

# Implementation of content and language integrated learning (clil) methodology in the process of teaching “practical grammar of the english language” for the 1<sup>st</sup>-year students of higher educational establishments of Ukraine

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**Abstract.** The article is devoted to the problem of implementing the content and language integrated learning methodology (CLIL) in the process of teaching the course “Practical grammar of the English language” for the 1<sup>st</sup>-year students of higher educational establishments of Ukraine. The article explains terms (CLIL), gives analysis of different scholars’ views regarding advantages of the use of CLIL in the process of learning a foreign language. The attention is paid to certain advantages and disadvantages of the suggested methodology. The main advantages of CLIL methodology are increasing motivation to learning a foreign language, developing learners’ creative mental skills, purposeful acquisition of lexical units. The importance of the given methodology is in the fact that learners acquire knowledge in other subjects, improve their grammar skills, which they will use in their future professional activity.

**Keywords:** *content and language integrated learning, motivation, mental skills, national and foreign authors, foreign language competence.*

**The setting of the problem:** In contemporary conditions of integration, globalization and technological development of the contemporary society special attention is paid to the possession of a foreign language as there is the necessity to communicate with representatives of other cultures. The experience shows that it is not always enough to possess a foreign language. It is important to possess integrated communicative skills that provide professional-business communication between people from different countries.

Thus, CLIL methodology, known all over the world and actively used with the purpose of effective foreign language learning, is getting considerable attention.

For the first time the term CLIL (Content and Language Integrated Learning) was used by scholar David Marsh in 1994 to define the methodology of teaching and learning general education subjects in a foreign language.

Scholar D.Marsh explains that CLIL regards learning a foreign language as one of means of mastering other subjects which meets educational demands, allows reconsidering and developing one’s own needs in communication.

In contemporary methodological literature CLIL is explained as methodology that allows to form foreign language linguistic and communicative competence in the same educational context where general knowledge and skills are formed. The use of CLIL methodology presupposes learning non-language subjects (biology, mathematics, geography, etc) by means of foreign languages [8].

**Analysis of contemporary researches and publications.** The problem of content and language integrated learning was studied by such scholars as S.Bobyl, Yu.Rudnik, Yu. Sobol and other.

Among foreign researchers of the content and language integrated learning we can point out such scholars as M.Allen, A.Bonne, D.Greddol, D.Marsh, I.Ting and others.

**Segregating the parts of the general problem which have not been solved.** In the conditions of globalization educational systems of different countries use common experience, develop educational and activate the work in teaching learners of secondary schools and higher educational establishments according to their cultural and his-

toric traditions, customs and language diversity. In this connection the educational significance of foreign languages is growing and content and language integrated learning allows to effectively solve these tasks.

**The purpose of the article.** To analyze the views of contemporary scholars in methodological and scientific literature regarding the use of CLIL methodology with the purpose of learning a foreign language, to pay attention to advantages and disadvantages of the given methodology, to point out the significance of grammatical side of the English language.

**Statement of basic material.** In many scholars’ opinion, very often when someone, who studied the English language before, appears in the situation of communication in the foreign language, is not able to show his knowledge in the fields of special knowledge – economics, medicine, mathematics and others. Without knowing foreign languages for these specialties they are unable to communicate in professional context. In such cases profilisation of teaching a foreign language will give the opportunity to integrate from usual contexts such like «About myself», «My friend’s family» and others, and turn to communicative situations, typical for further professional and common communication of learners. Therefore, functional approach to teaching a foreign language allows to achieve more effective learning.

Nowadays the use of the CLIL methodology is mostly spread in the Western European countries (Belgium, France, Germany and others). Besides, the above mentioned methodology is used in Spain, Estonia, Poland, Lithuania, Italy, Finland, the Czech Republic and other countries of the world. The peculiarities of realizing the CLIL methodology in different countries depend on the chosen model. Thus, there are defined three models of CLIL: : soft (language-led), hard (subject-led), partial immersion. The first model is aimed at linguistic peculiarities of a special context, the second one means that 50% of the professionally oriented subjects from the curriculum are studied in a foreign language, the third one takes the middle positions and is used when some modules from the curriculum are studied in a foreign language [2;3].

According to the scholar from the University of Columbia Rosa Munoz Luna, interconnection between a content and learning languages has become a general practice of European higher education. CLIL is the result of recent days European policy directed to learning foreign languages and in natural conditions.

In the scholar's opinion, CLIL is a necessary and natural result of paradigmatic and educational evolution in teaching a foreign language. Language forms and structures have yielded to context placing communicative goals as the basis of teaching a language [9].

The main place takes the comprehensive methodology of CLIL, which corresponds to constructivism, and contains numerous methods and interdisciplinary concepts.

The advantages of the given methodology are as follows:

- Learners work on the basis of the previously acquired knowledge with the purpose of obtaining new concepts;

- There is a more context learning in which the language and a topic contents are fully integrated [9].

Scholar O. Khodakovska believes that learning a language becomes more purposeful as the language is used for solving particular communicative tasks.

A learner internalizes a quite great volume of language material, which in itself is a full-scale dipping into natural language background. Working with various topics allows to learn specific terms, certain language constructions which encourages enlarging a learner's vocabulary with content terminology and prepares him for further learning and using the acquired knowledge and skills. Learning a foreign language and a non-language subject is simultaneously an additional means for achieving educational goals and has positive sides for both learning the foreign language and the non-language subject [4;5].

Scholar O.Kochenkova considers that CLIL methodology is based on inner motivation, i.e. learners are involved into interesting and meaningful kinds of activity using a foreign language. Learning a language accompanies everything happening in a classroom and meets all relevant requirements. In other words, CLIL gives lots of possibilities for involuntary language learning; learning that is happening while learners' attention is focused on something else, but not what they are learning. Such involuntary language learning turned out to be very effective, profound and long-lasting. It effectively adds to purposeful language learning which, as a rule, takes place at a more traditional foreign language class. CLIL, in fact, is not meant to exclude the traditional language learning, but using its elements is real and rational in the conditions of contemporary Ukrainian education [2].

One of the important issues in teaching English using the methodology (CLIL) is grammar learning. The student's speech must be grammatically correct. Therefore, the scholar believes that CLIL methodology is:

- an educational approach that supports language variety and it is a powerful instrument that may have a strong influence on learning a language in the future;

- an innovative approach to learning, a dynamic and motivating force with a complete structure. It is an attempt to overcome limits of traditional programs, i.e. learning separate subjects and it tends to learning integration;

- realization of learning in different forms and situation; it can correspond to the whole year of teaching one or several subjects, for instance, suchlike as biology, history, mathematics, or learning a modulus on a particular topic, or as a part of a regular course;

- Orientation to improving a foreign language competence and the development of knowledge and skills of academic subjects [2].

Analysis of curricula of "Practical grammar of the English language" (branch 01 Education, field 014 Secondary education (English language and literature) and branch 0203 the Humanities, field 6.020303 Philology\* Language and Literature (English) for the 1<sup>st</sup>-year students) show that the proportion of and out-of-class hours is 30% : 70 %.

Thus, in the 1<sup>st</sup> semester the curriculum gives 36 hours for in-class work and 56 hours for out-of-class work for "Practical grammar of the English language" (branch 01 Education, field 014 Secondary education (English language and literature) and branch 0203 the Humanities, field 6.020303 Philology\* Language and Literature (English). The amount of hours in the 2<sup>nd</sup> semester is 90 and 120 accordingly.

The curricula of "Practical grammar of the English language" for the 1st-year students of both specialties presupposes learning topics that give learners basic knowledge in the English language. These are such topics as "Present, Past, Future Simple", "Present, Past, Future Continuous", "Present, Past, Future Perfect" and others. One of the most difficult topics which the curriculum includes is "The Infinitive". This topic causes certain difficulties among learners because it is not learnt separately in schools. Learners have special troubles in defining the Infinitive functions in the English sentence.

In the conditions of limited in-class hours to learn the topic "The Infinitive" with the help of CLIL methodology we can offer for out-of-class work such topics as «Seasons and Weather», "My Working Day" and others, which enclose the use of lexical units learnt of the 1<sup>st</sup> year of study at Foreign Philology Departments of higher educational establishments of Ukraine.

With the purpose of training knowledge in the use of the proper form of the Infinitive in a sentence learners can be offered such exercises as:

### **1. Use the correct form of the infinitive of the verb in brackets.**

1. Robert hopes (select) to play in next week's football match.
2. Sue and Richard are always arguing. They seem (have) a few problems.
3. I sent my suit (dry-clean).
4. I'm sorry (disturb) you, but could you tell me the time?
5. It is ever so kind of you (send) all those lovely flowers when I was ill.
6. If he is seriously ill, his wife wants (tell) immediately.
7. The money for charity is supposed (raise) by the organizers of the party.
8. The police are looking for a missing boy. He is believed (wear) a white pullover and blue jeans.
9. Everything is just the way it used (be). Nothing seems (change).
10. When we got to the airport, we found all the flights (cancel) that day.
11. I meant (telephone), but I forgot.
12. You were silly (not lock) your car.
13. Why is she so late? - She can still (work).
14. You should (tell) you were coming.
15. I'm sorry (not come) last Thursday.
16. If you go out like that you're certain (recognize) sooner or later.
17. We hope (finish)

the job by next Saturday. 18. I would (go) to university if my parents had had more money. 19. Well, I am not sorry (miss) that train. I should not have met you otherwise. 20. There were always four little boys (pick up) balls and at least three dozen balls (pick up). 21. She is known (refuse) better offers than that [7].

## 2. Paraphrase the following sentences using the infinitive active or passive.

1. She was sorry that she had missed so many classes before the exams. 2. Emma was surprised when she heard of his sudden arrival. 3. She was extremely happy when she found her children safe and sound. 4. David was afraid that he would put on weight if he gave up smoking. 5. She was lucky enough that she'd been given another chance to admire the masterpiece. 6. The girl was out of breath. It seemed that she had been running. 7. When he felt worse, he was sorry that he hadn't consulted the doctor before. 8. You should give this matter top priority. 9. We expect they will invite us to the meeting with the management. 10. It is nice when someone is waiting on you at dinner. 11. I hope they will interview me for this job. 12. Go and talk with George. He believes that we have unfairly treated him [6,7].

## 3. Insert *to* where necessary before the infinitives in brackets.

1. Will you help me (move) the bookcase? 2. You needn't (say) anything. Just nod your head and he will understand. 3. They won't let us (leave) the Customs shed till our luggage has been examined. 4. He would sooner (die) than (betray) his friends. 5. Why not (start) out right now? 6. Have you ever heard him (complain) of difficulties? 7. He was never heard (complain) of difficulties. 8. Don't let us (waste) time. There are hundreds of things (be done). 9. I have never known him (do) such things. 10. He was made (do) his work independently. 11. I know him (have been) an actor once. 12. There is hardly anything (do) but (work) out an alternative plan. 13. I'd like him (go) to a university but I can't (make) him (go). 14. You can (take) a horse to water but you can't (make) him (drink). 15. I'm sorry (disappoint) you but I can't (let) you (have) any more money till the end of the month. 16. He was made (sign) a paper admitting his guilt. 17. He tried (make) me (believe) that he was my stepbrother. 18. I felt the house (shake) with the explosion. 19. It is better (be) sure than sorry. 20. There is nothing (do) but (wait) till somebody comes (let) us out. 21. The American said he had seen nine presidents (come) and (go). He must (be) a very old man. 22. Would you rather (be) more stupid than you look or (look) more stupid than you are? 23. The bank robbers made the cashier (show) them how (open) the safe. 24. Before he let us (go) he made us (promise) (not tell) anyone what we had seen. 25. How dare you (open) my letters! 26. Why (leave) so early? 27. The chairman was heard (second) his proposal. 28. I need scarcely (tell) you that I'm in trouble [7,8].

## 4. Put 'to' before the infinitive wherever necessary:

1. If anyone asks for me let him—wait a moment, I shall—be back in no time. 2. There is a man downstairs who wants—see you. 3. You ought—know how—spell this word. 4. She helped me—carry the heavy box. 5. I invited her—sit down with us. 6. Did you not hear me—speak? 7. I felt my burden—fall off. 8. I told him that he might—join our party. 9. He was heard -repeat it several

times. 10. Perhaps I had better—explain the rule once more. 11. Had he not best—go and—ask? 12. I have never known him — pass our garden gate again. 13. He was made — rewrite his exercise. 14. Have you ever known her—leave the child alone? 15. What made you—volunteer? 16. Why not—take care of her children? 17. A people with such women, such mothers can never—be conquered for they possess the power, the vitality which vanquishes death. 18. He could often—be seen working in his little garden. [6,7]

With the purpose of training knowledge in defining the functions of the Infinitive in the English sentence we find it reasonable to offer the following exercises:

## 5. Define the infinitives in the functions of a subject, predicative, part of a predicative and object in the following sentences. Translate the sentences.

1. To drive fast in such weather is pretty dangerous. 2. What is more pleasant: to love or to be loved? 3. Her habit is to put five lumps of sugar in her tea. 4. Sociable people are easy to deal with. 5. I asked her to explain everything. 6. It's a funny thing about life: if you refuse to accept anything but the best, you very often get it. 7. It is necessary to be patient when you get in a traffic jam. 8. To take money from him was like robbing a child. 9. The only way to get the best of an argument is to avoid it. 10. Everything comes to him who knows how to wait. 11. To let his friends down is not characteristic of him. 12. Man's true vocation is to cultivate the ground. 13. The dentist recommended the patient to have the tooth out. 14. Her method is to make a child think and find his own solution. 15. It is very pleasant to look after a baby [5,6].

## 6. Read and translate the following sentences. Comment on the form and function of the Infinitives.

1. My sister Maggie is cooking up a plan to get Dad to let her go to that party on Saturday. 2. I've been trying to find a way to convince them to let me stay home, and they had finally to give in, which made me feel a lot better. 3. To tell the truth, I work alone, I have no partner to worry about. 4. To live is to suffer, to survive is to find meaning in the suffering. 5. To develop the strength and tone of your voice you have to practise voice exercises daily. I was too self-conscious to find a teacher and have singing lessons, but it wasn't an ordeal to record yourself singing and send the tape off to be assessed. And then I received my tape back from my tutor to improve it further. 6. Patsy drove on in silence, too tired to speak, but after a while she said, "I'm not too sure about parking in Leeds. I think the best thing to do is to go to the Queens Hotel to park there." 7. There were certain matters at the London office to attend to and she and Patsy had to make a trip to Ripon where they had some work to complete. 8. Now Maxim, it would be wiser to let the subject rest for the moment. Anastasia is far too intelligent a person to expect you to do such a thing — to get rid of your business empire. 9. "Ever since I first arrived to take up my post in London, I have sought an opportunity to show something of the rich cultural links that Brazil has had with Europe over many centuries," says the Brazilian Ambassador in London [6,7].

Sentences to be translated from the native language into English are offered with the purpose of using the acquired knowledge on the topic "The Infinitive".

### 7. Translate the sentences into English. Use different patterns with infinitive.

1. Я не знав, викликати лікаря чи ні. 2. Я планую завершити експеримент в п'ятницю. 3. Він, здається, сердиться на мене. 4. Я випадково почув, як він запитав її про це. 5. Дуже нерозумно з його боку було поводитись таким чином. 6. Вона завжди знайде над чим посміятися. 7. Товари неодмінно будуть доставлені в кінці тижня. 8. Я випадково зустрів Майкла в місті. 9. Не схоже, щоб вона була закохана в нього. 10. Ваш почерк важко читати. 11. Він достатньо розумний, щоб знайти вихід з цієї ситуації. 12. Було нерозумно з твоєї сторони йти туди, не подзвонивши задалегідь. 13. Дуже важливо вчасно відвідувати зубного лікаря. 14. Вже нічого не можна було зробити з приводу відстрочки у відрядження. 15. Він радився якій костюм купити. 16. Пояснить, будь ласка, як дістатися до найближчої станції. 17. Йому було ніку-

ди піти. 18. Він зробив ще одну спробу отримати права на водіння. 19. Було надто пізно йти в банк, і він вирішив позичити гроші у сусідів. 20. Я встав о 6:00, щоб не спізнитися на потяг. 21. Він запросив кращих архітекторів, щоб побудувати дійсно сучасний будинок. 22. Не варто говорити, як важливо сьогодні добре знати англійську мову та вміти працювати з комп'ютером. 23. По правді кажучи, це моя помилка [1].

**Conclusions and proposals.** So, contemporary CLIL methodology has obvious advantages as it motivated learners' study, activates their creative mental activity, encourages their comprehensive remembering lexical units, learning English grammar, directs to improving foreign language competences and acquiring knowledge in particular subjects with the purpose of their practical use in their future professional activity.

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