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**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL):
FROM THEORY TO PRACTICE**
**ПРЕДМЕТНО-МОВНЕ ІНТЕГРОВАНЕ НАВЧАННЯ (CLIL):
ВІД ТЕОРІЇ ДО ПРАКТИКИ**
**ПРЕДМЕТНО-ЯЗЫКОВОЕ ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ (CLIL):
ОТ ТЕОРИИ К ПРАКТИКЕ**

Розглянуто використання методу предметно-мовного інтегрованого навчання (CLIL), а також визначено деякі аспекти його впливу на розвиток мультилінгвальної компетентності студентів-філологів. Наголошено, що мультилінгвізм стає все більш поширеним явищем у сучасних суспільствах. Все більше людей розмовляють двома або більше мовами в їхньому повсякденному житті, що обумовлюється історичними, соціальними або економічними чинниками. Це одна з причин, чому мультилінгвальна компетентність була означена Європейською системою вищої освіти як одна з ключових серед тих, якими має володіти сучасний конкурентоспроможний спеціаліст. Одним зі шляхів набуття мультилінгвальної компетентності є використання методу CLIL. Вважають, що цей метод відіграє надзвичайно важливу роль у процесі мовної освіти, а також є невід'ємним елементом білінгвальної та мультилінгвальної освіти. Мультилінгвальна компетентність передбачає те, що мовець спроможний використовувати різні мови за різних умов та у різних контекстах, при цьому рівень володіння мовами може відрізнятися. Детально представлено прояви методу CLIL та на їхній основі окреслено досвід роботи кафедри англійської філології Дніпропетровського національного університету імені Олеса Гончара, де практикується застосування методу CLIL для розвитку мультилінгвальної компетентності студентів-філологів, вміння використання якої є одним з основних завдань навчального плану. Навчальні програми дисциплін відповідають вимогам стандарту вищої школи, що дозволяє випускникам кафедри бути конкурентоспроможними у своїй професійній галузі на світовій арені. Всі базові дисципліни (лексикологія, теоретична граматики, історія мови, стилістика тощо) викладаються англійською мовою. Таким чином, вивчення предмета поєднується з розвитком мовних навичок, що сприяє розвитку мультилінгвальної компетентності.

Ключові слова: метод CLIL, мультилінгвізм, білінгвальна освіта, мультилінгвальна освіта, мультилінгвальна компетентність.

Рассмотрено использование предметно-языкового интегрированного метода (CLIL), а также определены некоторые аспекты его влияния на развитие мультилингвальной компетентности студентов-филологов. Подчеркнуто, что мультилингвизм становится всё более распространённым явлением в современном обществе. Всё больше и больше людей говорят на двух или более языках в своей повседневной жизни, что обусловлено историческими, социальными или экономическими состав-

ляющими. Этот факт является одной из причин, почему мультилингвальная компетентность была выделена Европейской системой высшего образования одной из ключевых в ряду тех, которыми должен владеть современный конкурентоспособный специалист. Одним из способов овладения мультилингвальной компетентностью является использование метода CLIL. Считается, что этот метод играет чрезвычайно важную роль в процессе языкового образования, а также является неотъемлемым компонентом билингвального и мультилингвального образования. Мультилингвальная компетентность подразумевает то, что говорящий способен использовать разные языки в различных условиях и контекстах, при этом степень владения языками может отличаться. Детально представлены типичные проявления метода CLIL и на их основе описан опыт кафедры английской филологии Днепропетровского национального университета имени Олеса Гончара, где практикуется использование метода CLIL для развития мультилингвальной компетентности у студентов-филологов, что является одной из основных задач учебного плана. Учебные программы дисциплин отвечают требованиям стандарта высшей школы, что позволяет выпускникам профилирующей кафедры быть конкурентоспособными в своей профессиональной деятельности на мировой арене. Все базовые дисциплины (лексикология, теоретическая грамматика, история языка, стилистика и другие) преподаются на английском языке. Таким образом, изучение предмета комбинируется с развитием языковых навыков, что способствует формированию мультилингвальной компетентности.

Ключевые слова: метод CLIL, мультилингвизм, билингвальное образование, мультилингвальное образование, мультилингвальная компетентность.

The article deals with description of CLIL (Content and Language Integrated Learning) and with some aspects of its influence on the process of development of multilingual competence of students-philologists. It is emphasized that multilingualism has become a widespread phenomenon in modern societies. A considerable number of people speak more than two languages in their everyday life due to historical, social, or economic reasons. This is one of the reasons why multilingual competence was defined as one of the key competences that a modern competitive specialist should possess by the European System of Higher Education. CLIL is usually thought to play an increasingly important part in language education, both as a feature of foreign language teaching and learning, and as an element of bi- and multilingualism. Multilingual competence presupposes that speakers use different languages for different contexts and purposes, but their fluency in the languages may differ. The article gives a detailed description of the features typical of CLIL, and on their basis it describes some aspects of experience of the English Philology Department of Oles Honchar Dnipropetrovsk National University in the application of the CLIL for development of multilingual competence of students-philologists. The ability to apply multilingual competence is one of the key objectives of the curriculum. All the majors (History of Language, Theory of Grammar, Lexicology, Stylistics and others) are taught in English. In this way, subject learning is combined with language learning, which contributes to the development of multilingual competence.

Keywords: CLIL, multilingualism, bilingual education, multilingual education, multilingual competence.

Multilingualism has become a widespread phenomenon in modern societies. A considerable number of people speak more than two languages in their everyday life due to historical, social, or economic reasons. The continuing growth of individuals and communities that use three or more languages has led many researchers to investigate multilingualism and multilingual acquisition. Identifying the extent to which an individual should be proficient in each of their languages is essential for understanding

which goals are attainable in multilingual education and in the process of acquiring a multilingual competence.

Researchers studying the phenomenon of multilingualism state that for many people it is a fact of life and not a problem, because contacts between people speaking different languages has been a common phenomenon since ancient times [5; 10]. Increased international travel and modern information and communication technologies provide even more opportunities for people of different tongues to get to know each other. Even if one was born and brought up as a monolingual, the opportunity to learn other languages is no longer a luxury for the elite [1].

Moreover, acquisition of multilingual competence has become one of the key demands of the higher education; this is a competence that a competitive specialist should possess. However, there comes a question how a person can acquire a multilingual competence if the system of education has never presupposed that.

One of the answers to this question is through **CLIL** that is **Content and Language Integrated Learning**. CLIL is usually thought to play an increasingly important part in language education, both as a feature of foreign language teaching and learning, and as an element of bi- and multilingualism. As students develop their language competences, they are able to deal with more complex topics, so teaching material needs to offer learners an interesting and challenging subject matter.

The **aim** of the present paper is to define the peculiarities of CLIL and to figure out the part it plays in acquiring the multilingual competence.

It is worth mentioning that CLIL is generally thought to be a “dual-focused approach” that gives equal attention to language and content; it is an educational approach where curricular content is taught through the medium of a foreign language [8, p. 9].

CLIL has been identified as very important by the European Commission [3] because it can provide effective opportunities for students to use their new language skills. It opens doors to languages for a broader range of learners, nurturing self-confidence in 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.

It is worth mentioning that there are many evidences that CLIL shares some features with other types of bi- and multilingual education, such as content-based instruction and immersion education. Generally speaking, researchers [4; 7] point out several features typical of CLIL programs worldwide, particularly in Europe:

- CLIL is about using a foreign language or a lingua franca, not a second language, which means that the language of instruction is one that students will mainly encounter in the classroom;
- English is considered to be the dominant CLIL language that reflects the fact that a command of English as an additional language is increasingly regarded as a key literacy feature worldwide;
- CLIL implies that teachers are normally nonnative speakers of the target language;
- CLIL lessons are usually timetabled as content lessons (literature, history etc.) while the target language normally continues as a subject in its own right in the shape of foreign language lessons taught by language specialists;
- CLIL could be interpreted as a foreign language enrichment measure packaged into content teaching [4; 7].

What should be pointed out within the framework of the present research is the two key principles stored in the notion *multilingualism*.

On the one hand, multilingualism is an ability of a particular community or group of people to speak more than one language and to use this ability in their everyday lives [6; 10].

On the other hand, the term “multilingualism” is applied when describing a simultaneous and peaceful coexistence of different linguistic communities on one specific geographical or geopolitical territory [6; 10]. Moreover, multilingualism is guaranteed in the official documents of the EU that are adopted by decision-making authorities and translated into and issued in eleven languages. However, the level of awareness of multilingualism varies considerably. It is guaranteed at the highest level of political representation. In meetings held at the highest level of the European Council, simultaneous interpretation is provided and all the documents are translated into eleven languages [9, p. 101–102].

Traditionally, researchers tend to view multilingual competences as the sum of discrete monolingual competences [5]. At present, however, there are some other points of view [2] presupposing that multilingual competence does not entail a native level of proficiency in each language. Multilingual speakers use different languages for different contexts and purposes, and they are highly unlikely to have equivalent levels of proficiency in all the languages they possess [5].

In an attempt to identify the linguistic capacity of multilinguals, the researchers [2; 6] agree that multilingual competence involves using several languages appropriately and effectively for communication in oral and written language.

It is pointed out that multilinguals possess a larger linguistic repertoire than monolinguals but usually the same range of situations in which to use that repertoire, resulting in multilinguals having more specific distributions of functions and uses for each of their languages.

There are a number of reasons why CLIL is important in language education and development of students’ multilingual competence:

- enriching the content of language learning and teaching makes it more interesting and more challenging. Language teaching which concentrates only on linguistic development does not provide the same opportunities for developing pragmatic and sociolinguistic competences; the intellectual challenges offered by good CLIL teaching have the potential to enhance cognitive growth;
- combining language classes with subject learning is a way of using time more efficiently;
- all subjects have their own kind of literacy; the “languages” of literature and history, for example, have specific linguistic and discourse features. Language teaching at universities needs to help learners to acquire these subject literacies, and the development of study skills is an important part of making progress in language competences [4].

It should be mentioned that multilingual approach involves learning subjects such as history, literature or others, through a foreign language. It can be very successful in enhancing the learning of languages and other subjects, and helping students develop their multilingual competence.

At present, CLIL type approaches have become frequently adopted in European higher education in the fields of law, business, economics, humanities etc. Predominantly they appear at MA level, often as degree programmes which are either fully delivered

in a foreign/target language (most frequently English) or contain extensive modules delivered in the target language [3].

All these factors are taken into consideration in the process of teaching activity at the English Philology Department of Oles Honchar Dnipropetrovsk National University. Development of students' multilingual competence is one of the major objectives of the curriculum.

The courses have been developed in such a way as to correspond to the requirements of formal education and to make the students competitive on the global arena. All the majors (History of Language, Theory of Grammar, Lexicology, Stylistics and others) are taught in English. In this way, subject learning is combined with language learning without overcrowding the timetable.

Thus, such an approach covers the features of CLIL mentioned above, that is:

- in our environment, the language of instruction is English, which is not students' second language, but a foreign one, or a lingua franca;
- English is the dominant CLIL language; however, our students also acquire competence in other foreign languages (German, French, Italian, Spanish, Chinese etc.);
- our professors and instructors are not native speakers of English that also corresponds to the requirements of CLIL approach;
- CLIL lessons are usually timetabled as content lessons, that is our students master all the majors mentioned above in English, while the target language (English) continues as a subject in its own right in the shape of foreign language lessons.

Having completed such a programme students are supposed to acquire:

- multilingual competence in the field-specific and professional domain;
- understanding of the national and international dimensions of their profession, including cultural differences and peculiarities;
- knowledge and understanding of how multilingual and multicultural individuals and communities operate in such contexts where linguistic and intercultural skills are required;
- knowledge and understanding of communication conventions in their professional field, as well as sensitivity to appropriate use in academic, professional and social contexts;
- mediation between languages and cultures in social and professional settings, including effective translanguaging (code-switching, code-mixing etc.), intercultural awareness and negotiation of meaning needed in domain-specific professional multilingual and multicultural environments (multiliteracy).

To sum up, the syllabi of the majority of courses in the curriculum are supposed to provide students with multilingual, multicultural and cross-cultural competences that are considered to be the key ones for the world job market. However, the issue of CLIL and multilingual competence includes many aspects, that is why it still requires further investigation.

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