

**METHOD OF BILINGUAL EDUCATION:
FOREIGN LANGUAGE THROUGH THE ART**

Olga Kanevska¹
Oleksandra Sulik²

Abstract. In this article, the authors analyze modern bilingual methods CLIL and ESL / ELL, which offer to combine a foreign language lesson with other school subjects, and which are now actively used in European countries and are gradually being introduced into the Ukrainian educational system. These techniques have their own difficulties in its implementation in the educational process. And one of the main difficulties is the mismatch between the training of personnel (teachers). Also researchers believe that one of the best subjects to connect with English is art. It can be functional part of lesson and stimulates children to create something with their hands while they are learning new words. It's the best way to understand world around them. And but compared to subjects such as mathematics, physics, biology and geography, art is a subject that is easier for teachers to master, which will fit perfectly into any foreign language lesson, which reveals the culture of the language we study and makes the lesson bright and interesting. The authors are confident that learning a foreign language through art will not only contribute to the formation of students' communication, language, speech skills, but also significantly expands their worldview, instills a love for works of art: music, painting, literature, architecture, cinema, etc., provides background knowledge, necessary for successful intercultural communication.

This paper highlights the positive and negative aspects of these bilingual methods and their impact on the quality of the educational process and proposes a way to apply them in modern education in Ukraine. The influence of art on the development of students' personalities in educational institutions in the process of learning foreign languages in different parts of education (primary school, secondary school, high school) is thoroughly considered.

¹ Candidate of Pedagogical Sciences, Associate Professor;
Associate Professor of the Department of Translation and Slavic Philology
² Post-graduate Student of Department for German, Literature and Didactics,
Kryvyi Rih State pedagogical University

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Accordingly, the authors propose the teaching of a foreign language on the basis of art, which can increase the motivation of students to learn languages and put the development of spiritual personality in the foreground. As a result of the research, the possibilities of domestic schools and teachers, which are not able to motivate students to in-depth study of a foreign language, provide decent working and learning conditions, stability and quality in the using of foreign innovations, were critically assessed. Moreover, lesson plans are presented here, which in turn confirm the research of bilingual education and see one of the ways to solve the low level of students' interest in learning foreign languages in Ukraine – through learning a foreign language through art.

Introduction

Nowadays teachers are looking for new ways to learn foreign languages. One of the modern methods is bilingual education what is widely used at schools and universities. Such way we can teach children to love and understand English (or German) in foreign environment. A lot of contemporaries have been working on it for last 80 years: Barbu C., Bogdan D. H., Chancellor B. A., Coyle D., Gracia F. P., Tisch M., and others. But despite the large number of works and ways to study bilingual education, there are still problematic issues and gaps that encourage us to continue working. We have heard about methodology called Content and Language Integrated Learning (CLIL), according to it; we can have some school subjects (physics, math, geography etc.) in foreign language [14]. Now in Ukraine this technique is gaining momentum among domestic teachers.

But unfortunately, at the present stage of development of the educational process we can see the discrepancy between the possibilities of the educational paradigm and the requirements of the globalized world. Therefore, the purpose of this article is to consider modern methods of teaching bilingual education in the world and to offer a view on solving the problem of students' motivation in the process of learning foreign languages in schools. Accordingly, the object is the teaching of a foreign language in educational institutions and the subject – the method of teaching English through art.

For this we need to solve the following tasks:

– to analyze the state of foreign language teaching in secondary schools of Ukraine;

- to review the latest techniques CLIL, ESL, ELA and their features;
- identify a number of shortcomings that prevent the achievement of a high level of efficiency in the educational process;
- determine the influence of art on students in the learning process;
- develop lesson plans English through the Art to illustrate our work.

In this article, we used the following methods:

descriptive method, structural method, visualization method, modeling method and experimental-game method.

1. Method of CLIL in Ukraine

Content and Language Integrated Learning (CLIL) is a dual focused education approach in which an additional language is used for the learning and teaching of both content and language. That is, in teaching and learning process, there is focus not only content, and not only on language [5, p. 1].

CLIL was coined in 1994, though many of its underlying principles had already been in use for years. This type of language education dovetails with bilingual teaching and shares many principles in common with language immersion programs [11]. CLIL means balance between learning language and another subject. In Europe it is used very often in different education areas (since 3 age). Now it is more natural for students of any age to learn two subjects in the same time.

CLIL attracts many teachers with its flexibility in the learning process and the accessibility of the development of students' communication skills in the lesson.

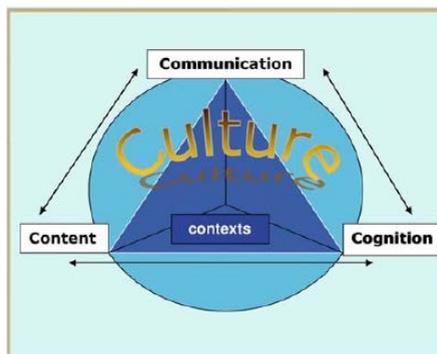
Thus, students talk, receive information and think in a foreign language without getting stuck in it. Language is only an instrument of communication. The subject is what they are now directly studying in a lesson in history, geography or mathematics, etc.

CLIL needs to be system then it will give good results. Thus D. Coyle, who is one of the creators CLIL, (1999) developed the 4Cs Framework (Figure 1). This Framework differs from the standards-based world languages education strategy Standards for Foreign Language Learning in the 21st Century (1999) published by ACTFL (American Council on the Teaching of Foreign Languages), which focuses on the language curriculum [4].

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D. Coyle's 4Cs Framework:

1. Content – progression in knowledge, skills and understanding related to specific elements of a defined curriculum. That is to say, a pupil has to learn the same content with CLIL.
2. Communication – using language to learn – whilst learning to use language.
3. Cognition – developing thinking skills which link concept formation, understanding and language.
4. Culture – exposure to alternative perspectives and shared understanding [4].



Pic. 1. The 4Cs framework for CLIL (Cojle, 2005)

The 4Cs framework for CLIL starts with content (such as subject matter, themes, cross-curricular approaches) and focuses on the interrelationship between content (subject matter), communication (language), cognition (thinking) and culture (awareness of self and ‘otherness’) to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures) [11].

But unfortunately, this technique has its difficulties in its implementation in the educational process. One of the main difficulties is the mismatch between the training of personnel (teachers). Basically, our universities train teachers with one main specialty – mathematics, physics, biology, history, geography, art, etc. Specialists in these areas do not speak a foreign language at such a level to teach their students. Therefore, they cannot

conduct a bilingual lesson on their own. The second problem follows from this, one lesson is taught by two teachers at once. On the one hand, two teachers of different subjects must master each other's subjects in order to plan a lesson together. On the other hand, far from profitable financing of related lessons by the state. And accordingly, all this leads to an irregularity and poor quality of the lesson, lack of the required results.

That is why we consider it more appropriate for teachers of a foreign language to use elements of art in their lessons. Some researchers believe that art can be functional part of (English) lesson. It stimulates children to create something with their hands while they are learning new words. It's the best way to understand world around them.

2. Art in English lesson

In contrast to other types of work – add art to learning process, we aside successfully motivate students to learn something new, but we also learn the world around them again and do ordinary things as part of the lesson. Similar efforts to develop Learning Standards through the art we can see in the USA's education (ESL, NLA, ELA etc.). They all use arts as a tool to improve children's knowledge [10].

Art is the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power [8].

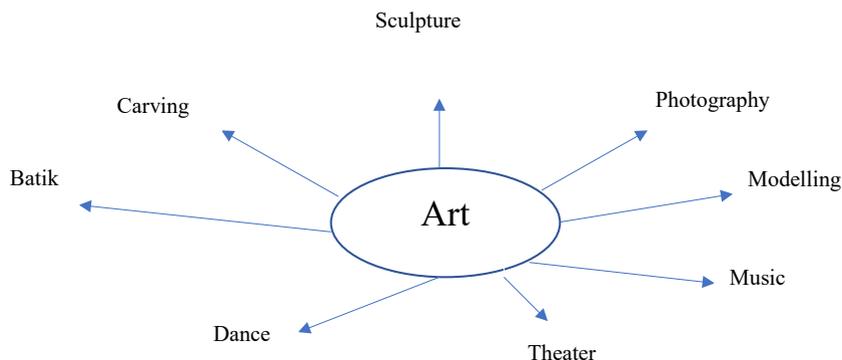
Creative types of work carry a motivation in themselves, this is determined by the fact that children like to create something with their own hands: draw with pencils, paints and crayons, do crafts from clay, cardboard, paper, stage, sing or dance. The creators of ELLs in New York (Merryl H. Tisch, Chancellor B. A. and many others) [10] believe that English through the Art helps students to develop and deepen their understanding of their own and others human experience.

The arts as a core content area are integral to a well-rounded education. Moreover, many teachers and psychologists confirm the positive influence of art on the formation of the student's personality: it forms the spiritual world, ideals, moral guidelines; It forms the degree of perception, industriousness, creativity and, what is equally important, also carries out the educational function. At the same time, the purpose of art is not only

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to educate a spiritually developed personality, but to humanize and form a full-fledged personality.

Types of art are historically complex forms of creative activity, the ability to translate material and material incarnations into life (plastic and color materials in the visual arts, etc.). In contemporary art criticism, a certain scheme and system for classifying the arts has developed, although there is still no uniform one and they are all relative (Pic. 2. Types of art).



Pic. 2. Types of art

As we can see, art is very versatile, due to its types. First of all, art reflects the reality and the inner state of a person through artistic images.

Images can be:

- dynamic (dancing, acting);
- statistical (painting, sculpture);
- sound (songs);
- visual (painting);
- audiovisual (films, video clips) [9].

Moreover, all these kinds of art has a special influence on the formation of students' consciousness, and accordingly, and its development. And we can see this in such ways:

1. Art fosters empathy. These are extremely emotional states that are difficult to learn. A work of art literally forces us to put ourselves in the other person's shoes and feel their emotions [7].

2. Art expands our range of emotions. We sympathize with the heroes in trouble, even if the plot is invented, we hate scoundrels and villains, if they are represented in a work of art. These emotions can be noticeably stronger than in an ordinary one, especially in a life that has already been adjusted in terms of family, everyday life and work.

3. Art affects the amount of stress hormones in the body. Art objects cause feelings in us in one way or another. Whether they are positive or negative, they are the ones that promote the release of hormones in the human body. For example, the most famous hormone of happiness.

4. Art teaches to think. Even if you think very badly about a work of art and its author, you still think at this moment. Even if you didn't plan to think, but just went to a museum or a concert to unwind.

5. Art influences intelligence. Most often, such studies are carried out using musical works. The results are broadly similar. Students and schoolchildren who listened to the classics (especially Mozart!) Before taking the test items perform better on the tests than those who listened to rock music [7].

As we mentioned, ESL is actively used and developed. On the Internet, we can find several of their sites that provide teachers with materials for the lesson according to their methodology. Teachers ESL claim that this methodology was specially designed primarily for those students for whom English is not their native language. They create art classrooms, create lessons according to the age of the children, their level of knowledge and the desired topic. Of course, in these lessons, children do not only draw and sing, they study different types of art, they talk about them, read about it, they listen and learn songs of different genres – children learn to express themselves by those objects, which teachers provide them in the lessons and, thanks to this, quickly achieve high results [10].

The author of „Teaching English through the art“, R. Baird Shuman, writes “We must expose students to the art, not just as consumers (viewers and listeners) but also as makers. Incorporating the arts into the English curriculum does not require us to rush to the nearest college or university to take courses in art, music, photography, filmmaking, dance or dramatic improvisation. Rather, we need to think through the inherent connections between art and the elements of English we teach.”

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In the learning process, one of the main goals of education in general is the formation of a functional literate personality. The foundations for the formation of such a personality, according to many years of research by teachers and psychologists, are laid precisely at a young age. And here an introduction to artistic culture forms an important role in the formation of their functionality and worldview [9].

At such lessons, a person-centered approach is used, due to the fact that often creative tasks require an individual solution, and it is necessary to work with each student personally. For this, teachers use three types of motivation:

1. Social. You needn't spare praise for the child for a successfully completed task in order to raise the child's authority among comrades

2. Pragmatic motivation. It manifests itself in increased attention to the subject, since some of the children intend to enter educational institutions in which the main direction is art (recently, students' interest in the specialty design has increased).

3. Meaningful motivation. In the classroom, cognitive disputes are introduced, for example, in the lesson about art styles, students can be divided into groups in which they prepare material to prove the most important art style in world art [9].

So the aim of this education is to develop an art curriculum specifically for ESL/ELL students that aides in academic and communicative development through reading, writing, speaking and listening opportunities coupled with art production and art reflection [2]. D. H. Bogdan, C. Barbu and F. P. Gracia have researched "English through Art" and claimed in their work that for respective skills *Listening and Reading* there are next types of works:

- nursery rhymes, action songs;
 - fairytales with rhythm;
 - games such as: telephone, repeating in chorus, bingo;
 - the use of puppets;
 - role-plays;
 - games of oral comprehension e.g. fly balloon, jump left/right, listen and find, listen and draw, thumbs up/down, listen and circle, bingo;
 - guessing games 'Simon says';
 - narration of a fairytale (appropriate language/ appropriate pictures)
- [2].

- For respective skills *Writing and Speaking* there are next types of works:
- disappearing pictures;
 - repeating in various ways (e.g. loudly, quietly, happily,) etc. parts of texts/ fragments;
 - role play a song;
 - use of songs for every day routines (start and finish of the lesson);
 - role-plays with masks or puppets;
 - ball game;
 - the use of alphabet book;
 - completing of missing words watching it on the board/book/ computer etc.;
 - copying words on cards to make a memory game or labels for many things in the class or according to the subject (desk, door, etc.);
 - drawings with the words that have been taught;
 - create letters or words using soft materials (clay or play dough);
 - group creation of a book according to the subject, drawings with words or sentences;
 - creation of a poster using words of the subject taught (e.g. This is my father and the drawing of the father) [2].

Following the results of ESL research, English through the Art befits for students of different ages and levels of knowledge. And the structure of the lesson follows the standard English lesson plan with the only exception that the forms of work in the lesson are closely related with Art.

Further you can see an example of this method.

3. Practice

Lesson 1

Theme: Clothes in my wardrobe

Form: 2

Level: A1

Phrases: I like... I wear... It is... I have....

Vocabulary: skirt, shirt, jeans, shoes, trousers, blouse, T-shirt, shorts, hat, socks, trousers, cap.

Equipment: cards, projector, video, song, scissors, glue, coloured cards, pencils.

Expected results: Pupils can say what they have in their wardrobes and describe clothes (colour, good, bad, favorite etc.)

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Steps:

I. Introduction /Warming -Up

T. Good morning, my dear children. How are you today? Fine. Wonderful. I hope you ready for our lesson.

P. Yes of course.

T. Let's play all together! Move and freeze. Well done! [3].

II. Presentation

T. Now you can relax a bit and listen to me. How do you think what we will do today? We can see projector here, cards and coloured cards?

P. We make something new and interesting.

T. Yes, we will learn something new and wonderful today. Our theme is «Clothes». Who can say me what it is? (Children begin point at their clothes). Yes, You are right. So now watch, listen to and learn new words [6].

T. Wonderful. How well do you remember new words? I show pictures and you call them. What is it? (Teacher shows pictures with clothes and call articles of clothes with children).

T. Very well. And now say me "What are you wearing today?"

P1. I wear a red T-shirt.

P2. I wear jeans.

P3. I wear a dress, etc.

III. Practice

T. You are so smart. So, I think you can do even more. Can you do your own wardrobe? Yes, of course you can. Everyone has a piece of paper with clothes? Coloured cards. At first you have to make wardrobe. Then we will prepare clothes: colour, cut and glue them in your wardrobe. (Teacher shows how to make wardrobe.)

IV. Conclusion

T. Show me please your work. (Children had enough time to do only wardrobe. So, they show one by one their ones.) You are so good today. Excellent.

V. Homework

T. For next time you have to finish all your projects. I mean You learn new words and put your ready clothes in wardrobe. Thank you, children. See next week.

Lesson 2

Theme: Spanish artist Frida Kahlo

Form: 9

Level: B1/B2

Phrases: I see, there is/are. I think

Grammar: Past Simple, Past Perfect, Present Perfect

Equipment: projector, video, pictures

Expected results: Pupils can describe pictures, can talk and retell artist's biography.

Stages:

I. Introduction

T. Good morning, students. How are you today? Fine. Wonderful. I hope you're ready for our lesson. How is your mood?

T. Let's begin with developing our imaginary. I have prepared some interesting pictures for us. There are different genres of art. Say me "What can you see here?"

T. Is it a piece of art? Yes/No-Why? Do you like it? How does it make you feel?

What colours can you see? What question would you ask the artist?



Pic. 3. Modern art. Hands



Pic. 4. Under ground

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Pic. 5. In the autumn

T. It was interesting, wasn't it? I hope today's theme will be even more gripping.

II. Presentation

T. Today we talk about wonderful Spanish artist Frida Kahlo. And At first, I want to watch with you her briefly biography [15].

So, let's make some conclusion – What have you understood about this person?

P. Frida Kahlo (1907) was a Mexican painter known for her many portraits. She was very unusual. She was patriotic and nationalist. Etc.

T. Wonderful. I have also for us ten interesting facts about her [1].

III. Practice

T. I think now we know enough about Frida Kahlo and we can easily complete another text about her. Read the biography. Complete the passage with the Past Simple of the verbs in brackets.

Frida Kahlo 1) was (be) a Mexican painter. She 2) _____ (be) born in Mexico City in 1907. She 3) _____ (paint) many self-portraits and paintings of Mexican folklore.

Frida 4) _____ (go) to the prestigious Escuela Preparatoria in Mexico City in 1922. At that time, there 5) _____ (not be) many girls at this school. In 1925, at the age of eighteen, Frida 6) _____ (have) a terrible traffic accident. She 7) _____ (not can) walk for a long time, so she 8) _____ (start) painting.

In 1929 she 9) _____ (marry) the painter Diego Rivera. The next year they 10) _____ (move) to New York, but Frida 11) _____ (not be) happy there. They 12) _____ (return) to Mexico in 1935.

Frida 13) _____ (win) a national art prize in 1946, and she 14) _____ (become) famous in Mexico. She 15) _____ (die) in 1954, when she 16) _____ (be) only 47 years old.

IV. Conclusion

T. Answer the questions. Write complete sentences.

1. When was Frida Kahlo born?
2. Where did she go to school?
3. What happened to Frida in 1925?
4. Did Frida enjoy her time in New York?
5. When did Frida win a national prize?

V. Homework

T. Your homework is to write a biography of Federico García Lorca. Use the notes to help you.

Born Fuente Vaqueros, Granada

5th June 1898

Job Writer and poet

Education University of Granada, 1914

Career Wrote Romancero Gitano (1928)

Visited New York

Wrote Bodas de Sanger

Died near Granada, 19th August 1936

T. Good work. Thank you for your activity, interest and work.

Lesson 3

Theme: Movie / Titanic

Form: 10-11

Level: B1

Phrases: What kind of movies do you like? I quite like... It wasn't bad. I'm not really into / keen on... I don't really like... It's about... The main character is... It stars... It was directed by... It's set / takes place... in / at / during... Basically, what happens is... etc.

Vocabulary: review, plot, genre, science fiction, spoiler, costume drama, costume drama etc.

Equipment: projector, video, song, cards.

Expected results: The students can discuss their favorite film, write reviews, understand main information about movie.

Steps:

I. Introduction / Warming-Up

T. Good morning. You know yesterday I understood that children don't know the best songs and movies of my childhood. And I'm really upset about it. How do you think why?

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Table 1

Movie cards

The Lord of the Rings: The Fellowship of the Ring 2001 / fantasy / adventure Peter Jackson (director) Elijah Wood	The Matrix 1999 / sci-fi / action The Wachowskis (directors) Keanu Reeves Carrie-Anne Moss	The Sound of Music 1965 / musical / drama Robert Wise (director) Julie Andrews Christopher Plummer	Pinocchio 1940 cartoon / musical / fantasy
Pirates of the Caribbean: Dead Man's Chest 2006 / fantasy adventure Gore Verbinski (director) Johnny Depp	The Dark Knight 2008 / superhero Christopher Nolan (director) Christian Bale Michael Caine	Mission Impossible 1996 / spy / action Brian De Palma (director) Tom Cruise Paula Wagner	Toy Story 1995 computer-animated comedy John Lasseter (director) Tom Hanks (voice)
Crazy Rich Asians 2018 / romantic comedy Jon M. Chu (director) Constance Wu Gemma Chan	Mission Impossible 1996 / spy / action Brian De Palma (director) Tom Cruise Paula Wagner	Apocalypse Now 1979 / war film Francis Ford Coppola (director) Marlon Brando Martin Sheen	Harry Potter and the Philosopher's Stone 2001 / fantasy Chris Columbus (director) Daniel Radcliffe
Schindler's List 1993 / historical drama Steven Spielberg (director) Liam Neeson Ralph Fiennes	Jurassic Park 1993 / sci-fi Steven Spielberg (director) Sam Neill Laura Dern	ET 1982 / sci-fi Steven Spielberg (director) Dee Wallace	Blade Runner 1982 / sci-fi Ridley Scott (director) Harrison Ford
Raiders of the Lost Ark 1981 / action / adventure Steven Spielberg (director) Harrison Ford	Back to the Future 1985 / sci-fi Robert Zemeckis (director) Michael J Fox Christopher Lloyd	The Lion King 1994 / cartoon / musical Roger Allers / Rob Minkoff (directors)	Titanic 1997 / disaster / romance James Cameron (director) Leonardo DiCaprio Kate Winslet
Jaws 1975 / thriller Steven Spielberg (director) Roy Scheider Robert Shaw	Mad Max 1979 / action George Miller (director) Mel Gibson Joanne Samuel	The Godfather 1972 / crime thriller Francis Ford Coppola (director) Maron Brando Al Pacino	Goldfinger 1964 / spy thriller Guy Hamilton (director) Sean Connery

P. It's important memory for you.

T. Partly yes. But most of all its period of rich culture. There was elegant music and cool films. And it influenced on my development. That's why today I want to talk with you about movies and your emotions which this movies cause. So, begin with game. I have some cards with names of (maybe very popular) films. You have to take a card and tell what you know about it. One card I leave for me.

II. Presentation

T. My card is Titanic. Oh. I adore this film. And maybe girls understand me. If anybody doesn't know or can't remember the one, I think this video clip helps you to remember [14].

T. Yes, this film is about Rose and Jack's love, it is very well-known film. But I want to review deeper. So watch another video [13].

III. Practice

T. You have a text about Titanic. Let's fill in gaps information that you've listened to.

awards / box-office / successful / characters / Visual / Costume / critics / set / directed / released / Director / life / Musical / played / stars / roles / plays

Titanic was _____ by James Cameron and is one of the most _____ films ever made, at least, in commercial terms, and has grossed more than one billion dollars for its makers.

It _____ Leonardo DiCaprio and Kate Winslet with Gloria Stuart and Billy Zane in supporting _____. It was the film that made DiCaprio famous.

It is _____ aboard the ill-fated liner Titanic than sank on 14 April, 1912 after hitting an iceberg in the north Atlantic. It is not, however, a true-to-_____ account of the disaster, focusing instead, on an on-board romance between two entirely fictional _____.

DiCaprio _____ Jack, a young artist, leaving England for a better life in the United States. He is poor and travelling in the cheapest part of the ship. Rose, _____ by Kate Winslet, is a rich young woman engaged to be married and travelling in the luxury of a first class cabin.

They meet by chance and are immediately attracted to each other. Jack is handsome, lively, and above all, good fun. By contrast, Cal Hockley, the wealthy man that Rose is engaged to, is pompous and arrogant. Rose and

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Jack quickly fall in love after Jack saves Rose's life when she nearly falls over the side of the ship.

The film was a huge _____ – _____ success when it was _____ in 1997, although some _____ were less enthusiastic, seeing the movie as over-sentimental. Nonetheless, it managed to win no less than 11 Academy _____ including those for Best _____, Best _____ Score, Best _____ Effects and Best _____ Design.

T. Find words in the text which mean:

- 1) to earn money (when talking about a film);
- 2) long-distance passenger ship;
- 3) characters or story that are invented by an author; not real;
- 4) self-important.

IV. Conclusion

T. Very well. Now you know something about one of my favorite movies. So It's my turn to know about yours. You have a ball, which will help to lead and a list of questions. Use both of them and ask each other.

1. What was the last movie or TV series that you saw?
2. What was it about and what did you think of it?
3. How did you watch it – on TV or in some other way?
4. Which ways of watching movies and TV do you prefer?
5. The following comment was recently posted online: 'Phones have become computers, computers have become TVs, and TVs have become ornaments.' What do you think this means and do you agree?

V. Homework

T. Talking about movies and TV series. Tell the other members of your group about a movie or TV series that you have seen. (The movie or series doesn't have to be in English.) Use the Language Reference box and the prompts below to help decide what to say. When you don't have talking about, the others can ask follow-up questions.

Table 2

Language reference

1. It's called...	Asking for preferences
2. It's a movie (genre)	What kind of movies do you like?
3. It's about...	Strong likes
4. The main character is...	I really like...

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<p>5. _____ (actor) plays _____ (role)</p> <p>6. It's set...</p> <p>7. It came out...</p> <p>8. It's based on...</p> <p>9. Basically, what happens is...</p> <p>10. The best bit is / was...</p> <p>11. The ending is...</p> <p>12. What I like about it is...</p> <p>13. One thing that I didn't like / wasn't so good is...</p> <p>14. I'd really / I wouldn't really recommend it</p>	<p>I'm really into...</p> <p>It was really good / absolutely brilliant.</p> <p>Partial likes</p> <p>I quite like...</p> <p>It wasn't bad.</p> <p>Dislikes</p> <p>I'm not really into / keen on...</p> <p>I don't really like...</p> <p>I really don't like...</p> <p>It wasn't very good.</p> <p>It was really bad / absolutely terrible.</p> <p>Language reference: talking about movies</p> <p>It's about...</p> <p>a boy who has magic powers / a family who get shipwrecked / this* spaceship that is looking for new planets</p> <p>The main character is... a detective / a chemistry teacher / a brilliant scientist</p> <p>It stars...</p> <p>George Clooney / Samuel L Jackson / Jennifer Lawrence</p> <p>(Leonardo DiCaprio) plays (a guy called Jack)</p> <p>It was directed by...</p> <p>Stephen Spielberg / Pedro Almodóvar / Federico Fellini</p> <p>It's set / takes place... in / at / during...</p> <p>the American Civil War / modern-day London / China in the Ming dynasty</p> <p>It came out...</p> <p>this year / about _ years ago / ages ago</p> <p>It's based on...</p> <p>a true story / a book / an old legend</p> <p>Basically, what happens is...</p> <p>The best bit is...</p> <p>The ending is...</p> <p>really sad / completely unexpected / a bit disappointing</p> <p>What / The thing I like about it is...</p> <p>the dialogue / the way the main character never gives up</p> <p>One thing that I didn't like / isn't so good is...</p> <p>the ending / that the plot is too complicated / that it's a bit predictable</p> <p>I'd definitely recommend it.</p>
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	<p>You really must see it. I wouldn't really recommend it. Note: We often use present tenses to say what happens in stories. We normally use past tenses to give details about when, where and how movies were made. *In conversation, we sometimes use this / these instead of a(n) / some to refer to characters and other elements of stories: this guy / this city / this planet / this alien / these gangsters</p>
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T. Thank you for wonderful lesson. See you next week.

Conclusions

The join English and Art lessons – aimed at solving several important problems in education:

- to motivate children when it is difficult for them to focus on learning a foreign language.

- diversify the equipment of the English teacher in the lesson;

- make the lesson more attached to everyday life;

- to enrich the child's personality spiritually;

- to shape his ethical tastes.

- to form the skill of perception of the environment, nature, society.

But this process has two opposite poles. On the one hand, it is incredibly interesting due to the wide choice of tools and techniques in art. But on the other hand, an English teacher needs to master another profession, where he must also be able to correctly present and explain the subtleties of conveying the world around him in an art object. That's why we are working to expand the boundaries of the teacher's capabilities, the range of students' knowledge and the lesson as such to modernize the study of English and shape personality in modern society.

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