

DOI: <https://doi.org/10.34069/AI/2023.65.05.28>

How to Cite:

Myronenko, T., Dobrovolska, L., Shevchenko, I., & Kordyuk, O. (2023). Theoretical and methodological principles of integrating CLIL and ESP in educational establishments in Ukraine. *Amazonia Investiga*, 12(65), 296-306. <https://doi.org/10.34069/AI/2023.65.05.28>

Theoretical and methodological principles of integrating CLIL and ESP in educational establishments in Ukraine

Теоретичні та методологічні засади інтеграції предметно-мовного інтегрованого навчання та англійської мови для спеціальних цілей у навчальних закладах України

Received: April 23, 2023

Accepted: June 2, 2023

Written by:

Tetyana Myronenko¹<https://orcid.org/0000-0002-0965-0232>**Lesia Dobrovolska²**<https://orcid.org/0000-0002-5304-4133>**Iryna Shevchenko³**<https://orcid.org/0000-0001-6551-9266>**Olena Kordyuk⁴**<https://orcid.org/0000-0003-2362-8557>

Abstract

The article issues the questions of effective teaching both content and second language by integrating CLIL and ESP within the process of professional competence formation at Ukrainian universities – the challenges, prerequisites and perspectives of teaching content and professionally oriented skills through the English language. The authors provide a comparative analysis of the definitions and characteristics of content and language integrated learning (CLIL) and English for specific purposes (ESP) at the present stage of linguodidactics. The investigation is theoretically granted and issues the question of CLIL and ESP integrated principles application, and reflects the main scientific ideas and stages of implementation, the application of which makes it possible to modernize the system of professional training according to European standards. Regarding the integration of the CLIL and ESP approaches in the process of professional training at non-language specialties, the authors state that process of immersion into professional oriented environment facilitates the increase of learning outcome standards.

Анотація

У статті розглядаються питання ефективного поєднання викладання змісту предмета та іноземної мови шляхом застосування предметно-мовного інтегрованого навчання та англійської мови для спеціальних цілей у процес формування професійних умінь та компетентностей в українських університетах – розглянуто виклики, передумови та перспективи викладання змісту предмета та розвитку професійно орієнтованих умінь англійською мовою. Проведено порівняльний аналіз дефініцій і характеристик предметно-мовного інтегрованого навчання (CLIL) та англійської мови для спеціальних цілей (ESP) на сучасному етапі розвитку лінгводидактики. У розвідці теоретично обґрунтовано питання застосування інтегрованих принципів CLIL та ESP, відображено основні наукові ідеї та етапи їх реалізації, застосування яких дає змогу модернізувати систему професійної підготовки за європейськими стандартами. Щодо інтеграції CLIL та ESP у процес професійної підготовки за немовними спеціальностями автори доводять, що процес занурення у професійно орієнтоване середовище сприяє

¹ PhD in Pedagogy, Professor, Head of the Germanic Philology Department, Mykolaiv V.O.Sukhomlynskyi National University, Ukraine.

² PhD in Pedagogy, Assistant Professor, Assistant Professor at the Germanic Philology Department, Mykolaiv V.O.Sukhomlynskyi National University, Ukraine.

³ PhD in Pedagogy, Senior Lecturer at the Germanic Philology Department, Mykolaiv V.O.Sukhomlynskyi National University, Ukraine.

⁴ Lecturer at the Germanic Philology Department, Mykolaiv V.O.Sukhomlynskyi National University, Ukraine.



Theoretical and methodological review of contemporary teaching approaches, its principles, advantages, challenges and effective ways of CLIL and ESP in Europe and Ukraine are analyzed. The usage of the methods of CLIL and ESP approaches are rational at different stages of professional education.

Keywords: language integrated learning, CLIL approach, ESP approach, language as a learning tool, professional education.

Introduction

The goal of educational modernization in Ukraine is essential and judicious component of effective integration into European and world educational community. At the present investigation we analyze different approaches and methodologies to make the process of teaching more productive and consider the effectiveness of CLIL (content and language and integrated learning) and ESP (English for specific purposes) integration as the most effective methods to create prerequisites teaching professionally oriented courses declared in the curriculum using second language, in our case English. According to the data of the Ministry of Education of Ukraine the English language is a predominant language for taking External independent evaluation, 96,6% among school leavers choose English. Nowadays the Law "Functioning of English as a Language for International Communication" has been developing. A sufficient role in this procedure is aimed at recognition of Ukrainian qualified specialists with command of English to integrate into European educational community with further establishing close contacts with educators and scientists in Europe. Thus, this process requires a significant increase of the level of specialists' training with the profound knowledge of their future profession, creative thinking and openness to absorb and implement new ideas and methods that will contribute to their future professional work.

To achieve the abovementioned goals, the education is to accomplish learning a foreign language on the one hand as an academic discipline and on the other hand as a means of professional training to share their achievements with European colleagues. Tertiary education in

підвищенню стандартів програмних результатів навчання.

Проаналізовано теоретичний та методологічний огляд сучасних підходів, щодо впровадження CLIL та ESP, їх принципів, переваг, ефективності, викликів та шляхів їх імплементації в Європі та Україні. Автори відзначають, що використання методик предметно-мовного інтегрованого навчання та англійської мови для спеціальних цілей є раціональним на різних етапах професійної освіти.

Ключові слова: інтегроване навчання мови, предметно-мовне інтегроване навчання, англійська мова для спеціальних цілей, мова як засіб навчання, професійна освіта.

Ukraine is accomplished according to the requirements of the Bologna Declaration and the language-didactic policy defined by the

Recommendation of the Committee of Ministers to member States on ensuring quality education (Council of Europe, 2012).

Improving the quality of training that is curriculum modernization which is aimed at acquiring professional competencies using contemporary approaches (Andryuschenko et al., 2009). These technologies and methods cannot ensure a high level of learners' professional competence formation of any foreign language applying traditional teaching methods. It is necessary to completely reorganize the ways of professional training where considerable attention is paid to obtaining professional knowledge while mastering a foreign language and methodology of teaching it. One of the best ways is the introduction of integrated learning into tertiary education, namely content language integrated learning (CLIL) that is based on the principles of language immersion approach, where a foreign language or a second language as an instructional material - tools in learning any subject in a particular curriculum that presupposes using media, terminology to develop professional skills using both native and foreign languages. The Ministry of Education and Science of Ukraine work closely with Goethe Institute in order to apply CLIL methodology in the educational process that enables teachers to integrate the study of a foreign language with another educational subject (The Ministry of Education and science of Ukraine, (n/d)).

The research questions highlight the following issues: methodological and theoretical concepts of CLIL and ESP application at different levels of higher education, the prerequisites, challenges and conditions for productive integration of CLIL and ESP, the results of CLIL and ESP synergy to achieve a sufficient level of mastery of a foreign language for professional communication at Mykolaiv V.O. Sukhomlynskyi National University (MNU).

Literature Review

In national as well as foreign pedagogy there are a lot of scientific works on the problems of integration in education devoted to remove language barrier and the barrier of the studied subject by incorporating a learner in a two-fold study (content and language). Pedagogical integration was considered at three levels of functioning: methodological, theoretical and practical. Thus, V.Zagvyazynskyi (2004), E.Medvedok (2004), O. Voznyuk (2013) consider integration in pedagogy as a process and result of inextricably linked, unified and whole. In teaching, it is carried out by merging in one synthesized course elements of different subjects, merging scientific concepts and methods of different disciplines into general scientific concepts and methods of cognition, compiling the foundations of science in the disclosure of interdisciplinary educational problems.

Consequently, it is necessary to teach learners to apply previously learned information in the process of study of other subjects, which is achieved through their didactic integration to systematize the acquired knowledge (Lesca, 2012).

Integration as a linguodidactic process

Currently, didactics considers three levels of integration in Ukraine that has its own logical structure, consisting of a basis (unifying discipline), tasks (problems of basic discipline), tools (theoretical and technical tools of basic and related disciplines) (Yavoruk, 2002).

For the time being the pursuit for methodological bases for the knowledge integration has intensified and it is reflected in various works: humanistic and phenomenological, Zyazyun (2004), L. Ilyenko (1988); ecological (Il'chenko & Guz (2019); cultural (Yavoruk, 2002); economic (Tarnopolsky, 2012); humanitarian (Adams et al., 2017).

Integration as a means of learning contributes to the acquisition of new knowledge, understanding basis of the subject knowledge and is the highest form of embodiment of interdisciplinary links at a qualitatively new level (Il'chenko & Guz, 2019).

By “pedagogical integration” we understand a complex structural process that requires certain conditions, namely:

- consider any phenomenon from different points of view;
- apply knowledge from different fields in solving specific problems;
- develop creative thinking for conducting independent research within the studied material;
- motivate learners for self-improvement at any type and stage of educational activity.

Thus, A. Boyko (1996) reveals new modern technologies of higher education in the integrated course “Theory and History of Pedagogy”. The researcher emphasizes that the advantage of an integrated course over a traditional one is its fundamentality. Fundamental knowledge provides the highest level of historical and theoretical generalizations and their wide transfer to the study of methods and disciplines in the specialty, which increases the prestige of pedagogical sciences in higher education, and helps to implement general professional and cultural functions.

However, there are some courses compiled taking into account the use of the L1 (a native language) and L2 simultaneously. Meanwhile, the integrated courses in English have been developed - integrated lessons in English and geography (L. Lukyashenko, O. Miroshnyk (Non-standard English lessons, 2005)), English language and mathematics (I. Moiseeva (Non-standard English lessons, 2005)) and others.

The understanding of a “foreign language” as a discipline is reflected at schools with extensive learning of L2 that is the curriculum presupposes that some disciplines had been taught by using CLIL approach long before the term was clarified and introduced. The other types of school didn't have and still do not have the opportunity to teach content through L2. But, unfortunately, the attempt to create a field of broad foreign language speech activities for learners during lessons of geography, history and literature did not fully meet the objectives:

- the level of language training of most learners did not correspond to the language material of these courses;
- unfamiliar language material was insufficiently activated in learners' speech, and therefore was perceived and assimilated only at the receptive level, which did not allow its further use in communication;
- if the above disciplines were taught by subject teachers, they were, in most cases, not experts in the field of language teaching; if they were taught by foreign language teachers, they were, for the most part, insufficiently competent in the content of the disciplines.

In general, these shortcomings have led to unsatisfactory results both in the process of improving foreign language skills and in gaining knowledge from the material of the particular course. It should be noted that the situation with teaching content through L2 has changed for the better recently at Ukrainian schools and universities.

Due to the above stated, foreign and national methodologists started to develop educational courses (D. Marsh, P. Mehisto, K. Clark, R.Yu. Martynova, O. Tarnopolsky) which are characterized by theoretical content, relevant and useful for expanding world view, linguistic and language material relevant to the student's knowledge.

Learning a foreign language for specific purposes on the basis of the content integration differs in the degree of concentration on language phenomena (Martynova, 2002).

Though, in professionally directed learning, the attention of a teacher or a student is focused on the language, more precisely, on the subtext of a particular profession. The subject content of a certain specialty (profession) is used as a basis for learning.

We analysed CLIL as an approach at educational institutions of different levels (primary, secondary, high and higher) though speaking about higher educational institutions it would be more reasonable to implement ESP in various courses that presupposes introducing to learners professionally oriented terms and terminology at an advanced level of L2. According to Martín del Pozo, "ESP covers both English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), depending on the degree of specificity of students' needs and purpose". The scientist suggests that potential

synergies between CLIL and ESP should be achieved with the attention to successful ESP traditions such as needs analysis and genre analysis (Martín del Pozo, 2017).

We share the ideas of E. Arno and G. Mancho (2015) that collaboration of CLIL and ESP "can take place both through the integration of language and through the integration of content in ESP courses to make them more relevant to disciplines communicative needs".

Linguistic, sociocultural, pragmatic, discursive and strategic aspects, namely the knowledge of language rules and the ability to use them adequately in accordance with sociocultural norms of communicative behavior and the ability to coherently, logically and functionally express opinions, as well as the desire to constantly compensate for gaps in knowledge, are the most important aspects of readiness for foreign language communication in a professional environment.

Contemporary Approaches in Professional Training

Foreign Language Immersion

Another way that is not so widely used at educational institutions in Ukraine but requires its gradual implementation that is widely used in Europe and Great Britain and increase the level of L2 and professionally oriented subjects as well. Some of the aspects of this approach were studied by Ukrainian scientists R. Martynova, O. Tarnopolsky and others that theoretically granted their implementation but were not widely spread.

In foreign methodology, the issue of foreign language immersion based on the use of content and language integrated learning methodology has been widely studied in the works of such scientists as J. Cummins (2000), K. Clark, P. Mehisto, D. Marsh. The scientists have made a significant contribution to the development of this method of teaching foreign languages, but they have not taken into account the specifics of professional training of graduates on the basis of professionally oriented texts.

There are two definitions of the term "immersion" of vocational training given by European methodologists. They are: 1) according to K. Clark (2000) "immersion" is a method of teaching a foreign language by teaching one or more disciplines in this language; 2) other scholars believe that immersion is a

specific type of integrated foreign language learning, the purpose of which is to master the language for a special purpose, namely for professional development.

Foreign language immersion in the process of foreign language learning for professional purposes allows to select a list of three basic characteristics of any immersion programme:

- immersion can be introduced when the level of learners' knowledge of a foreign language is no longer below average and closer to the advanced. In this case, learners will be able to improve their level of language proficiency during the course, without focusing on language phenomena;
- implementation of immersion programmes becomes more effective when learners have already studied a professionally oriented language course, developed on learning through the content;
- immersion programmes can be implemented both at language specialties and while studying disciplines of the professional cycle of non-language specialties.

Based on the model of immersion technology proposed by D. Marsh (2009) and P. Mehisto et al., (2008) and Z. Korneva (2006) it is possible to distinguish the following goals of integrated learning methodology:

- 1) language goals, which are related to the study of the discipline, which include skills and abilities necessary for understanding and mastering the studied subject (content-obligatory language objectives);
- 2) supplementary language objectives (content-compatible language objectives) which include other skills and abilities related to the language that do not affect the level of mastery of a professionally oriented discipline.

Based on the research of Z. Korneva (2006), we believe that integrated learning is the basis for enhancing foreign language acquisition. Modern and engaging material content contributes to active perception and mastery of language phenomena. Communication in a foreign language provides purposeful and meaningful mastery of the communicative functions of a foreign language and promotes the development of learners' integrated skills.

Thus, the study of the discipline according to the CLIL methodology not only teaches a foreign language, but also transforms the culture of

learners, allowing them to understand and appreciate the achievements of another nation; provides learners' continuous language development at all levels of the educational process of professional training, promotes the contextualization of teaching and learning processes and general receptive and productive activities of teachers and learners in terms of their experience and skills.

Content and Language Integrated Learning

The term CLIL (content and language integrated learning) was formulated by D. Marsh (2009), who defined it as an approach to the educational process based on the links between the L1 (native language) and L2 (the studied language). In his work, the scientist suggests "using the language to learn, and learning to use the language." The scientist also notes that CLIL involves the study of the language, but at the background level, because CLIL is the study of the language without its separate teaching.

D. Marsh emphasizes that in educational situations in which subjects or part of subjects are studied in a foreign language, the subject itself is studied by means of a foreign language.

It should be noted that teaching foreign languages for professional purposes by learning through content and immersion differs in the degree of concentration on the language phenomena. All forms of education, are used by learners to master a foreign language for professional communication or professional purposes. Thus, in professionally oriented education, all the attention of both teachers and learners is focused on the language that is inherent in a particular specialty. Learners' attention is focused on the subject content of a particular specialty.

The experience of foreign methodologists is based on the developing of special courses - English for Specific Purposes (Hutchinson & Waters, 1987), which provides language training for special purposes.

The problem of CLIL introduction in the process of professional training on the basis of professionally oriented texts is not studied sufficiently in the works of modern methodologists. That is why at the level of immersion, which will take place in foreign language classes for professional purposes, special language support will be purely implicit (especially if classes in a foreign language discipline (immersion) are conducted by a native

speaker who does not speak learners' native language). Curricula and educational programmes according to the above method are built around a close intertwining of different disciplines, which is the main trend in the construction of curriculums and programmes in Western Europe.

Among modern researchers of integrated learning approach, we single out P. Mehisto et al., (2008), who is one of the founders of the integrated learning doctrine, namely the interaction of the native language with foreign ones. His work defines a special dual basis of content and language integrated learning, as CLIL provides for the simultaneous improvement of professional skills in parallel with the communicative skills of the studied language. CLIL is defined as a transformational method of modern pedagogy, as the method itself requires comprehensive changes within the educational process from school schedule to training professionals capable to implement this method.

The definition of CLIL as a modern technique is relatively young, so it can be misinterpreted in parallel with the following definitions (Ball, Kelly & Clegg, 2015):

- learning a language as an additional subject (CLIL does not provide the separate study of language as a subject, first of all, language is a tool, and communication skills are developed against the background of the main content);
- it is a form of education only for learners who have a high level of knowledge of the main subject and a foreign language, respectively (CLIL is used to improve the level of learners' knowledge, to increase motivation and self-awareness in the learning process, which means that CLIL has no division by levels of knowledge, in addition, P. Mehisto (2012) notes that integrated learning allows you to control the load placed on the student, determining the intensity of foreign language use);
- teaching the discipline by a native speaker of a foreign language (CLIL guarantees professional training, knowledge of a clearly defined discipline, and the question of who teaches - a native speaker of a foreign language or native language is not fundamental); studying material which has already been mastered by learners (CLIL is a new content learning).

In connection with the above mentioned, S. Giorgio identifies the key characteristics of CLIL methodology:

- subject knowledge;
- balance of language and introduced knowledge.

It should be noted that this "two-vector" nature of CLIL provides a third, especially important, characteristic of integrated learning it is the development of self-learning and self-analysis skills (Montalto et al., 2015).

The purpose of the article: to improve students' English language skills at different levels of higher education by integrating CLIL and ESP methodologies.

Methodology

The investigation is theoretically granted and issues the question of CLIL and ESP integrated principles application within the educational process and, thus, reflects the main scientific ideas and implementation, the improvement of which makes it possible to modernize the system of professional training according to European standards.

The research ideas reveal that the current situation in Ukrainian education, granted by the Law of Ukraine on Higher Education (The Law of Ukraine No. 37-38, 2014), presupposes introduction of CLIL and ESP approaches more widely in Ukrainian educational institutions. The governmental policy is open to the modernization and enhancing the level of the English level proficiency. Integrated lessons focusing on this purpose and thus increase learners' motivation and L2 learning process becomes more conscious. These approaches are oriented toward the personality of a learner, who is capable of applying critical thinking in the process of self-study. The process of studying the content without constant correction of L2 helps learners to overcome a language barrier. At the end of the lesson common language mistakes could be analysed and explained.

The theoretical concepts presuppose that integrated approaches in education have begun to play a dominant role. New academic courses and subjects have been implemented, some of them are underway to modernize curricula – that is an urgent matter for primary, secondary, high and higher educational institutions. They mostly use four main approaches: 1) combining the content of an academic discipline into integrated courses

(Countrystudy); 2) studying all disciplines only in the creative development paradigm (integration by the method); 3) transferring the educational process on a computer basis (integration by technology); 4) selecting common for teachers ways of communication with learners in the classroom (hermeneutics). So, the desire to incorporate the English language into educational professionally oriented material is a natural and leading trend in the educational process in Ukraine that leads to the modernization of the system of education. Modernization of education involves updating its constituents, depending on the needs of the educational space and the aspirations of participants in the educational process (Stepanenko et al., 2022).

The scholars have come to believe that one of the most important conditions for raising the scientific level of studying the basics of science and the effectiveness of the entire educational process is the didactic integration of knowledge - content and a L2 (a foreign language) (Coyle, 2007).

The above stated reasons form the basis for the development of integrated courses, including elements of Country Study, Physics, Geography, Astronomy, Chemistry, Biology, Valeology, Ecology and Anthropology at Ukrainian universities. Such courses "Anthropology", "Me and Ukraine" are proposed to be studied at primary school as integrated courses (Yavoruk, 2002) and some courses are in the process in gradual implementation.

Analysing methodological concepts of CLIL and ESP introduction we come to the conclusion that a foreign language needs to be mastered through communication, restructuring content and related cognitive processes. This language must be understandable that involves interaction in the educational context by means of immersion in the language environment.

Multilingual education has initiated reconsidering of communicative teaching methods and changed the proportion between native and foreign languages in the educational process. Learners should pay attention not only to professional skills, but also to knowledge of foreign languages. That is why CLIL approach based on the principles of immersion is an important tool for professional competence formation.

In spite of positive feedback and the results of successful global implementation of content and

language integrated learning, there are some challenges that should be mentioned:

- CLIL class schedule should consist of three important stages at once: the content of the discipline, the foreign language and its use in educational situations;
- definition of a foreign language at the same time as a means and purpose of learning;
- insufficient number of "subject specialists" capable to conduct full-fledged integrated lessons in a foreign language;
- adaptation and creation of educational material that would meet the needs of integrated learning (Fortanet-Gomez, 2013).

That is why P. Mehisto defines the main criteria for the selection of educational material within CLIL methodology:

- 1) age compliance;
- 2) compliance with the level of knowledge (professional and language);
- 3) level of cultural competence;
- 4) cognitive and social skills (Mehisto, 2012).

The mentioned criteria are specific in their nature, and a teacher must consider all the above components to create integrated courses. According to the research results in linguodidactics, the features of CLIL implementation in different countries are different depending on the chosen model of its implementation. Thus, there are three main models of CLIL:

- soft (language-led) - considers the linguistic features of the special context, namely the use of separate elements of the immersion technique;
- hard (subject-led) - provides the study of half of the subjects in the curriculum in a foreign language;
- partial immersion - occupies an intermediate position and is used when some modules or subjects are studied in a foreign language in the process of professional training (Mehisto et al., 2008).

Regarding the application of the set concepts, the integration of the CLIL and ESP approaches in the process of professional training of non-language specialties, we should note that working with professionally oriented texts, immersion technology facilitates the disclosure of its content and meaning. Before reading a text, learners make assumptions and put forward certain hypotheses comparing it with the known data. Working with professionally oriented texts,

learners already have a significant amount of information on their specialization and can make assumptions about the content of the text, based on the knowledge background. In this case, subject knowledge is primary, because learners often do not have enough vocabulary knowledge to understand the foreign language text on professional topics. However, they can guess the meaning of separate words, phrases and sentences based on the context.

When learners study texts in a foreign language that correspond in content to their professional field of study, they do not need to possess a large amount of vocabulary as reading texts from periodicals. This is due to the fact that the use of CLIL facilitates comprehension of the text, learners increase their self-confidence and self-assessments.

J.M. González Ardeo proves that CLIL is not enough without some kind of EFL support. The researcher points out that "EFL instruction must therefore supplement and enhance language input from CLIL instruction to develop language proficiency by getting the students to use the language for increasingly demanding tasks while providing them with feedback and support" (González Ardeo, J.M. (2013).

Considering theoretical, methodological and practical concepts of our research for successful achievement of the English and content level proficiency using the synergy of CLIL and ESP in the process of professional training, we consider it is necessary to comply with the following conditions:

- concerning the content (professional knowledge): a) readiness for course material perception, erudition and knowledge in the field of professional discipline; b) readiness for analysis, synthesis, induction, deduction and reasoning;
- concerning the English language: a) readiness to perceive new information containing professional terminology (receptive skills); b) readiness to communicate on professional topics (productive skills).

Results and discussion

The explicit theoretical and practical background (P. Mehisto, D. Marsh, R. Martynova, E. Arno and G. Mancho) defined and justified the purpose of the research, challenges and ways to implement the integration of CLIL and ESP in professional training.

CLIL and ESP approaches are based on the fact that a foreign language as a subject of study is used as a means of cognition and communication and discover the opportunities for their integration and application.

The integration of CLIL and ESP, taking into account the studied theoretical and methodological concepts, is used to enhance a foreign language proficiency for professional purposes.

The challenges that still exist are the level of English of the university staff to use during their classes to teach professionally oriented subjects using it that requires urgent attention to update and reform the curriculum and teaching methods, introducing CLIL and ESP at universities.

The research proves that the methodical organization of CLIL and ESP lessons integration can be developed in different ways depending on the content of training:

- choose a topic of interest for language specialties, for other subjects it will be determined by the programme;
- choose the vocabulary that teachers would like to draw learners' attention to. Approximately 6 to 10 words at the initial stage, then you can increase to 20 depending on the learners' level;
- choose certain grammatical structures;
- prepare information in the form of an educational text. In general, any CLIL lesson involves all aspects of language learning, but special attention is paid to reading and listening, as they involve the use of existing texts on a particular topic (magazine articles, articles from the Internet, etc.), which present all the information;
- use a graphic organizer. Graphic organizers are a written communication tool that uses graphic notation to represent knowledge, concepts, ideas, and relationships between them. As a didactic tool that performs illustrative, communicative and cognitive functions, graphic organizers are used not only as media, but also to support learners in planning educational projects, problem solving, decision making, and research;
- introduce the information in a creative way. This can be tasks for individual or group work that will allow learners to personalize information and comprehend the information better. These types of work can be done in class or independently depending on the academic time.

The academic staff of the Germanic Philology Department of MNU introduces CLIL and ESP approaches in the process of learners' professionally oriented training, that is innovative teaching curricula disciplines in English which provide improvement of communicative skills, mastering professional skills and competencies, and formation of intercultural awareness. In consequence, the professionally oriented courses of the curricula were analysed and adopted in compliance with CLIL and ESP integration.

A CLIL and ESP lesson is similar to an English language integrated skills lesson, except that it includes obtaining professionally oriented language material. As a result, the lessons are developed and delivered by one or two teachers (a language and a content teacher) and are based on the material directly related to a content-based subject. The integration of CLIL and ESP

follows the structure we under the guidance of Aston University, the UK.

The data obtained by analyzing the survey for university learners at MNU show that CLIL and ESP integration enhance learners' knowledge of their professionally oriented courses as well as L2, and boost motivation to study.

With this reason to implement the innovative approach for professional training, two models (Figure 1 and Figure 2) were developed and used to enhance L2 proficiency and form professional competences. The models were compiled on the basis of theoretical material, participation in Erasmus Programme grants and our professional experience and applied for BA, MA at MNU.

The figure illustrates the principles of CLIL approach implementation and its components interdependence at MNU.

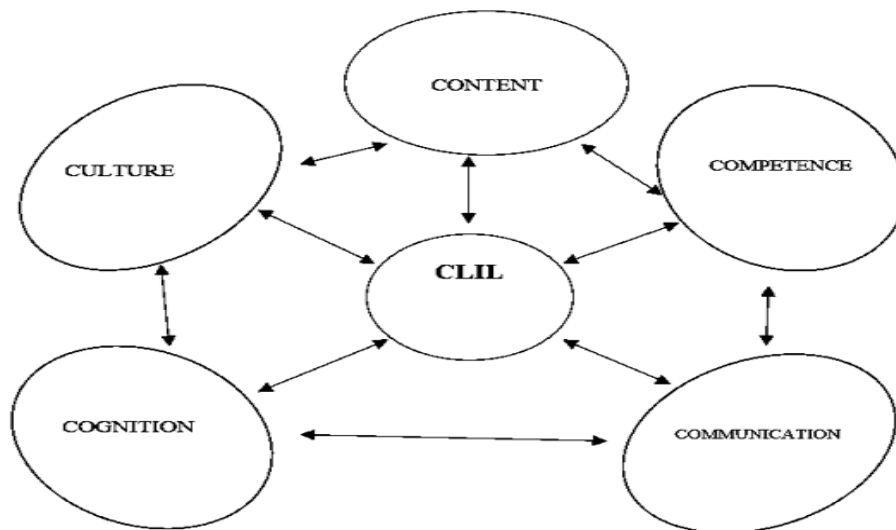


Figure1. The Integration of CLIL Components into Professional Training.

The figure illustrates the feasibility of integration both CLIL and ESP inherent to different

professions during training future specialists at higher educational establishments.

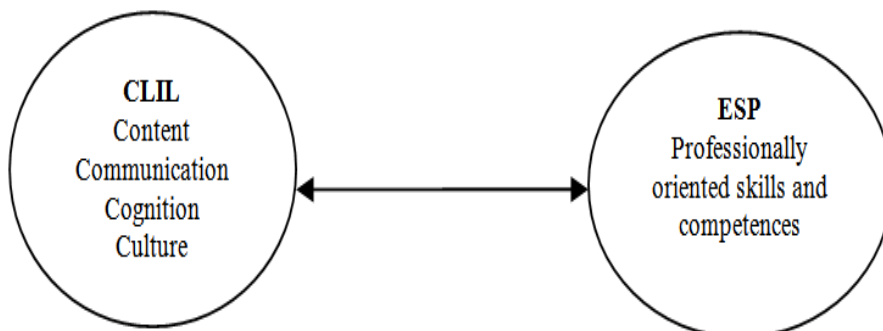


Figure 2. The Integration of CLIL and ESP into Professional Training

In spite of positive feedback and the results of the successful global implementation of CLIL and ESP approaches, we can observe certain challenges. Several components can be attributed to the following:

- compiling and designing the curriculum should conclude three important stages: the content of the subject, L2 in which the subject is taught and its use in educational situations;
- identifying the role of L2 both as a means and a goal of learning;
- insufficient number of subject teachers with good knowledge of L2;
- adaptation and creation of educational material that would meet the needs of integrated education;
- classroom management considering the synergy of CLIL and ESP methodology.

Nevertheless, the advantage of CLIL and ESP implementation in learners' professional training is the use of L2 in a particular context to solve real professional needs in communication. L2 acts as an effective way to establish interdisciplinary links in the curriculum, as well as a language of intercultural communication because learning a foreign language in a foreign professional context presupposes learning content, communication, cognition and culture.

In future we plan to analyse the peculiarities and advantages of using both CLIL and ESP for training future specialists for different spheres and environments.

Conclusion

The studied theoretical material was used as a prerequisite for the reason to investigate CLIL and ESP integration in tertiary education.

The research found and revealed CLIL and ESP methodology focuses on the personality of a learner, who is able to independently form his own needs and interests in the process of study obtaining skills of professional communication. It is considered that contemporary teacher should possess professional knowledge as well as language proficiency.

It is proved that CLIL and ESP approach is becoming innovative in the process of teaching professional communication in English because it incorporates the objectives of professional training. Integration of CLIL and ESP promotes the formation of learners' relevant interpersonal skills, cultural awareness and enhancement of

language and communication skills that are urgent nowadays in Ukraine.

It is stated that a CLIL and ESP lesson is similar to an English language integrated skills lesson, except that it includes obtaining professionally oriented language material.

Theoretical and practical concepts of integrating CLIL and ESP were analysed which allowed to develop two models to enhance learners' English proficiency and form professional competences.

Bibliographic references

- Adams, B., Cummins, M., Davis, A., Freeman, A., Hall, Giesinger, C., & Ananthanarayanan, V. (2017). "NMC Horizon Report: 2017" Higher Education Edition. Austin, Texas: The New Media Consortium, 46-47.
- Andryuschenko, V.P., Bekh, I.D., & Voloschyuk, I.S. (2009). Pedagogics of Higher Education. Kyiv: Pedagogical thought, 256. (in Ukrainian).
- Arbeláez-Campillo, D.F., Villasmil Espinoza, J.J., & Rojas-Bahamón, M. J. (2021). Inteligencia artificial y condición humana: ¿Entidades contrapuestas o fuerzas complementarias? . *Revista De Ciencias Sociales*, 27(2), 502-513. <https://doi.org/10.31876/rcs.v27i2.35937>
- Arno, E., & Mancho, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. *English for Specific Services*, 37(1), 68-73.
- Ball, Ph., Kelly, K., & Clegg, J.(2015). *Putting CLIL into Practice*. Oxford, 336.
- Boyko, A.M. (1996). *Methodology of Teaching and Learning of Integrative Course "Theory and history of Pedagogics"*: tutorial. Kyiv: ISDO, 2000. (in Ukrainian).
- Coyle, D. (2007). CLIL – a pedagogical approach from the European perspective. *Encyclopedia of language and education*. Vol. 4. Second and foreign language education/Ed. By Nelleke van Deusen-Scholl and Nancy H. Hornberger. – New York, NY: Springer, pp. 97-111.
- Clark, K. (2000). *The design and implementation of an English immersion program. The ABC's of English immersion: A teacher guide*. Washington, DC: Center for Equal Opportunity, 44 p.
- Council of Europe (2012). *The Recommendation of the Committee of Ministers to member States on ensuring quality education*. URL: <https://acortar.link/CDCUqf>

- Cummins, J. (2000). Immersion education for the millennium: what we have learned from 30 years of research on second language immersion. *Second Katoh Gakuen International Symposium on Immersion and Bilingual Education*. (pp. 34-47). Japan: katoh school, <https://acortar.link/liGDpG>
- González Ardeo, J.M. (2013). "(In)compatibility of CLIL and ESP courses at university". *Language Value* 5 (1), 24-47. Castelló, Spain: Jaume I University ePress. <http://dx.doi.org/10.6035/LanguageV.2013.5.3>
- Fortanet-Gomez, I. (2013). CLIL in higher Education. *Towards a Multilingual Language Policy*. Bristol: Multilingual Matters, 285.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-centered Approach*. Cambridge: Cambridge University Press.
- Ilyenko, L.P. (1988). The experience of integrated learning in elementary school. *Elementary School*, 9, 31–38. (in Ukrainian).
- Il'chenko, V., & Guz, I. (2019). Integration of Educational Content as a Challenge of the Times. The origin of pedagogical skills. *Series: Pedagogical sciences*, 24, 85-89. (in Ukrainian).
- Korneva, Z.M. (2006). Methodology for the training of future economists of English business broadcasting on the basis of technology of immersion. (Abstract of cand. ped. sci. diss). *Universidad Nacional Lingüística de Kiev*, Kiev, Ucraina, 21 p. (In Ukrainian).
- Lesca, U. (2012). An Introduction to CLIL: Notes based on a CLIL course at British Study Center. Oxford. https://www.itis.biella.it/europa/pdf-europa/CLIL_Report.pdf
- Marsh, D. (2009) *Introduction: Content and Language Integrated Learning*. Oxford. 178.
- Martín del Pozo, M.A. (2017). CLIL and ESP: synergies and mutual inspiration. *International Journal of Language Studies*, 11(4), pp. 29-48.
- Martynova, R. Yu. (2002). Holistic general didactic model of the content of foreign languages teaching. *Kyiv: Higher school*, 454. [in Ukrainian].
- Medvedok, E.K. (2004). Realization of Interdisciplinary Connections as a Condition for Integration of the Content of Education. *Biology*, 9 (March), pp. 2-5. (in Ukrainian)
- Mehisto, P., Frigols, M.J., & Marsh, D. (2008) *Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education*. Macmillan book for teachers, 238.
- Montalto, S.A., Walter, A., Theodorou, M., & Chrusanthou, K. (2015). *The CLIL Guidebook*. Lifelong Learning Programme, 51 p.
- Mehisto, P. (2012). Criteria for producing CLIL learning materials. *Encuentro*, 12, pp.15-33.
- Non-standard English lessons. (2005). *Methodological manual*. - Kharkiv.: Osnova Publishing Group, 208 p.
- Stepanenko, O., Kozinchuk, V., Polishchuk, N., Varianytsia, L., & Kishko, K. (2022). Modernising the theoretical and practical aspects of national education system development. Retrieved from *Amazonia Investiga*, 11(54), 306-314. <https://doi.org/10.34069/AI/2022.54.06.29>
- Tarnopolsky, O. (2012). *Constructivist blended learning approach to teaching English for Specific Purposes*. London: little verse, 54 p.
- The Law of Ukraine No. 37-38. On Higher Education. *Vedomosti Verkhovna Rada (VVR)*, 2014. URL: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>. (in Ukrainian).
- The Ministry of Education and science of Ukraine (n/d) *Goethe Institute*. <https://mon.gov.ua/ua/ministerstvo/diyalnist/mizhnarodna-dilnist/partneri-z-rozvitku/goethe-institut>
- Yavoruk, O. A. (2002). Functions of integrative courses in the process of teaching pupils' natural sciences at school. *Science and school*, 1, 52-56. [in Russian]
- Zyazyun, I. A. (2004). *Philosophy of Pedagogical Perspective*. Professional education: pedagogy and psychology. Ukrainian-Polish journal. *Kyiv-Czestochowa: The endowment of the Higher Pedagogical School in Chekhonstov*, 6, 209—222. (in Ukrainian).
- Zagvyazinsky, V.I. (2004). *Theory of Training: Modern interpretation: Textbook*. Tutorial for students. Higher Study Routine. Moscow: Publishing Center "Academy", 171-178. (in Russian).
- Voznyuk O.V. (2013) *Knowledge Integration as the Basis of Interdisciplinarity of Pedagogy*. Interdisciplinarity of pedagogy and its subdisciplines. Pod ed. Z. Szarota, F. Szioska. Scientific Publishing House of the Institute for Sustainable Technologies, 707-717. (in Polish)