

CHALLENGES OF IMPLEMENTATION OF THE CLIL METHODOLOGY IN THE UKRAINIAN EDUCATIONAL SYSTEM IN TEACHING ENGLISH

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Summary

Knowledge of a foreign language takes priority in modern conditions of globalization. Possession of integrated communication skills that ensure professional and business relationships between people of different countries becomes an obvious necessity for future foreign language specialists. Accordingly, the CLIL technique, known in the world and actively used for effective foreign language learning, is receiving special attention at the current stage.

The article examines the main advantages and challenges of using the method of content and language integrated learning in the Ukrainian educational system, and draws attention to the main factors on which the successful implementation of the CLIL method in Ukraine depends.

Key words: content and language integrated learning, conditions of realization, successful study of English, educational system of Ukraine, opportunities and challenges of CLIL methodology.

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1. Introduction

Today, in the conditions of rapid development, integration and globalization of the society, there is a need to find effective tools for learning a foreign language. An important aspect of mastering a foreign language is the acquisition of communication skills for the possibility of everyday and/or professional and business communication with representatives of other cultures. Therefore, the relevance of our work is determined by the need to research innovative methods of teaching a foreign language.

In the context of functional mastery of a foreign language and the principle of integration, the CLIL methodology of content and language integrated learning, which is currently known and used almost all over the world for the implementation of a multilingual education model, deserves special attention. CLIL methodology (Content and Language Integrated Learning) is a methodology of integrated teaching of a subject and a foreign language. The proposed approach includes two aspects at the same time: a subject and a foreign language, which enables an organic combination of teaching and learning processes.

The author of the term “CLIL” is the scientist David Marsh, who in 1994 was the first to describe the methodological approach according to which the study of a foreign language takes place in an integrated manner. “CLIL refers to situations when subjects of both parts are studied

in a foreign language with a dual purpose, namely, learning the content with the simultaneous study of a foreign language.” The aim of 'dual-prongedness' implies that CLIL works in two ways. “Based on an integrated interdisciplinary approach. CLIL opens up more opportunities for integration of school subjects compared to STEM education” (Meyer, 2013; Marsh, 2012; Mehisto, 2012).

The issue of content and language integrated learning was paid attention to by such native scientists as S. Bobyl Yu. Cobol, Yu. Rudnik, O. Khodakovska and others.

Among the foreign researchers of content and language integrated learning, such scientists as M. Allen, A. Bonne, D. Coyle, D. Graddol, D. Marsh, D. Larson and I. Ting, L. Collins, M. Haier and others should be singled out.

The analysis of scientists' research allows us to single out the following main characteristics inherent in the CLIL methodology:

– The first feature is the naturalistic and implicit style of CLIL teaching methods. The sub-naturalistic and implicit learning style of CLIL should be understood as an increase in communication opportunities due to a greater focus on input data that the student receives from the external environment. A large amount of information provides conditions for better learning performance.

– The second feature of CLIL is the cooperative learning style. During joint learning, students are divided into small groups to complete tasks through teamwork. Cooperative learning style is considered effective because it creates conditions for getting rid of anxiety in the learning process, stimulates students' motivation and promotes active interaction between them. Interaction of students in a team improves their sociability while learning a foreign language.

– The third feature of CLIL is authenticity, which allows students to develop their ability to solve communicative problems in real life. During authentically oriented education, materials should be selected in accordance with the real language environment.

– The fourth feature of CLIL is flexibility. The CLIL method can be implemented in various curricula in accordance with the content of subject studies (European Commission, 2004; Meyer, 2012).

The CLIL method has a number of advantages compared to the traditional education system, which can help students to develop foreign language communication skills.

Firstly, there is full immersion in the language environment, as students pass through a rather large amount of language material.

Secondly, the vocabulary is enriched due to subject terminology, skills and abilities in the field of using an academic foreign language are developed.

Thirdly, CLIL contributes to a deeper understanding of scientific concepts, easier assimilation of scientific concepts, since the understanding of terms and its relationship with the corresponding scientific concept occurs simultaneously (Baisha, 2021: 42).

The positive aspects of the above method include increasing motivation to learn a foreign language, determination to master a foreign language to solve specific communicative tasks, prioritizing the acquisition of skills for communicating in a foreign language in a professional context, immersion in an artificially created language environment, assimilation of specific terms, certain language constructions and vocabulary expansion (Rudnik, 2013).

The use of the method of content and language integrated learning in the educational system of Ukraine in practice has made it possible to pay attention to the problems associated with its implementation and the educational process.

The main goal of the proposed article is to highlight, along with the advantages of the method of content and language integrated learning, its general challenges and means of

overcoming them in order to successfully implement the CLIL method in the educational system of Ukraine.

2. The main advantages and challenges of the CLIL method

Scientist D. Marsh believes that content and language integrated learning causes a student's "hunger" for learning. This gives him the ability to think and develop communication, even in his native language" (Marsh, 2007).

Researcher I. Tings claims that content and language integrated learning should be considered as a new community practice in which teachers build knowledge using different methods" (Ting, 2010: 496). "Effective content and language integrated learning should include equipping teachers with strategies and linguistic resources using a foreign language. A communicative approach to language learning should be used with effective didactic materials developed specifically for content and language integrated learning" (Ting, 2010).

The analysis of research by scientists allows us to state that the positive aspects of the method of content and language integrated learning should include:

- 1) significant increase in motivation to learn a foreign language;
- 2) purposeful acquisition of a foreign language in order to solve specific communicative problems;
- 3) giving priority to the acquisition of skills for communication in a foreign language in a professionally oriented context;
- 4) active immersion in an artificially created environment;
- 5) purposeful assimilation of special terms, necessary linguistic constructions and expansion of one's own vocabulary.

Learning a foreign language with the help of content and language integrated learning (CLIL) helps to increase the motivation of students to learn foreign languages, enables a more conscious and free use of a foreign language in everyday communication, develops and improves students' linguistic and communicative competences. This approach allows you to consider a foreign language not as a goal, but as a means of learning another subject, the use of which makes working with new information more meaningful.

To achieve the goals, teachers should consider the following aspects:

1. During the development of the lesson, you should be aware that it is an element of the system, a sequential step towards achieving the main goal. A comprehensive approach to planning takes into account the structure of studying a topic, section, etc.
2. The purpose of the lesson is the initial stage of training design, which requires the achievement of diagnostic and operational tasks. It should not be too broad, it is worth realizing that it takes a certain amount of time to achieve it.
3. A student's activity should be productive. The new material must be introduced into the student's speech practice, to solve actual problems, to establish connections between known and new language phenomena. Any type of student's activity must have a personal content of performance.
4. A foreign language lesson should be based on solving real, not invented tasks and problems.
5. The communicative orientation of education should be reflected in the variety of organizational forms of the educational process. They help the teacher to create communication situations that are as close as possible to real life (Khodakovska, 2010).

The use of this innovative communication technology makes it possible to study individual subjects of the school curriculum in a foreign language, which in turn allows achieving two global goals – a sufficient level of studying a school subject with the help of a foreign language and in-depth study of a foreign language. Thanks to this approach, teaching students in their native and foreign languages is one continuous process. The use of this method makes it possible to increase the motivation of students to study by conducting meaningful discussions, quizzes, project work, in the process of which schoolchildren apply knowledge from several subjects at once, which increases their erudition and cultural awareness, become more tolerant, open to new ideas and experience

Along with the positive features of content and language integrated learning, it should be noted that the implementation of the CLIL methodology creates some problems for both teachers and students. When working with the subject and the language, teachers who teach subjects in English indicate the following difficulties:

- difficulties in explaining new material in English;
- students' reluctance to listen to explanations of the material in English;
- students' reluctance to read in English;
- independent preparation by the teacher of a large number of materials;
- students' reluctance to actively participate in the discussion of topics studied during the lesson (*Styrkina, 2020*).

Among the shortcomings and difficulties of the content and language integrated learning method, researchers also mention:

- insufficient number or absence of permanent teaching resources that could work according to the CLIL methodology;
- the appropriate level of teacher qualification for the introduction of CLIL methodology into the educational process, since it is not enough for the teacher to have a good command of a foreign language, and it is also necessary to have other subject knowledge in order to be able to express the educational material in a foreign language;
- inadequacy of training and lack of opportunity to improve the qualifications of specialists;
- lack of materials and difficulties in selecting necessary materials for teaching;
- the need to constantly overcome parental opposition to the above-mentioned approach.

Scientist Yu. Styrkina believes that the immediate obstacles to the implementation of content and language integrated learning methods are:

- opposition to the language activity of subject teachers;
- experimental nature of most modern CLIL programs;
- the need for a high level of mastery of the language by the teacher of the subject;
- lack of programs for teacher training;
- lack of evidence, which allows us to assume that the understanding of the content is not reduced by the lack of language competence;
- the unnaturalness of some aspects: for example, evaluating the literature and culture of one's own country, which is being studied, through a second language (*Styrkina, 2020: 11*).

In general, the main and main problem today is the need to form specific professional competencies of teachers who could work according to the CLIL methodology.

3. Conditions for successful implementation of content and language integrated learning in the educational system of Ukraine

The successful implementation of the CLIL methodology in Ukraine depends on the implementation of the following actions:

- 1) teaching children English according to the CLIL method should be started already in preschool educational institutions;
- 2) changes should be made to the curricula for students' study of the English language in institutions of general secondary education, institutions of higher education;
- 3) the course "CLIL Methodology" should be introduced into the curricula of future teachers of pedagogical and non-pedagogical specialties;
- 4) English for all pedagogical and non-pedagogical specialties must be taught using the CLIL methodology;
- 5) for working teachers of broadcasters and teachers of subjects, it is necessary to organize advanced training courses at the Higher Education Institutions of Ukraine with the receipt of relevant certificates. Broadcasting teachers will have the opportunity to gain knowledge of teaching English using the CLIL method. Subject teachers will improve their knowledge of the English language and get acquainted with the basic principles of content and language integrated learning methods;
- 6) a website should be created for teachers of all pedagogical and non-pedagogical specialties with methodical development of lessons using the CLIL method, methodical material, electronic textbooks;
- 7) hours in the workload of teachers of pedagogical specialties who work according to the CLIL methodology should be paid additionally;
- 8) it is necessary to create language immersion centers at the Ministry of Education and Culture of Ukraine, the activities of which must be financed.

Therefore, taking into account the advantages of content and language integrated learning method, which meet the needs of the development of the modern society, its scientific, technical and economic needs, the successful implementation of the above-mentioned factors will ensure the effective implementation of the CLIL method in Ukraine.

4. Conclusions

Comprehensive development of a highly qualified specialist is one of the central problems in modern methodology. The formation of such important qualities as mobility and initiative, the ability to self-educate and master innovative technologies are becoming vital. The method of content and language integrated learning is the center of attention at the current stage. Its main advantages are familiarity with a broad cultural context, preparation for internationalization, access to international certification, improvement of general and specific language competence, preparation for future education and working life, development of multi-cultural interests and views, diversification of methods and forms of education, increase of student motivation. However, the successful implementation of the CLIL methodology in Ukraine depends on certain factors, among which the main ones are the appropriate financing of this process, the provision of educational and methodological materials, as well as the training of specialists who could work according to the CLIL methodology.

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