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**АКТУАЛЬНІ ПРОБЛЕМИ НАВЧАННЯ
ІНОЗЕМНИХ МОВ
ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ**

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Рецензенти:

Оленюк О.В., доцент кафедри англійської філології факультету іноземних мов Львівського національного університету імені Івана Франка кандидат філологічних наук, доцент

Андрусішин Р.М., заступник декана факультету №2 ІПФПНП Львівського державного університету внутрішніх справ кандидат юридичних наук

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У збірнику акцентовано увагу на методичних аспектах, спрямованих на розвиток мовної культури як стратегічного засобу забезпечення лінгвістичної безпеки держави; формуванні іншомовної компетентності правоохоронців України, враховуючи сучасні виклики та потреби; міжкультурній іншомовній компетентності загалом, що стає ключовою у навчальному процесі. Увага приділена організації самостійної роботи здобувачів вищої освіти, використанню інноваційних форм та методів навчання мов. Досліджено використання онлайн-навчання як альтернативної форми традиційного навчання, його переваги та виклики. Окремі дослідження присвячені викликам та можливостям, які виникають у зв'язку із сучасними умовами навчання мов, зокрема у мультикультурному аспекті, підкреслюючи важливість розуміння різноманітності культур у процесі вивчення та використання мов.

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**USING CLIL METHODS AND LANGUAGE IMMERSION IN THE
PROCESS OF LEARNING A FOREIGN LANGUAGE: ESSENCE AND
DIFFERENCES**

Abstract. The article's goal is to analyze the methodical approaches currently used in learning a foreign language (English) such as CLIL (Content and Language Integrated Learning) and language immersion, and to consider their essence and differences. According to the National Doctrine of Education Development, the main directions of updating the content of higher education are: personal orientation of the education system, the priority of universal and national values, ensuring the quality of education based on the latest achievements of science, culture and social practice. CLIL is an abbreviation for Content and Language Integrated Learning, which means integrated learning of content and language. This is an approach to learning, when the subject is studied with the help of another language (foreign or second), that is, both the subject and the language are taught simultaneously. CLIL is based on methodological principles established by language immersion research. This approach is recognized as very important by the European Commission, as it can provide effective opportunities for learners to use their new language skills now, rather than learning them now for later use. It opens the door to languages to a wider range of learners, building confidence in young learners and those who have not responded well to formal language training in mainstream education. It provides language exposure without the need for additional time in the curriculum, which can be particularly interesting in professional settings. Language immersion is a language learning method where students are immersed in an environment where only the target language is used, i.e. the language they want to learn. This method assumes that students learn the language by actively using it to communicate about different topics and not just

to learn grammar and vocabulary. Along with similar features of these methods, their main differences are considered and analyzed.

Keywords: *CLIL, language immersion, meta-language, integrated learning, language professional competences.*

Анотація. Метою статті є проаналізувати методичні підходи, що використовуються на сьогодні у вивченні іноземної мови (англійської), такі як CLIL (Content and Language Integrated Learning) та мовна імерсія, а також розглянути їх сутність та відмінності. Відповідно до Національної доктрини розвитку освіти основними напрямками оновлення змісту вищої освіти є: особистісна орієнтація системи освіти, пріоритет загальнолюдських і національних цінностей, забезпечення якості освіти на основі новітніх досягнень науки, культури і соціальна практика. CLIL базується на методологічних принципах, які встановлені дослідженнями з мовної імерсії. Цей підхід визнаний дуже важливим Європейською комісією, оскільки він може забезпечити ефективні можливості для учнів використовувати свої нові мовні навички зараз, а не вчитися їх зараз для подальшого використання. Він відкриває двері до мов для ширшого кола учнів, розвиваючи самовпевненість у молодих учнів та тих, хто не добре реагував на формальне мовне навчання в загальній освіті. Він забезпечує експозицію мови без потреби в додатковому часі в навчальному плані, що може бути особливо цікавим у професійних налаштуваннях. Мовна імерсія - це метод навчання мови, коли учні занурюються в середовище, де використовується тільки мета-мова, тобто мова, яку вони хочуть вивчити. Цей метод передбачає, що учні навчаються мові шляхом її активного використання для спілкування про різні теми, а не тільки для вивчення граматики та лексики. Поряд з подібними рисами цих методик розглядаються і аналізуються їх основні відмінності.

Ключові слова: *CLIL, мовна імерсія, мета-мова, інтегроване навчання, мовні фахові компетентності.*

Formulation of the problem. The demands of the times and the initiated radical reform of the education system in Ukraine are guiding current and future teachers and

lecturers to abandon the authoritarian style of teaching in favor of a humanistic approach, to use methods that contribute to the development of the creative foundations of the personality, taking into account the individual characteristics of the participants in the educational process and communication. According to the National Doctrine of Education Development, the main directions of updating the content of higher education are: personal orientation of the education system, the priority of universal and national values, ensuring the quality of education based on the latest achievements of science, culture and social practice [6].

The article's goal is to analyze the methodical approaches currently used in learning a foreign language (English) such as CLIL (Content and Language Integrated Learning) and language immersion, and to consider their essence and differences.

Presenting the major points. CLIL is an abbreviation for Content and Language Integrated Learning, which means integrated learning of content and language. This is an approach to learning, when the subject is studied with the help of another language (foreign or second), that is, both the subject and the language are taught simultaneously [2]. CLIL has various goals, but the most relevant ones include the following (Coyle Do., 2010) [3]:

- Improve the education system.
- Create the necessary conditions that allow students to achieve an appropriate level of academic success in CLIL subjects.
- Improve students' mastery of both their native and target languages, paying equal attention to each.
- To develop intercultural understanding.
- To develop social and thinking skills.

CLIL claims that this educational approach [7]:

- Improves L1 and L2 development.
- Enriches cognitive development.
- Increases motivation to study.
- Contributes to personality development.

Advantages of CLIL:

- CLIL contributes to the development of students' language competences, as they use the language for real communication about professional topics, and not just for learning grammar and vocabulary.

- CLIL contributes to the development of students' professional competences, as they acquire knowledge from different disciplines that can be useful for their future career or personal development.

- CLIL contributes to the development of students' intercultural competence, as they become familiar with the cultural characteristics of the countries where the language is spoken, and also develop their tolerance and awareness.

- CLIL contributes to the development of students' cognitive skills as they are exposed to different ways of thinking, memory, attention, imagination, etc., which are activated during integrated learning.

- CLIL helps improve students' motivation to learn, as they see practical application of language and subject matter, and experience a richer and more interesting learning environment.

Disadvantages of CLIL:

- CLIL requires highly qualified teachers who must have sufficient knowledge of the language and subject, as well as effective teaching methods and strategies.

- CLIL requires a lot of resources to plan and deliver lessons, such as teaching materials, software, equipment, etc., which are not always available in educational institutions.

- CLIL requires a lot of collaboration between language and subject teachers, who need to agree on their teaching aims, content, methods and assessment.

- CLIL can lead to a simplification or delay in the acquisition of subject content or language if they are not adapted to the level of the learners, or if they are not balanced among themselves.

- CLIL can lead to dissatisfaction or frustration with students or parents if they do not understand the aims and benefits of the approach, or if they feel that it is detracting from their learning.

CLIL is based on methodological principles established by language immersion research. This approach is recognized as very important by the European Commission, as it can provide effective opportunities for learners to use their new language skills now, rather than learning them now for later use. It opens the door to languages to a wider range of learners, building confidence in young learners and those who have not responded well to formal language training in mainstream education. It provides language exposure without the need for additional time in the curriculum, which can be particularly interesting in professional settings [8].

Language immersion is a language learning method where students are immersed in an environment where only the target language is used, i.e. the language they want to learn. This method assumes that students learn the language by actively using it to communicate about different topics, and not just to learn grammar and vocabulary. Language immersion can be full or partial, depending on how much time students spend in the meta-language [5].

Language immersion has many *benefits* for language learning, such as:

- Improving comprehension and pronunciation of the meta-language as students constantly listen to and speak it.
- Development of communication skills and strategies as students learn to adapt to different situations and interlocutors.
- Enrichment of vocabulary and grammatical structures as students learn new language in context.
- Increased motivation and interest in language learning as students see the practical application and results of their learning.
- Development of intercultural competence and awareness, as students become familiar with the culture of the host country
- Language immersion is used in various educational programs and institutions around the world. For example, in Canada there are French-language immersion programs for English-speaking students [4], in Ukraine - English-language immersion programs for Ukrainian-speaking students.

Language immersion also has some *disadvantages* that should be taken into account when using this method, such as:

- The possibility of overloading or stressing students if they are not able to cope with a large amount of new and complex information in the meta-language.

- The possibility of devaluing or forgetting the native language of students if they do not practice it often enough or if they do not receive adequate support from teachers and parents.

- The possibility of bad or incorrect habits in the use of meta-language by students, if they do not receive sufficient control and correction by teachers or if they do not follow the rules and norms of meta-language.

- The possibility of discrimination or segregation of students if they are unable or unwilling to participate in a language immersion program or if they feel isolated from other students or groups.

Conclusions. So, the main differences between language immersion and CLIL are [1]:

- Learning context: Language immersion is usually used in special programs or institutions, where students learn fully or partially in the meta-language. CLIL is usually used in regular schools, where students learn individual subjects in the meta-language.

- Exposure time: Language immersion involves a lot of exposure time to the meta-language, which can be 50% or more of the learning time. CLIL involves less exposure time to the meta-language, which can be 10% or less of the teaching time.

- Learning goal: Language immersion aims to achieve a level of mastery of the target language, similar to the level of native speakers of this language. CLIL aims to achieve a functional level of mastery of the meta-language sufficient to communicate on professional topics.

- Focus of learning: Language immersion focuses on language as a means of communication, not as a subject of learning. CLIL focuses on language and subject matter as integrated components of learning.

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