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CONTENT AND LANGUAGE INTEGRATED LEARNING AS A MEANS OF ENCOURAGING STUDENTS' MOTIVATION AT ENGLISH CLASSES

Content and language integrated learning (CLIL) is considered as a new methodological approach that has become the centre of attention in ELT community in Ukraine as well as in the world.

CLIL supports combining the academic content of non-linguistic subjects with a foreign language, which promotes gaining content knowledge and using the target language at the same time. It involves methodological techniques and strategies which instead of dealing particularly with teaching of the language itself, motivates teachers and students to use the language as a means of communication. In this way this approach promotes language and content development in the process.

T. Gerdes points out that “this type of teaching is beneficial and effective because learning a foreign language seems more attractive when learners can use the language to acquire information of interest to them, and because learners see a clear reason for using the target language” [1, p. 16].

D. Coyle developed the 4Cs Framework to characterize the essence of CLIL. These four dimensions (4Cs) form a conceptual framework that connects content, cognition, communication and culture. Each component of the construction proposed by the scientist has indicators. “Content” is designed to find answers to the questions: What are the goals of education? What do we teach? What new things do students learn? What is the result of this education?

“Communication” determines the working language of education, the creation of a special dictionary, language correction in the learning process, the choice of communication types, indicating the need to use polylogical discussion forms of interaction in the educational process. “Cognition” reveals the mental skills that determine the focus of attention on the subject and the target language, the types of questions that lead to the correct answers, the tasks necessary for reasoning. “Culture” involves the selection of the socio-cultural meaning of the topic and the unification of all the material of the lesson, as well as taking into account the individual qualities and needs of the students. According to D. Coyle, the central part of the entire pyramid is the “communication” element, which means the implementation of the remaining three components through communication [10, p. 22].

It is necessary to pay attention to four factors of the CLIL methodology, which have some similarities with other approaches to learning a foreign language. The first feature is the naturalistic and implicit style of the methodology. These CLIL learning styles should be understood as improving communication opportunities due to a greater focus on the input data that the student receives from the external environment. A large amount of information provides better learning results.

The second feature of CLIL is the cooperative learning style. In cooperative learning, students are usually divided into small groups to complete tasks through teamwork. Cooperative learning style is effective because it provides an opportunity to get rid of anxiety in the learning process, stimulate motivation of students and promote interaction between them. Students’ autonomy created within the framework of the cooperative learning method and interaction with a team member helps to improve their communication skills during language learning.

The third feature of CLIL is authenticity, which allows students to develop the ability to solve communication problems in real life. During authentically oriented learning, materials are selected taking into account the real language environment.

The fourth feature of CLIL is flexibility. The CLIL methodology can be applied for implementation in different curricula with different content of subject studies. CLIL aims to combine the study of a foreign language with other academic subjects (biology, physics, chemistry, history, literature, etc.). Interesting material encourages students to learn a foreign language, lays a linguistic base that they can develop in the future.

According to F. Ball, there are objective reasons, thanks to which the idea of subject-language integration has a higher motivating potential compared to others, namely: the need to study the content of the discipline motivates students to improve the level of foreign language proficiency; a lexical approach is used, thanks to which students notice and analyze language structures and lexical units; immersion in the language environment takes place, as well as awareness of the importance of one’s own achievements in the learning process.

Considering students' internal position, the fact of forming their positive attitude to learning is obvious because content and language integrated learning renews interest in language learning, expands individual learning, enriches knowledge through interdisciplinary connections, focusing on content, understanding, communication and culture. Within this approach it is essential to stress the effective use of time because content and language are studied in parallel, strengthening communicative and intercultural understanding, updating the structure of classroom classes.

Content and language integrated learning helps to increase students' motivation to study a foreign language as well as determination to master a foreign language to solve specific communicative problems tasks. The implementation of peer-tutoring in CLIL classes reduces anxiety, builds up learners' self-confidence and encourages students' positive attitudes.

REFERENCES

1. Coyle D. CLIL: Learning Through a Foreign Language: Models, Methods and Outcomes. London: CILT, 1999. 64 p.
2. Gerdes T. Talking CLIL. URL: https://www.academia.edu/9168371/Talking_CLIL (Last accessed: 05.10.2022).