

IMPLEMENTATION OF THE MODEL OF CONTENT AND LANGUAGE INTEGRATED LEARNING FOR STUDENTS OF ECONOMIC SPECIALITIES

ВПРОВАДЖЕННЯ МОДЕЛІ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ ДЛЯ СТУДЕНТІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ

The article considers a content and language integrated learning (CLIL) approach, which is currently characterized in the world scientific and methodical literature as one of the innovative approaches to the organization of bilingual education and provides for the simultaneous implementation of two learning goals in two subject areas – language and subject; various interpretations of its essence are given, its varieties, possibilities, and peculiarities of implementation in bilingual education are highlighted by applying its basic principles and strategies.

The article reveals the experience of the department's teachers in creating the author's course "Introduction to International Economics in English", and describes its structure, content, and other aspects of its development and practical use. The work offers examples of the use of content and language integrated learning approach in training of students of economic specialties, as well as examples of tasks for 4 types of language skills, reading, writing, speaking, and listening, which contribute to the effective development of professional and linguistic competencies.

The main directions and ways of integrating the content of the educational process for future economists determine the integration of content, so future economists acquire professional knowledge and skills with the help of a foreign language; communication takes place in a foreign language, which is the main means of educational interaction and learning of the language is not separate, but through its application in professional situations of the economic sphere; on the stage of cognition activation of students' cognitive (cognitive) abilities is ensured, training is aimed at solving problem situations with the simultaneous development of basic skills of interpersonal foreign language communication and educational and cognitive language competences; culture consistent is realized through the relationship of language, thinking and culture, which determines the formation of skills to carry out professional activities in other cultures.

Key words: *content and language integrated learning (CLIL), students, economic specialties, bilingual education, integration.*

У статті розглядається предметно-мовний інтегрований підхід (CLIL), який на

сьогодні у світовій науково-методичній літературі характеризується як один із інноваційних підходів до організації білінгвального навчання та передбачає одночасну реалізацію двох цілей навчання у двох предметних галузях. – мова і предмет; подано різні тлумачення його сутності, висвітлено його різновиди, можливості та особливості реалізації в білінгвальному навчанні шляхом застосування його основних принципів і стратегій.

Стаття розкриває досвід викладачів кафедри по створенню авторського курсу "Вступ до міжнародної економіки англійською мовою", описана його структура, зміст та інші аспекти його розробки і практичного використання. В роботі запропоновані приклади використання інтегрованого предметно-мовного навчання для студентів економічних спеціальностей, а також приклади завдань по 4 видам мовних навиків, читання, письмо, мовлення і слухання, що сприяють ефективному розвитку професійних і лінгвістичних компетенцій.

Основні напрями й шляхи інтеграції змісту освітнього процесу для майбутніх економістів визначають інтеграцію змісту, а саме набутий майбутніми економістами професійних знань та вмій відбувається за допомогою іноземної мови; на етапі комунікації спілкування відбувається іноземною мовою, що є головним засобом навчальної взаємодії; вивчення мови відбувається не відокремлено, а шляхом застосування її в професійних ситуаціях економічної сфери; на етапі пізнання забезпечується активізація когнітивних (пізнавальних) здібностей студентів, а навчання спрямовано на вирішення проблемних ситуацій з одночасним розвитком базових умінь міжособистісної іншомовної комунікації та навчально-пізнавальних мовних компетенцій; складова культури реалізується через взаємозв'язок мови, мислення та культури, що зумовлює формування вмій здійснювати професійну діяльність в інших культурах.

Ключові слова: *предметно-мовний інтегрований підхід (CLIL), студенти, економічні спеціальності, білінгвальна освіта, інтеграція.*

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Introduction. The rapid development of world society, the integration of Ukraine into the international community, the expansion of political, economic and cultural ties between countries necessitates the study of foreign languages by future economists. Language skills become the main means of ensuring academic and social mobility, joining advanced information technologies of the world, adaptation to modern conditions of a multicultural society. That is why the role of specialists, in particular those in an economic sphere, who are fluent in foreign languages at a level sufficient to implement and maintain

professional interaction in the intercultural space, is growing. This, in turn, puts forward new requirements for higher educational institutions, which, in accordance with current training standards, must provide the necessary conditions for the formation of future economists' foreign language professional competence as a basis for effective professional communication, on which the success of cooperation with foreign business partners depends.

In these realities, the search for new, effective ways of professionally oriented teaching of a foreign language is of particular relevance. The answer of

linguistic didactics to these challenges is the methodical model of Content and Language Integrated Learning (CLIL), which is very popular in the European system of language education at various levels – from schools to universities.

Analysis of recent achievements and publications. CLIL with its methodology is defined, examined and used in practice by such a great amount of researches all over the world as Do Coyle (Great Britain), Devid Marsh (Finland), Peter Mehisto (Estonia), Devid Wolf (Germany), Dalton-Puffer (Austria), Lange (Italy) and others.

In Ukraine the issue of content and language integrated learning in pedagogical science was reflected in the wide range of issues related to: theoretical and methodological foundations of the organization of professional education (N. Volkova, S. Honcharenko, I. Drach, L. Yelagina, L. Zelisko, V. Kushnir, O. Khargi, etc.); content and structure of communicative competence of specialists (L. Bachman, N. Halskova, I. Zimnya, M. Kenel, M. Swain, etc.); peculiarities of foreign language training of future economists (R. Brown, N. Halskova, S. Nikolayeva, etc.); inter-subject connections in the holistic learning process (I. Voloshchuk, N. Loshkaryova, V. Maksimova, V. Fedorova, etc.); conceptual principles of the integration of the educational process (M. Adamko, R. Bilyk, A. Dudley, O. Zvyagintseva, L. Kucher, O. Levchuk, R. Martynova, V. Proshkin, Yu. Syomin, T. Tarasova, I. Yaroshchuk and etc.).

However, the results of the conducted theoretical analysis show that, despite significant scientific interest in the issues of professional training of specialists, in particular field in institutions of higher education are not enough for the formation of professional knowledge and communicative and foreign language competences of future economists.

The aim of this study is to introduce author's experience of the model of Content and Language Integrated Learning (CLIL) into training on students of non-linguistic specialities, in particular economic ones.

Scientific results and findings. Content and Language Integrated Learning (CLIL) is a term describing both learning any subject such as economics or finance (content) through the medium of a foreign language and learning a foreign language by studying a content-based subject.

CLIL has been identified by the European Commission as an important and promising method, as it provides students with the opportunity to apply the skills of the language they are learning right now, and not in the distant future. This is a method «...in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for

use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings. The introduction of CLIL approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular language» [1].

The acronym CLIL was created by David Marsh in 1994, who said «To learn a language and subject simultaneously provides an extra means of educational delivery which offers a range of benefits relating to both learning of the language, and also learning of the non-language subject matter. In addition, there are social, psychological and economic benefits that suit political policies and goals. Thus there is a need to consider CLIL in terms of language policy, planning, and politics» [2].

In his turn, David Graddol wrote that CLIL is "... an approach to bilingual education in which both curriculum content and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study" [3].

Hence, it is a means of teaching curriculum subjects through the medium of a language still being learned, providing the necessary language support alongside the subject specialism. CLIL can also be regarded the other way around – as a means of teaching English through study of a specialist content. [3].

D. Coyle developed a theoretical framework to characterize the essence of CLIL which is called 4C model. it is presented in the form of a triangular pyramid with four peaks:

1. "content" (content);
2. "communication" (communication);
3. "cognition" (knowledge);
4. "culture" (culture)

The 4C model is a holistic approach, where content, communication, cognition and culture are integrated. Effective CLIL takes place through 5 dimensions: progression in knowledge, skills and understanding of content, engagement in higher order cognitive processing, interaction in the communicative context, development of appropriate communication skills, and acquisition of a deepening intercultural awareness[4].

So, CLIL allows to provide immersion in the language without introducing additional hours into the curricula, which is especially important for professional educational institutions. The idea of using the principle of content and language integrated learning has become in demand due to increased requirements for the level of foreign language proficiency in limited time allocated for its study.

CLIL in the curricula of non-linguistic universities seems to be relevant, since it implies situational adaptability and the ability for self-development, in particular in the multifaceted practical professional activity in economic sphere.

Here are some directions and ways of integrating the model of CLIL into the educational process of training of future economists.

Firstly, it is *subject integration*, which involves enriching the content of one discipline with the content of another subject. It is based on the main principles of "subject-language integrated learning" – 4 "C" of CLIL (according to D. Coyle), namely:

content – study subjects of economic field, future economists acquire professional knowledge and skills in a foreign language;

communication – communication takes place in a foreign language, which is the main means of educational interaction: learning the language is not separate, but through its application in professional situations of the economic sphere;

cognition – activation of students' cognitive (cognitive) abilities is ensured, training is aimed at solving problem situations with simultaneous development of basic skills of interpersonal foreign language communication and educational and cognitive language competences;

culture – the relationship of language, thinking and culture is created, which determines the formation of skills to carry out professional activities in other cultures.

According to the research, subject integration of foreign language training of future economists is achieved by creating interdisciplinary pedagogical tandems; the pedagogical system of supporting foreign language learning in specialized disciplines (teaching individual topics and courses in a foreign language) and, conversely, the pedagogical system of supporting the learning of specialized topics in foreign language classes (language learning in an economic context).

Secondly, the integration of methods of foreign language training of future economists, is based on different types of their educational and professional activities, which involves performing the same exercises in the economic and foreign language communicative spheres.

The results of the analysis of the communicative needs of students in foreign language communication and the specifics of their future professional activities made it possible to focus attention on such basic training methods as:

– *a method of presentation* that provides the necessary conditions for the student to demonstrate the acquired and systematized professional knowledge, communication skills, including foreign language, introduction of new vocabulary;

– *the method of mind maps*, which is an effective means of systematic perception of foreign language

and professional information, helps to visualize ideas and information in an interesting, convincing form, gives a holistic vision of a certain topic, an opportunity to structure and remember the most important information and reproduce it in the future;

– *training exercises*, which is a tool that helps future economists get new opportunities to learn a set of foreign language and speech tools to acquire foreign language professional communication skills, avoid mistakes and difficulties in such communication, and form effective behavior in various professional communication situations;

– *a case-method*, thanks to which, in addition to the formation of foreign language skills, future economists develop critical thinking; activation of team activity in a foreign language; improvement of professional knowledge, skills and qualities, in particular, management and organizational skills;

– *problem-solving learning method*, which ensures: activation of students' research activity; forms their fundamental knowledge of the subject, independence in solving problem tasks; development of creative qualities in view of the specifics of future work; creating an environment for foreign language communication;

– *simulation and role play games*, which are aimed at modeling various typical and non-standard situations of future professional activity and economic international practice, the solution of which requires professional knowledge and practical skills of foreign language communication;

– *discussion method* (educational or scientific) provides joint communicative activity, contributes to the development of a common solution to a professional problem.

Thirdly, the integration of forms of the educational process, which aims to combine traditional forms of professional and language training of future economists in a higher education institution with innovative approaches to the organization of the educational process, in particular: blended learning, which involves a combination of online and offline learning; inverted learning, which is based on an inverted for traditional learning approach to mastering new knowledge – prioritization of independent processing of the material by students with the help of information and communication; linguistic self-education – involves the activation of individual cognitive activity aimed at the formation and improvement of foreign language communication skills with an orientation to future professional activity, etc.

The following experience of the instructors of the department of foreign languages for business and international communication of the National university of food technologies can serve as an example of complete language immersion and the use of variable forms of content and language integrated training for students of economic specialties.

The authors' English-language course "Introduction to International Economics in English (educational program "International economics", bachelor's level) integrates three disciplines: international economics, culture and intercultural interaction and English for professional purposes. Within the framework of this course, students not only get acquainted with the problems of the study of international economics; the historical development of international trade in goods and services, the formation of the center and periphery of the world economy, its institutional structure, the patterns of implementation of international trade and industrial policy, and also acquire communicative competence in a foreign language, acquire basic knowledge and language skills necessary for professional activities.

Here are some examples of activities classified in four different language skills: reading, listening, speaking, writing within the course "Introduction to International Economics in English".

Reading (fig. 1).

Speaking.

Complete the chart with the words and phrases given after it. and than be ready to speak about different economic systems using the chart (fig. 2).

- economic system of Cuba
- property can be owned by individual citizens
- in theory all property should belong to the state
- based on the principles of Karl Marx
- In the public sector are the nationalized industries like coal and steel, in the private sector are the majority of the nation's industries, both large and small.
- economic system of America
- mixed
- based on private enterprise
- clear distinction between the public sector and the private sector of economy
- planned
- economic system of Great Britain
- form of capital is surplus income available for investment in new business activities

Read the text about capitalism.

Choose the best phrase below to fill each of the gaps. For each gap **1 – 6** choose one answer (**A – F**).

A *the individual who comes closest to being the originator of contemporary capitalism*

B *capitalism, economic system in which private individuals and business firms*

C *society's interests are met by*

D *the term capitalism was first introduced*

E *sometimes the term mixed economy*

F *from Europe, and especially from England*

Capitalism

1. _____ carry on the production and exchange of goods and services through a complex network of prices and markets. Although rooted in antiquity, capitalism is primarily European in its origins; it evolved through a number of stages, reaching its zenith in the 19th century.

2. _____, capitalism spread throughout the world, largely unchallenged as the dominant economic and social system until World War I ushered in modern communism (or Marxism) as a vigorous and hostile competing system.

3. _____ in the mid-19th century by Karl Marx, the founder of communism. *Free enterprise* and *market system* are terms also frequently employed to describe modern non-Communist economies.




Fig. 1

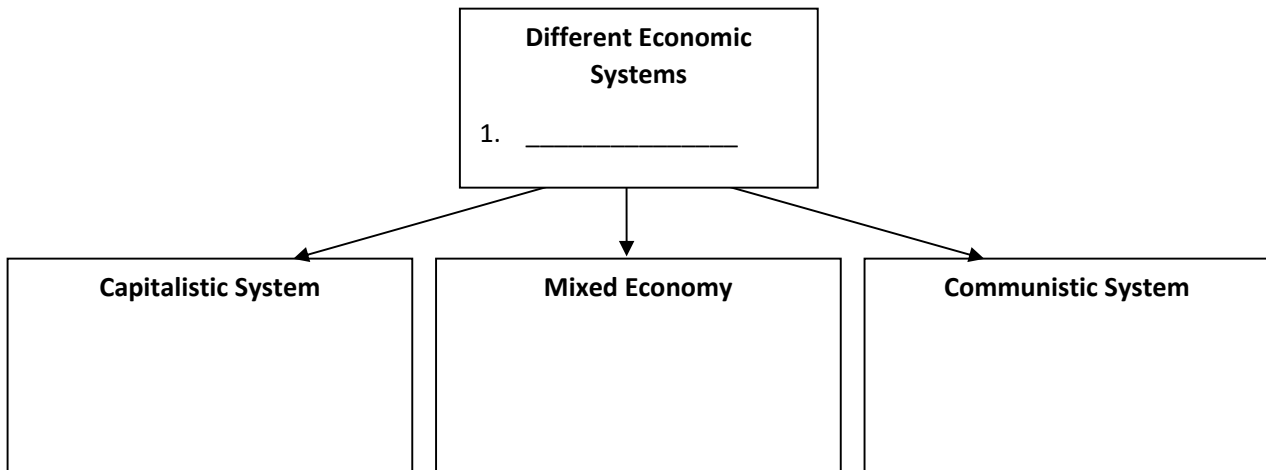


Fig. 2

1. Non-essential commodities are such things as
_____, _____, _____, _____.
2. Basic needs are
_____, _____, _____.
3. The economist's methods must be
_____, _____.
4. Central authority decides
_____, _____, _____, _____.
5. Most people produce
_____, _____.
6. Goods can be
_____, _____.
7. Services are such things as
_____, _____, _____.
8. Economics is a social science concerned with
_____, _____, _____, _____ of goods and services.

Fig. 3

Writing.

Provide examples for each of the following (fig. 3).

Listening. Watch the video on Utube «Capitalism and Socialism: Crash Course World History», in which John Green teaches you about capitalism and socialism in a way that is sure to please commenters from both sides of the debate. Learn how capitalism arose from the industrial revolution, and then gave rise to socialism. Learn about how we got from the British East India Company to iPhones and consumer culture in just a couple of hundred years. Stops along the way include the rise of industrial capitalism, mass

production, disgruntled workers, Karl Marx, and the Socialist Beard. The socialist reactions to the ills of capitalism are covered as well, and John discusses some of the ideas of Karl Marx, and how they've been implemented or ignored in various socialist states. Link : <https://www.youtube.com/watch?v=B3u4EFTwprM>

Conclusions. An analysis of all the pros and cons of subject-language integration in higher education leads to the conclusion that it is expedient and promising to introduce this methodological model into the system of training future economists. Within the framework of training based on the CLIL model, the

traditional paradigms of humanitarian knowledge, on the one hand, and natural science and technological knowledge, on the other hand, are filled with new value-semantic content. Teaching a foreign language on the basis of such a methodological model will allow students in the future to master competencies that are not limited solely to the language orientation.

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