

## CLIL METHODOLOGY AND DIFFERENT TYPES OF ACTIVITIES FOR TEACHING ENGLISH FOR THE 1ST YEAR STUDENTS AT HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE

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### Summary

The article is dedicated to the problem of content and language integrated learning (CLIL) in modern methodical and scientific literature of native and foreign scholars. The notion CLIL is explained, advantages of the presented methodology are pointed out. Special attention is paid to choosing the types of activities for teaching English the 1<sup>st</sup> year students at higher educational establishments of Ukraine which encourage studying a foreign language, help to develop creative mental abilities of learners, purposeful mastering of lexical units. The importance of the presented methodology and types of activities give opportunities learners to acquire knowledge in other subjects which they will use in their future professional activity.

**Keywords:** content and language integrated learning, methodology, mental abilities, types of activities, knowledge, communicative competencies.

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### 1. Introduction

The development and implementation of new computer technologies, the emergence of new gadgets requires future professionals communication skills, which can provide professional and business communication between people of different countries in areas of production, human life, namely, education, medicine, art, etc. It proves that contemporary educational life in Ukraine is a confirmation of the gradual process of integration into the European scientific and information space.

In this case the CLIL (Content and Language Integrated Learning) methodology acquires special attention in the context of functional mastering a foreign language and the principle of integration.

Researcher David Marsh explains that the use of the CLIL technique involves the study of non-linguistic subjects (biology, mathematics, geography, etc.) by foreign languages and it allows learners to develop foreign language linguistic and communicative competencies in the same learning context in which they develop general knowledge and skills.

The main purpose of this work is to show the main advantages of CLIL methodology and represent the types of activities which can be used in the process of future English language teachers' study in contemporary higher educational establishments of Ukraine.

Such scientists as S. Bobyl, Y. Rudnik, Y. Sobol, O. Khodakovska and others paid attention to the problem of subject-language integrated learning in their works. Among foreign researchers of content and language integrated learning, such scholars as M. Allen, A. Bonne, D. Greddol, L. Collins, D. Marsh, I. Ting, and others should be singled out.

## 2. Definitions of CLIL and the benefits of CLIL

There are different explanations of CLIL definition in contemporary scientific literature.

Scientist D. Marsh explains it as an approach that can concern languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself (*Marsh, 2002*).

Researcher Van de Craen thinks that CLIL is a meaning-focused learning method. The aim is learning subject matter together with learning a language (*Van de Craen, 2006*).

According to Gajo, CLIL is an “umbrella” term used to talk about bilingual education situations (*Gajo, 2007*).

“TKT: CLIL Handbook” defines CLIL as an evolving educational approach to teaching and learning where subjects are taught through the medium of non-native language (TKT: CLIL Handbook).

Scientist K. Bentley proves that CLIL aims to:

- introduce learners to new concepts through studying the curriculum in annotative language;

- improve learners' production of the language of curricular subjects;
- improve learners' performance in both curricular subjects and the target language;
- increase learners' confidence in the target language;
- provide materials which develop thinking skills from the start;
- encourage stronger links with values of community and citizenship;
- make the curricular subject the main focus of classroom materials.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers (*Bentley, 2010: 5*).

CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the content-obligatory language. This is the vocabulary, grammatical structures and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas. For example, in geography learners need to know map vocabulary and how to interpret evidence shown on a map.

Learners also need to know the everyday, less formal language which is used in our subjects. They may already know how to use grammatical structures which they can produce when studying curricular subjects. Learners have usually learned this language in English lessons. For example, in a map-reading lesson learners might use basic verbs such as 'goes' and 'travels' to describe the route of a river. They may also use a conditional form to describe cause and effect. These are examples of content-compatible language.

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as chunks rather than separately (*Bentley, 2010: 5*).

Researcher O. Khodakovska believes that the study of language by the method of CLIL becomes more purposeful, because the language is used to solve specific communicative tasks. Working with different topics allows to study specific terms, certain language structures, which helps to replenish the vocabulary of a student or pupil with subject terminology and prepares

him for further study and application of knowledge and skills. The study of a foreign language and a non-language subject is both an additional means to achieve educational goals and has positive aspects for both the study of a foreign language and a non-language subject.

According to the professor Rosa Munoz-Luna from Columbia Central University, CLIL is a natural and necessary result of a paradigmatic and pedagogical evolution in teaching a foreign language. Language forms and structures have given way to the context, placing communicative purposes as the basis of a language teaching. 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 (*Munoz-Luna Rosa, 2014*).

### 3. The 4 Cs of CLIL

CLIL is sometimes referred to as having '4 Cs' as components: content, communication, cognition and culture (*Coyle, 2007; Coyle, Hood and Marsh, 2010*). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes.

The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

#### • Content

The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way (*Bentley, 2010: 7*).

#### • Communication

Learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce **TTT** (teacher-talking time). We should also encourage self-evaluation and peer and group feedback when learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself (*Perez-Vidal, 2009*).

#### • Cognition

CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. Good CLIL practice is driven by cognition' (*Mchisto, Marsh, Frigols, 2008*). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas (*Bentley, 2010: 7*).

#### • Culture

The role of culture, understanding ourselves and other cultures, is an important part of CLIL. 'Culture is at the core of CLIL' (*Coyle, 2007*). Learners sometimes need to communicate

in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects (*Bentley, 2010: 7*).

#### **4. Key concepts and the CLIL classroom**

Researcher K. Bentley proves that teaching language is part of CLIL. Although the main focus is on learners' understanding of subject content, as a CLIL teacher, you can aid the teaching of language by:

- highlighting vocabulary and chunks of vocabulary used in CLIL subjects to help learners build the wide range of vocabulary they will need;
- modelling sentences such as those in the table above to help learners see examples of language they need to produce;
- allowing learners to be more relaxed about using the target language because the focus is on the meaning of curricular concepts;
- correcting learners by recasting language immediately after they make mistakes, particularly with subject-specific vocabulary;
- analysing errors to identify difficulties learners have when producing English. Often mistakes are because of such phenomena as transformation. This is when words, phrases and structures are produced as they are used in the first language (*Bentley, 2010: 14*).

#### **5. The role of communication skills in CLIL**

Learners need to develop communication skills for curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together.

In some CLIL subjects, communication skills may be given less importance and there are cultural considerations which vary from country to country, from region to region, from school to school. In all contexts, however, interaction is part of learning (*Bentley, 2010: 16*).

#### **6. Types of activities using methodology of CLIL**

There are different types of classroom activities which can be used to teach any subject using methodology CLIL.

##### **A) Giving new information (listening and reading)**

Such activities can be used whenever you need to give new information. They focus on getting away from the teacher-led method of giving information. This makes life easier for you and for the learners. When taking in complicated information in another language, students

need to be given help to understand the important concepts. They need to be actively involved and given tasks which will enhance their understanding. This means they have to 'work for' the information rather than trying to take it in passively (*Deller 2007: 17*).

### **B) Teaching and activating key vocabulary**

Every subject has its own specific key vocabulary. It is often the case that students learning another subject through English do not even know the meanings of these subject words in their mother tongue, which makes the vocabulary learning even more difficult for them. Such activities are designed both to teach the meanings and to give the students the opportunity to learn and memorize them. Students need to build a bank of subject-related words and to do this they need training in how to store them. A crucial skill is to be able to understand and give definitions and descriptions of words. In addition there are activities focusing on key vocabulary, where they need to help students understand the vocabulary in a reading or listening text. Many classroom activities designed to help students learn vocabulary are created by the teacher, but the designing of these activities is in itself a good way to focus on the meaning and use of words (*Deller 2007: 45*).

### **C) Speaking**

Experience proves that it is difficult to get students to speak. It's very hard to speak in another language about a topic which is unfamiliar. For that reason students need time to prepare and focus on the content before we ask them to speak about it in English. In group work in monolingual classes it is often more effective to allow the students to discuss content in the mother tongue before producing the output in English. Another reason that many students are reluctant to speak in class is shyness and the fear of making mistakes. Many of the activities should be done in pairs or in small groups rather than in front of the class. It is not always necessary to monitor students' speaking as this can be another deterrent for them (*Deller 2007: 45*).

### **D) Writing**

There are many activities which include a writing component, but the focuses must be on practising some basic writing skills. The tasks have to range from writing a few sentences to writing a longer text. Writing about complex topics in another language is a demanding task. For that reason there should be the activities which focus on the basics of writing such as spelling.

Arming students with the chunks of language they will need to express different concepts and functions, for example, defining and comparing.

A further important writing skill is summarizing. Many students take information from a book or the Internet and then just copy and paste it rather than summarizing or re-writing it in their own words focus on this skill (*Deller 2007: 75*).

### **E) Consolidation and revision**

Recapping is an important stage of learning for all learners and crucially it gives the slower learners a second opportunity to understand. Such activities propose different ways to consolidate and revise the input. In addition to recapping, these activities also students the opportunity to speak, listen, read, and write in English about the subject, so they serve a dual purpose. Consolidation and revision are cognitively demanding. These actions activate and stimulate the learners to think, help students to consolidate their learning and use their imagination and reasoning skills (*Deller 2007: 93*).

### **F) Project work**

Projects are an important part of course work and examinations. A project should be student-centred and produce a useful and informative end product. Projects help develop confidence and independence. They are excellent training for the real-life situation in the workplace. Project work also gives the opportunity for students of mixed ability to show their

different talents and creativity. The methodology projects use is varied. They offer group-work experience in researching and collating information. They also encourage the students to research and experience a wide range of materials and resources. In addition, projects teach the students to compare and contrast information and to question and respond to ideas and opinions. Project work is a tool towards student autonomy as they learn to rely more on themselves rather than using you, the teacher, as the main bank of information. The students need to see their efforts being continuously guided, appreciated, and respected (Deller 2007: 133).

## 7. Conclusions

CLIL methodology that is based on integrated interdisciplinary approach motivates learners' studying, activates their creative mental activity, encourages their comprehensive remembering new lexical units. Different types of activities direct to improving a foreign language competence, develop knowledge and skills of certain subjects with the purpose of using them in future professional activity

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