective of poetry, art, drama and music.
- Work on global projects of international organizations, for example, the organization Science Across the World, where the problems of global warming, renewable energy, road safety, etc. are studied by students in different countries and in different languages, and then the results are compared" (*Deller, 2007*).

However, teachers need to pay attention to the peculiarities of planning a series of lessons using the CLIL method.

1. CLIL lesson planning begins with content selection.
2. Providing a multimodal basis and its uniform distribution in each CLIL lesson is carried out with the help of materials that correspond to different learning styles and activate different communication skills and abilities.
3. The nature of the selected material (that is, texts, diagrams, maps, video clips, etc.) and students' familiarity with it determine how many and what type of supporting elements are needed. It also indicates what special skills of studying the subject need to be practiced with the students so that they can successfully cope with this material.

4. Tasks must be designed to develop higher-level thinking and communication and ensure authentic communication in various interactive forms (individual work, work in pairs, work in groups, etc.).

5. The final product to be created by students (poster, interview, presentation, map, etc.) determines what result should be obtained" (*Deller, 2007*).

## **5. Conditions for successful implementation of content and language integrated learning (CLIL) methodology in Ukrainian secondary education institutions**

World and domestic experience shows that the process of implementing the method of content and language integrated learning (CLIL) in Ukrainian secondary education institutions can only be successful if certain conditions are met.

### **Condition 1. Availability of a good educational base.**

This means that educational materials must be authentic, informative and meaningful, which can create a rhythmic environment for students. Authentic materials and cognitive tasks can be videos, videos, web quests and other interactive educational resources of foreign language sites (*Artsyshevska, 2021*).

### **Condition 2. Active support and help from the teacher.**

During the learning process, the teacher must provide the student with an explanation of the task so that the student can achieve the set learning goals. Gradually, such activity will decrease as students' foreign language competence is formed. Great attention should be paid to such productive types of speech activity as speaking and writing (*Artsyshevska, 2021*).

### **Condition 3. Establishment of intensive and productive mastery of a foreign language.**

A variety of methodological techniques will contribute to active authentic communication within classes, since learning a foreign language is successful when establishing communicative goals and communication situations (*Artsyshevska, 2021*).

### **Condition 4. Multiculturalism.**

The use of the CLIL technique provides an opportunity to study material that takes into account the presence of differences in the perception of many things by representatives of various cultures (*Artsyshevska, 2021*).

### **Condition 5. Development of cognitive skills.**

Such words as "what", "why", "how" should be included in problematic questions. The close interaction of substantive, cognitive and linguistic components is able to verbalize complex mental processes (*Artsyshevska, 2021*).

### **Condition 6. Ensuring sustainable education.**

The learning process should engage the long-term memory of students (*Artsyshevska, 2021*).

Basically, the success of the method of content and language integrated learning depends on the pedagogical skills of the teacher and the didactic approaches he uses. If the teacher sees that it is difficult for students to perceive the material being studied, then it is necessary to adapt this material, it is possible to reduce the speed and intensity of study, to use various visual means of learning.

## 6. Conclusions

Content and Language Integrated Learning (CLIL) has been the focus of great attention and interest in recent years both in Europe and around the world, as this method is based on the principle of teaching subjects through the English language, which in turn provides better preparation for professional life. The successful implementation of the CLIL methodology in the Ukrainian system of general secondary education depends on certain principles of planning lessons in English and the presence of conditions for the gradual process of teaching students according to the specified methodology. However, it should be noted that the success of the implementation of the CLIL content and language integrated teaching method depends on the availability of educational material, active communication in the lesson, the development of students' cognitive skills, and most importantly, on the teacher's pedagogical skills and the didactic approaches he uses.

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