

## CLIL METHODOLOGY DISTINCTIVE FEATURES

**Svitlana Nikiforchuk<sup>1</sup>**  
**Anhelina Hryhorieva<sup>2</sup>**

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Educational technologies are developing very rapidly nowadays – the market abandons with a wide variety of learning foreign languages methods offers. At the end of the XX century methods of teaching foreign languages underwent great changes. Previously, all priorities were given to mechanical mastering of vocabulary, reading, translation and grammar, and the tasks were all repetitious. Now language learning has become more functional.

European integration of Ukraine becomes agent for activating the process of mastering foreign languages and improving its quality, so Ukrainian researchers consider the latest world teaching methods in order to implement them in higher educational establishments of Ukraine.

Foreign language teaching (FL) through the content of special disciplines (content based second language instruction), meaningful integration in learning (CLIL – Content and Language Integrated Learning) and foreign-language immersion are the leading and most effective threads of optimization and intensification of students' mastery of a foreign language for professional purposes.

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<sup>1</sup> V.O. Sukhomlynsky National University, Ukraine

<sup>2</sup> V.O. Sukhomlynsky National University, Ukraine

Presently, the most common and forward-looking methods of teaching foreign languages adopted in the European Union are CLIL and CALL, as the analysis of recent publications in this field shows [3; 4; 5].

CALL is foreign languages teaching using a wide range of computer software tools for all available forms of foreign language teaching [5]. But it is not considered an independent method of teaching and distinguished by many specialists only as one of the technical means of intensification and improvement of classroom and independent work [5], so we will take a closer look at CLIL methodology, which in some European countries, for example Finland, goes to the level of the state educational program.

The term CLIL (Content and Language Integrated Learning) was introduced by the researcher David Marsh in 1994 to identify the methodology of teaching comprehensive subjects in foreign languages. In Ukrainian, the abbreviation CLIL stands for subject-language integrated learning (or by L.G. Movchan: contextual-language integrated learning [2, p. 217]). That is, CLIL, according to Kochenkova O.M., is a content and language integrated learning that allows students to form linguistic and communicative competencies in a foreign language in the same educational context in which comprehensive knowledge and skills are formed and developed [1].

Scientist Tarnopolsky O.B. considers CLIL as a related term in regards to the concept of teaching language through the content of specialization, optimization and intensification of students' mastering of FL for professional purposes [3]. The accumulated experience in integrated foreign language teaching by foreign scientists (March D., Malers A., Wolfe D. and others) shows that students studying with the help this method have the opportunity to fully immerse themselves in the natural language environment. Scientists also note that work on various topics allows to study specific terms, certain language structures – this contributes to replenishing the student's vocabulary with professional subject terminology and prepares him for further study and application of knowledge and skills gained [6].

For the last 20-30 years, the study of a foreign language by integrating it into the whole learning process, namely: teaching comprehensive subjects in a foreign language, has gained popularity. This approach makes the language not the purpose of learning, but a means, and develops the student's orientation and communication skills.

Integration of this kind satisfies the requests of students who are interested primarily in the applied aspect of a foreign language. In this context, the most interesting is the technique called CLIL (Content and Language Integrated Learning). It is a method of learning in which some of the subjects are taught in foreign languages. Thus, teaching students in their native and foreign

languages becomes holistic. The author of this methodical approach is David Marsh. In his article «The relevance and potential of content and language integrated learning (CLIL) for achieving MT+2 in Europe», the researcher admits that content and language integrated learning can be attributed to any educational context focused on two subjects, in which an additional language, that is, not the main language in which the whole course of study is conducted, is used as a means in teaching non-language subjects.

The author emphasizes that the principle allows to study two languages simultaneously. The implementation of this method is carried out in different ways depending on the age and location of students [7].

The obvious goal of CLIL is to provide students with a high level of foreign language proficiency in familiar conditions to a foreign environment, using the language as a means of subject studies and communication, without forcing them to translate materials from their native language into a foreign language. The second purpose of this method is the intercultural aspect. In addition to learning a foreign language, CLIL students will also learn the cultural peculiarities of the language and countries through the use of authentic materials. The CLIL methodology is noted as innovative and progressive. It has a dual orientation: professional and linguistic. It is important that the study of the subject is carried out not only in a foreign language, but through it and with its help. One of the threads of CLIL is integrated language learning in professional activities. The thread assumes that the students already have a profession in any field, and are studying in order to increase their communication skills in a foreign environment.

The following CLIL differences can be distinguished from other methods:

1. Knowledge of the language becomes not the purpose of study, but the means of studying professional subjects.
2. The language is integrated into a wider professional context.
3. The motivation for learning a language increases because students need knowledge and skills in their professional subjects. With the help of motivation, the quality of education also increases.
4. Language learning and improvement takes place naturally – in the process of professional communication. Students immediately practice their skills in the conditions in which they will use them in a foreign environment.
5. CLIL is part of continuous education.
6. Communicative language proficiency and knowledge of specific professional vocabulary are more important than grammatical correctness (if mistakes do not interfere with communication).
7. Reading training is considered one of the main areas of CLIL.

Integrated learning has many language and meaningful advantages. One of them is familiarity of students not only with the language, but also with a wide

cultural context. The students should be prepared for internationalization, and CLIL helps them with this. Many students are focused on moving abroad after graduation, so they should be free to navigate in a foreign environment and have the necessary professional competence in another language. They automatically get this after studying on the CLIL methodology, and thereby provide themselves with a better professional future. The international approach to learning provides a variety of methods and styles of the process itself, which also positively affects the pedagogical aspect. Instead of focusing on improving one of the four language skills (speaking, writing, listening and reading) of students, CLIL technique causes each of them to develop simultaneously. The implementation of CLIL methodology in the process of foreign language education requires to take into account the following principles of studying the subject and language: 1. Multichannel focus: all subjects undergo an integration, topics correlate with each other, the learning process is analyzed. 2. The learning medium is safe and supportive: friendly relations and co-learning are maintained. 3. All needs and interests of the student are taken into account. 4. Students speak more than a teacher. 5. New knowledge and experience of the student are based on previous skills, knowledge and experience, his interests and settings. 6. Teacher cooperation: planning of subjects, language lessons and common topics requires good relationships and synergy between subject teachers and language teachers.

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