

Content and Language Integrated Learning (CLIL) in Profession-Oriented Teaching of a Foreign Language

Natalia Neverova¹, Ludmila Rybakova²

^{1,2}Moscow Aviation Institute (National Research University), Volokolamskoe Shosse, 4, Moscow, Russian Federation

Abstract: *By the ideas of the present article it has been specified that education of the future university specialists is not possible without improvement of language education and its professional support taking into account the advanced CLIC (Content and Language Integrated Learning) technology. The important questions of the world consulting have been raised: is the CLIL a pedagogic technology? How effective is this method? What are the problems of its implementation? Therefore, the usage of the wide range of innovative teaching of students of foreign language for improvement of the process of formation of graduates' global expertise under the conditions of multicultural interdisciplinary space has been acquiring actuality: usage of modern audiovisual, art, diglots, thematic technologies through the method of effective "duelling", Krashen and Swan monitor model. Wide and original review of the world literature has been provided, direct and consequential conclusions have been made.*

Keywords: Effective "duelling", Content and Language Integrated Learning (CLIL), contact-establishing function, diglot, professionally oriented.

1. Introduction

Under conditions of global development of the world consulting, knowledge of the foreign language, especially in professional sphere, is becoming evident. At present Russian young specialists are in high demand which is determined by the state strategy outlined in the Federal Law on education in Russian Federation. Actualization of this topic is caused by tremendous grand-scale infrastructure, technological and digital projects, about which V.V. Putin, President of Russian Federation, has told in the Annual Address to the Federal Assembly. To project and implement these plans, highly skilled and competitive in the world market specialists are necessary who are able "to work at the leading production facilities, to create and use breakthrough technical solutions" and at the same time "to be energetic, creative, to use different innovative and traditional possibilities which are in use for themselves, their families, their country".[1]

2. Literature Survey

What is CLIL (Content and Language Integrated Learning)? This is a modern multifunctional term suggested by D. Marsh and describing teaching technologies where subjects are been taught in foreign languages. CLIL is aimed at the two purposes, that is: subject learning by means of a foreign language, and foreign language learning through the subject taught – effective "duelling".

Integration of professional skills and possessing of communicative knowledge developed by the Council of Europe include the following gradation (Common European Framework):

Basic Users

Independent Users

Proficient Users

3. Methodology

According to the European norms, it is effective to realize the young specialist of non-language university skills for professional communications in a foreign language, in particular, in English, in the process of Content and Language Integrated Learning (CLIL), foreign language expressive receptive lexical skills, in the process of realization of informative, emotional, conventional, contact-establishing functions of intercommunication in psychological and social communications complying with the hypothesis of identity.

Krashen and Swan monitor model reminds that "the language is not being taught, the language is to be obtained, and the language acquisition is happening only when a positive learning environment is prevailing and students are realizing their attribution to the learning process ... the language is developing only when a real discussion focusing on the subject of communication skills but not on accuracy of words and grammar is going on". Such a position "can be considered as a foundation for integration of subject and language approach" [2, pages 314, 315]. In this connection, integration of the learning subject used in a certain profession and a foreign language creates effective education environment where on the basis of the subject content a real thoughtful usage of professionally oriented foreign language is taking place [3].

This subject is relatively new as active implementation of innovating technologies in higher education paradigm is being watched. There is a rhetorical question: is CLIC a pedagogical technology? K.S. Grigorjeva and N.I. Batrova are sure that the answer is positive, having made an analysis on correspondence by the main criteria of adaptability by G.R. Selevco on conceptual importance, consistency, controllability and efficiency [4]. Speaking about the problem of organization, planning and realization of the lesson in the form of Content and Language Integrated

Volume 9 Issue 3, March 2020

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

Learning (CLIL) in a non-linguistic university, A.A. Sirotova mentions the background for forming a new approach to a foreign language teaching, gives a brief characteristic of a subject-language integrated learning, its particularity, advantages and difficulties in its realization. The author notes the necessity of the teacher thorough getting ready for each lesson, specifies the key elements of the lesson, which have to be included in its structure obligatory. In connection with the increased complexity of realization of this innovated format of teaching as well as for simplification of implementation of the process into high school education system in Russia, A.A. Sirotova has suggested the following plan pattern and approximate way of lesson:

- 1) Carrying out of a warm-up or a game, connected with the lesson subject (5 minutes).
- 2) Discussion of expected learning results (language results, subject results, obtained skills) with students (3-5 minutes).
- 3) Detection of students' current knowledge on this topic, help in organization of this knowledge and discovery of what the students have to learn in this sphere (8-10 minutes).
- 4) Individual reading of a short text with the task to find out concrete information (5 minutes)." [5, p. 124].

Subject-language integration provides a virtual reality, which means the usage of audio-visual technology: wiki, study methods, podcasts, presentations, projects, "mobile videos", diglot, etc. Such methods as mobile learning (m-learning) and Edutainment, developed by G.G. Artyushina and O.A. Sheipak are interesting and unusual among innovated methods. Having noticed that students prefer using them mainly for entertainment, the authors present review of overcoming difficulties for training and present a mobile telephone as a useful device for receiving linguo-didactic knowledge, developing of experience of listening even in verbal and non-verbal environment. The authors are convinced that learning with the help of mobile technologies and pocket gadgets is a good possibility to increase quality and efficiency of studying of a foreign language, in particular, English [6, 7]; S.E. Rozhnova emphasizes a case-method (situational analysis), internet resources usage, distant education as a preferential part of education process with the purpose of language expertise (from communication to professionally oriented) [8]; V.V. Vlasova gives consideration to a variant of interactive means usage during lessons carried out directly with the help of method of Content and Language Integrated Learning [9]. Summing up, N.V. Neverova, L.V. Rybakova, N.F. Eremeenkova and others conclude that "successful implementation of education of modern engineering and pedagogical specialists of high qualification at a very high degree depends on intensification of a teaching process" [10, p. 1625] and point out electronic teaching resources as a complex didactic system realized in interactive information-education environment emphasizing, in particular, "two interconnected components: programmed – logically completed elements of electronic resources, providing presenting of training information, availability of feed-back during interactive communication and possibilities of automated control; pedagogical – reflects key competences formed by electronic learning resources" [10, p. 1630].

4. Discussion

Process of Content and Language Integrated Learning (CLIL) provides for contact and distant audition as an integral part of teaching of professionally oriented foreign language. There is a sufficient number of works on this topic: A.A. Leontjeva, S.F. Shatilova, I.A. Zimney, N.I. Zhinkina, S.D. Tolkacheva, Mary Underwood, Donn Byrne, J.C. Richards, A. Mandic, I.L. Bim, M.L. Vaisburd, N.D. Galskova, N.I. Gez, I.N. Kolesnikova, V.V. Safonova and others. In particular, K.S. Melnikova having considered prospects of the mentioned method in the sphere of higher professional education points out direct listening [11]. But consideration of the subject is unfinished.

Innovation method requires communication, creative, original, pedagogical and language skill of the teacher. The necessary skills in teaching English language are based upon a content or subject knowledge, experience in teaching and ability to teach in foreign language as "such an approach presumes formation of skills of foreign language communication in business, professional and scientific spheres and situations within the trainees." Approach of T.V. Samosenkova and D.Y. Tcotova is interesting – that is linguo-theatrical [12]; O.M. Batraeva points out positiveness and efficiency of game technologies as an instrument of forming communications skills in the process of modelling of conditions of the future professional activities [13]; E.G. Kashina suggests a creative situational approach taking into account the specialization: art-technologies, social and game technologies, project activities, offering help in the zone of methodic risks to the advantage of changes in aims, content and methods of teaching of a professionally-oriented foreign language which would help adapt students to the specifics of professional activities [14].

5. Conclusion

Certainly, there are problems accompanying implementation of CLIL technology in the higher education system: limited usage of audio-visual technologies, not enough qualified teachers, limited number of methods of carrying out lessons, lack of training-methodic complexes etc. M.Y. Firstova speculates on this subject and suggests the ways of their solution. There are questions for thinking and implementations: in which way should students be actively involved in developing of understanding of cultural variety and be motivated during the CLIL; is there connections in the teaching plan with other universities (regional, national, global); by which instruments should the desired results be reached and many others [15].

In spite of the difficulties in implementation CLIL is an innovative advanced technology in the light of changes of education paradigm, world consulting, has got motivating potential in studying professionally oriented foreign language.

References

- [1] Annual address of President of Russian Federation V.V. Putin to the Federal Assembly. 20th of February

- 2019//access mode: www.kremlin.ru>d/59863. [Date of access: 10.06.19].
- [2] Dalton-Puffer C.H. & Nikula T. (Eds). Current research on CLIL. Special issue of VIEW (Vienna English Working Papers). 2006; p. 315.
- [3] Mehisto P. Criteria for producing CLIL learning material, Encuentro 21, 2012, p.
- [4] Grigorjeva K.S., Batrova N.I. Could CLIL be considered a pedagogical technology. // Collection of scientific works by results of All-Russian scientific-practical conference. Kazan State technical university named after A.N. Tupolev (Kazan). Article in collection of works of the conference. 2019. Pages 172-176.
- [5] Sirotova A.A. Forming of professional foreign language competence with students of nonlinguistic universities on the basis of subject-language integration. // Teacher's professionalism as a condition of education quality. Collection of scientific works of IV International Forum on pedagogical education and regional conference of ISAAT. Part 2. Kazan. Otechestvo, 2018. P. 322.
- [6] Artyushina G.G., Sheypak O.A., Golov R.S. Podcasting as a good way to learn second language in e-learning. ACM International Conference Proceeding Series 2017, pages 51-55. 8th International Conference on E-Education, E-Business, E-Management and E-Learning, IC4E 2017; Kuala Lumpur; Malaysia; 5th of January 2017 till 7th of January 2017; code 126595.
- [7] Artyushina G., Sheypak O. Mobile Phones Help Develop Listening Skills. Informatics journal – article DOI: 10.3390/informatics 5030032, 2018-07-27.
- [8] Rozhnova S.E. To the question of optimization of teaching process. // Experimental and theoretical research at XXV All-Russian scientific-practical conference, in three volumes. 2018. Pages 198-201.
- [9] Vlasova V.V. Usage of interactive means at CLIL-lesson: geography and English language. // Information technologies in education and electronic education method. Materials of the 3rd International scientific conference. Siberian Federal university, Institute of space and information technologies. Krasnoyarsk state pedagogical university named after V.P. Astafyev.
- [10] Article in the conference collection of works. 2019, pages 69-73. [URL:eLIBRARY](#) ID: 40790624.
- [11] Neverova N., Rybakova L., Eremeenkov N., Galyuk N., Fedotova L., Nikol'skaya E. Studying the Innovative Methods of Specialists Training in Aerospace Complex. International Journal of Scientific & Technology Research. December 2019. ISSN 2277-8616, 8 (12): 1624-1629 Pp.
- [12] K.A. Melnikova. Usage of CLIL method in the process of English language teaching of students of nonlinguistic universities. // Foreign languages: theory and practices. Literature studies. Ivanovo State polytechnical university. 2019. Pages 37-45.
- [13] Samosenkova T.V., Tcotova D.Y. Integrated usage of art-technologies in foreign language teaching: strategy of information processing. // News of the South-West State university. Series: Linguistics and pedagogics. 2016. Number 3 (20). Pages 93-102.
- [14] Batraeva O.M. Role games in professional aspect of education of foreign students. // Higher education today. 2014. Number 2. Pages 84-92.
- [15] E.G. Kashina. Organization of social-gaming style of activities of students by means of a foreign language. Messenger of Samara university. History, pedagogics, philology, 2018. Volume 24. Number 3. Pages 67-70.
- [16] Firstova M.Y. CLIL technology in teaching "Foreign language" subject. // Education. Language. Intercultural communication. Collection of works of All-Russian scientific-practical conference with international participation. Perm State institute. 2018. Pages 128-134.

Author Profile



Natalia Neverova, PhD in Pedagogy. Graduated from National University of Science and Technology "MISIS" in 1985. Received a Specialist and PhD degree in Sholokhov Moscow State University for Humanities in 2004 and 2005, respectively. Currently teachers at Moscow Aviation Institute (National Research University).



Ludmila Rybakova, PhD in Pedagogy. Graduated from Sholokhov Moscow State University for Humanities and Metropolitan institute of translators in 1994 and 2011 respectively. Received a PhD degree in Sholokhov Moscow State University for Humanities in 2006. Currently teachers at Moscow Aviation Institute (National Research University).