



# Content Language Integrated Learning (CLIL) of foreign students in the process of pre-university training

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Recently, specialists who speak one or more foreign languages are highly valued. This applies to both everyday communication and professional activities. In this regard, in some European countries has been actively developing integrated learning of foreign languages and professional disciplines or, in other words, subject-language integrated learning. Ukraine is no exception. Every year more and more foreign students from different countries come to Ukrainian universities who want to study English (most often medical specialties), and as a rule, many of them are not native speakers. Therefore, Content Language Integrated Learning (CLIL) is becoming more and more popular.

CLIL principles:

— learning general knowledge, not multilingualism;

— training is based on the basic 4 "C": content, communication, cognition and culture. All these components are in constant contact with each other.

— use of only one foreign language, the same teacher and audience;

— use of gestures, facial expressions, presentations by the teacher for better mastering of the studied material.

Education is designed for students who study their subject not only in a foreign language, but also through it and with its help. The goal is the formation of linguistic competencies, knowledge of a foreign language at a level that allows free communication in

the professional field. The study of a foreign language is conducted on an interdisciplinary integrative basis. The effectiveness is due to the high degree of motivation and interest in the research sciences related to the chosen profession [5].

**T**he term CLIL was coined by David Marche, Jyväskylä University, Finland (1994): "CLIL refers to situations where subjects or parts of subjects are taught in a foreign language for dual purposes, namely: learning the content and learning the foreign language at the same time". Teaching at CLIL has been practiced for many years, from the Babylonian era to the 1960s, when bilingual education was introduced in many schools around the world. And even now many teachers use it, not suspecting that this method has its official name.

CLIL can be divided into hard CLIL and soft CLIL [2]. Hard CLIL means that any subject in the natural sciences can be taught in English. That is, foreign students study biology, physics, chemistry, etc. using English. English teachers use soft CLIL. Their task, on the contrary, is to learn English using topics and materials from other subjects. CLIL adds some diversity to the curriculum, increasing the level of motivation and involvement of students. CLIL allows students to study various subjects while listening, discussing, reading and writing the material being studied [3]. Conversational lessons in the classroom

are very important for listening to help students develop the ability to listen and talk about the subject and use the subject. In order to help students with thematic vocabulary, there should be a dictionary, text or video on the topic (and preferably both), a variety of tasks to test comprehension of vocabulary.

In addition, a mandatory element of an interesting CLIL lesson is the "free creativity" of students. That is, you need assignments in the subject you have chosen (for example, biology or physics), where students could search for something on the Internet, conduct an experiment and talk about it. Internet resources are most often used as sources of materials and texts, as they are available anywhere in the world, at any time and give the opportunity to find tasks and necessary information in each discipline: iTunes; Google; YouTube; ESL Library, Onestopenglish, TeacherTube: LearningEnglish (BBC), LearnEnglish (BritishCouncil) [5].

Advantages of CLIL:

- allows students to effectively study professional subjects in English;
- the quality of education increases — students are interested in research topics related to their future profession, which contributes to the growth of motivation;
- CLIL is part of continuing education;
- trains all language skills, which helps to improve student communication in society;
- learning and improving language occurs naturally.

Despite all the advantages and disadvantages, there are some difficulties and disadvantages when using CLIL. For example, the teaching of special subjects in a foreign language is not always conducted at a sufficiently high linguistic level. Most programs are experimental or paid. Subject teachers do not speak English fluently, and English teachers do not have sufficient knowledge of a subject. Low English language proficiency of students themselves, which leads to a number of problems related to learning the material. The system

The diagram shows a human silhouette with internal organs highlighted in red. To the left, four green circles represent 'USEFUL BACTERIA' with various shapes. To the right, four red circles represent 'HARMFUL BACTERIA' with various shapes. Lines connect these circles to the corresponding organs in the human body.

Students use everyday language "Make you sick" and academic language "bacteria" To discuss the topic of the lesson.

Students practice listening skills and spoken language to discuss video information and audio clips.

Students read short informational texts and talk about them.  
*"Bacteria are very small organisms that consist of one cell. They do not have nucleus, there is only a nuclear envelope. Bacteria extremely common on the globe. They are in atmosphere, soil, craters of volcanoes, at the bottom reservoirs in the bodies of organisms. Bacteria can be both harmful and beneficial."*

Example of CLIL lesson:

of teacher training that works according to this method is also underdeveloped.

The special attention it would be desirable to turn on the problems related to the teaching and methodological support of subjects studied in a foreign language. The issue of training foreign students in English for further study in higher educational institutions of Ukraine in our preparatory department arose relatively recently (three years ago). In this regard, subject teachers faced a number of difficulties, namely, with the rapid and high-quality translation of existing educational and methodological literature into English, as well as writing new textbooks and manuals. And, of course, the teachers used the help of an interpreter.

**A** short digression into history. One of the oldest professions on earth is the profession of translator. It originated at a time when two people who did not know each other's language were able to communicate with the help of a third party — an interpreter. A translator is a specialist in translating from one language to another. The difference in languages between the countries made the profession popular. The more active the interaction between different countries, the more people are needed who could become a link between them. At first it was interpretation. With the advent of writing, translations appeared. The first tools of the translation profession were paper, pens and ink. Later typewriters appeared and only in the middle of the 20th century computers became widely available and translators began to master the skills of working on technology. Today, translations are impossible without knowledge of computer technology. Moreover, in the field of translation the use of special programs that simplify the work with texts and make it high quality is actively developing. In order to use the existing translation and ensure its consistency, there is a special class of programs called CAT-tools [1]. CAT stands for Computer-Aided (Assisted) Translation. But it is not necessary to equate these technologies

with machine translation, when you enter text in one language, press a button and get its translation: automated translation is a broader concept, it differs in that the whole translation process is done by man, the computer only helps him create finished text or in less time, or with better quality.

The principle of CAT-tools.

This program achieves its goal through three main functions:

1. Segment the document — software breaks the document into segments (sentences), which simplifies and speeds up translation.

2. Creates a translation unit (TU) — the translation of each segment is stored together with the source text and is considered as a single block. You can return to the previously translated segment at any time to check the translation, which provides quality control.

3. Saving translation units in the database (translation memory, TM). The functions of the so-called "fuzzy search" allow you to find segments in the database that do not completely match the text you are looking for. This saves time and achieves consistency of translation. Example: the translator translates the sentence: "Cell — a structural and functional unit of the organism", its translation is automatically stored in memory. After a while there is a sentence: "Cell — the structural and functional unit of living things", and the program immediately tells the translator that the memory is already stored very similar translation "Cell — structural and functional unit of the organism", and just replace "organism" on the "living". Thus, it is not necessary to translate the sentence completely: it is possible to save time.

Based on the above, here are the benefits of translation using CAT-programs:

1. High speed translation:
  - the ability not to translate the same fragments of text twice;
  - automatic translation according to glossaries;
  - automatic spell check, grammar.

2. Uniformity of translation, which ensures its quality.

3. Ability to freely adjust the translation — changes and additions can be easily made throughout the translation database, which allows you to instantly correct inaccuracies and avoid such errors.

4. Translation from any language.

5. Ability to transfer online.

6. The program is built simply and conveniently.

Currently, there are many programs of SAT technologies — DejaVu, DejaVu X, DejaVu X Standard, DejaVuWorkgroup, DejaVu X TeamServer, MemoQ, MultiTerm, Across and others [5]. Of all the variety, in our opinion, two are worth noting: Trados and SmartCAT. These systems are identical in their functionality. Trados has many advantages: more supported languages and a larger translation memory base. But it has a specific interface, has problems with supporting some formats and it can not extract text from images. Based on the experience of teachers who teach foreign students in natural sciences in English, the best program is SmartCAT. First, it's a free environment (which is important); secondly, the program has a nice interface, is able to extract text from images and has many useful additional features.

Let's sum up. You can just learn English separately and the subjects separately. But such combined lessons significantly increase the motivation to learn the language of students. Language is no longer a goal, but a means of learning another subject, that is, with the help of English you can learn new interesting information. Learning a language immediately becomes more meaningful, as it is used to solve spe-

cific problems here and now. Currently, this technique is gaining the sympathy of teachers around the world, because it has both professional and linguistic orientation. But we should not forget that the translator program that we use to help implement CLIL is just a tool that can solve translation problems and increase its effectiveness in preparation for lectures, creating textbooks and manuals, and all this provided its use. Thus, the role of the teacher as an individual remains a priority.

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## Literature

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24.12.2021

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