

ЯЗЫКИ НАРОДОВ ЗАРУБЕЖНЫХ СТРАН (С УКАЗАНИЕМ КОНКРЕТНОГО ЯЗЫКА ИЛИ ГРУППЫ ЯЗЫКОВ) / LANGUAGES OF PEOPLES OF FOREIGN COUNTRIES (INDICATING A SPECIFIC LANGUAGE OR GROUP OF LANGUAGES)

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FOREIGN-LANGUAGE PROFESSIONAL COMPETENCE DEVELOPMENT APPLYING THE CLIL TECHNOLOGY IN TEACHING NON-LINGUISTIC UNIVERSITY STUDENTS

Research article

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Abstract

The article discusses the experience of using the CLIL technology in teaching the discipline “Foreign language in the professional sphere (English)” to students completing the political science major. The need to use this technology and its relevance are justified, implementation of the key principles – content, cognition, communication, culture, used by the instructor as well as the experience of selecting authentic material in accordance with the technology are described. The author examines the structure of the lesson based on the CLIL technology, as well as gives examples of tasks designed specifically to develop students’ foreign language professional-communicative competence. The paper also touches upon some of the challenges that instructors and students face while teaching/learning in a CLIL lesson.

Keywords: English, CLIL, foreign language professional-communicative competence, authentic material, tertiary education.

ФОРМИРОВАНИЕ У СТУДЕНТОВ НЕЯЗЫКОВОГО ВУЗА ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ НА ОСНОВЕ ТЕХНОЛОГИИ CLIL

Научная статья

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Аннотация

В статье рассматривается опыт использования технологии CLIL (предметно-языкового интегрированного обучения) в преподавании дисциплины «Иностранный язык в профессиональной сфере (английский)» студентам, обучающимся по направлению «Политология». Обосновывается необходимость использования данной технологии и раскрывается ее актуальность, демонстрируется реализация ключевых принципов (содержание, познание, коммуникация, культура), используемых преподавателем, а также описывается опыт отбора аутентичного материала в соответствии с данной технологией. Автор анализирует структуру урока на основе технологии CLIL, а также приводит примеры заданий, разработанных специально для развития иноязычной профессионально-коммуникативной компетенции студентов. В статье также затрагиваются некоторые проблемы, с которыми сталкиваются преподаватели и студенты в процессе преподавания/обучения на уроке по технологии CLIL.

Ключевые слова: английский язык, предметно-языковое интегрированное обучение, иноязычная профессионально-коммуникативная компетенция, аутентичный материал, высшее образование.

Introduction

The social structure of contemporary society contributes to the challenge of helping students achieve professional-communicative competence in foreign languages, which requires educators to do more than simply teach a language as a tool for communication [11]. The *Content and Language Integrated learning* technique (also known as *CLIL*), which mixes learning a foreign language with learning professional abilities, is currently being actively introduced in Russian institutions as English language courses. A good CLIL lesson should be built on the 4Cs framework, according to D. Coyle. To capitalize on the synergies of integrating learning (content and cognition) and language learning (communication and cultures), CLIL starts with content (such as subject matter, themes, and cross-curricular approaches) and focuses on the interrelationship between *content* (subject matter), *communication* (language), *cognition* (thinking), and *culture* (awareness of self and “otherness”) [7]. We have been able to get the conclusion that using CLIL technology in teaching and learning is very common in the university setting by analyzing several scholarly publications on the subject (please see works: [1], [2], [4], [8], [9]). The following characteristics of the CLIL technology implementation are identified by scholarly publications that discuss using it to teach a foreign language to university students who do not major in linguistics (please see works: [5], [6]). The primary linguo-didactic unit is an authentic text that serves as a springboard for future debate and the presentation of language material in the classroom, which is the first feature. The second characteristic is that group and pair work is prioritized as a learning format within the context of CLIL technology. Finally, a CLIL class emphasizes the growth of communication skills, including fluent

speaking, in which errors are seen as a normal part of learning [10]. We are unable to discuss a well-defined practice of utilizing CLIL technology to improve the efficacy of the instructional procedure, nonetheless.

Discussion

In this paper, we'll discuss how we used CLIL technology to teach Political Science students. It is important to remember that the methodological experience detailed below has only been acquired under the circumstances of one specific university, Perm State National Research University, and does not make any claims to being general. Students majoring in Political Science and International Relations are taught the subject "Foreign language in the professional sphere (English)". There are 168 hours of seminars and 264 hours of independent study throughout the course of the four academic terms. The course's goal is to develop students' English language communication skills in the fields of Political Science and International relations. The course emphasizes application; it develops some oral communication abilities in the aforementioned fields while taking into account linguistic, pragmatic, and sociocultural factors. The student learns about speech manners and diplomatic etiquette, the formats and guidelines for creating texts in monologue and conversation, and how to perceive and create speech while taking the course. The learner gains knowledge of general scientific and political science terms in English for use in the workplace. World Leaders, History and the World of Politics, Politics and Policy, International Organizations and Their Abbreviations, Government, State and Social Institutions, Political Regimes, Bureaucracy: Functions and Problems, Multiculturalism: Issues and Problems, Local and Global Wars and Conflicts are some of the topics we cover in the course.

We concur with K.S. Grigorieva that the use of authentic texts, the teacher's assistance in minimizing language difficulties, the active participation of students, and the development of critical thinking skills are necessary for productive CLIL functioning in class when determining the possibilities of the CLIL technology's successful implementation in teaching "Foreign language in the professional sphere (English)" [3]. It's crucial to note that there are various approaches to implementing CLIL, including "hard CLIL" (which involves incorporating professionally relevant themes into a foreign language education) and "soft CLIL" (teaching the topics of a professional discipline in a foreign language). In our opinion, the "soft" paradigm is the most suitable option for instructing a multilevel group of university Political Science students.

Let's examine CLIL implementation in the classroom in greater detail and offer a framework for developing CLIL lessons. Our CLIL course frequently uses a *five-stage framework* and examines both topic and language equally.

The introduction stage is the initial phase. With the use of lexical speaking exercises, brainstorming sessions, and visualisation services, the students' existing lexical and grammatical knowledge on the subject is updated throughout this phase. There is a formulation of the issue and an introduction of current jargon. The following assignments are given to the students:

1) Go to this website for vocabulary-multiculturalism flash cards: <https://quizlet.com/3337873/> also learn the vocabulary of multiculturalism. Next, define one of the words in pairs so that your companion can guess it.

2) You will view the video entitled "Multicultural UK". What could be in the video, in your opinion? Check your predictions by visiting <https://www.youtube.com/watch?v=nBLokBeylo>, and watching the video.

At the presenting stage, students are exposed to relevant authentic materials, gather vocabulary for later use, and use quizzes and Google Forms to assess their comprehension of the English-language texts. Here are some illustrations of tasks for students:

1) To read about many war theories, go to <https://www.britannica.com/topic/war>. What are the principal reasons for war? What are the major war theories? Write a short summary of the text.

2) How is the President of the United States chosen? Visit <https://www.usa.gov/election>, read the articles, watch the video, and discuss US elections while learning about the presidential election process, which includes the Electoral College, caucuses and primaries, and national conventions.

At the analytical level, which emphasizes group and individual work as well as making short presentations and tables, the students' comprehension and practical application of the learned material are carried out. Here are a few illustrations of the assignments we present to students:

1) Which weapons and war idioms do these pictures make you think of? Rewrite each sentence with an idiom from exercise 1.

2) Create a PowerPoint presentation about one of the International Organizations. Talk about its primary responsibilities, place in the world, issues, and provide instances of the campaigns it has run (4-5 mins, 3-4 slides).

Communication between students and between students and the instructor is the goal of *the fourth stage*, which is *interactive*. The main responsibilities for the students at this stage are to update their knowledge of professional-oriented concepts and lexico-grammatical material, as well as to build their professional-communicative proficiency in a foreign language through speech activities. The works come in the following varieties: mini-projects, negotiations, conversations, and debates on current events. Here are a few examples of assignments that focus on helping students enhance their critical thinking abilities:

Role-play the following scenarios in pairs. Plan the stages of the dialogue with your companion. Determine who will represent Students A and B. Introduce your profession briefly to begin the role play. Create whatever details you require. Select the language you'll use at each step of the negotiation. Taking notes is advised. Run the conversation through. Choose what needs to be improved. In front of your teacher and classmates, act out the dialogues (3-4 mins for each dialogue).

Situation 1.

Student A role. You are the President of the Russian Federation. You would like to set some guidelines for the further development of Russian-Brazilian cooperation. You meet the Brazilian leader. Negotiate the best possible agreement for you.

Student B role. You are the Brazilian leader. You would like to develop Russian-Brazilian cooperation further, but focus more on developing cooperation in medicine and pharmaceuticals. You meet the President of the Russian Federation. Negotiate the best possible agreement for you.

In the fifth stage, known as *reflective*, students complete tests and provide feedback. Students are required to produce an essay (An Opinion Essay/ For and Against) on one of the following subjects, for example:

1) In a multicultural society, newcomers should do what they can to assimilate into the culture of their new country. Do you agree or disagree?

2) Political asylum: For and Against.

3) Multiculturalism can result in a country losing its identity. Do you agree or disagree?

As a result, by adhering to the CLIL lesson's five-stage framework, students are able to show that they can apply English-language knowledge to a specific situation, present their own point of view when addressing Political Science issues, and conduct independent English-language research on a variety of professional topics.

The application of the CLIL technology in professional foreign language classes has its benefits and drawbacks. The fundamental advantage of using CLIL technology in the classroom is its practical approach to language learning, which fosters not only language proficiency but also the capacity to use a foreign language in a professional setting. Utilizing technology to teach English also enhances students' interpersonal, collaborative, and negotiation abilities and aids in problem-solving in both established and novel professional-oriented contexts. Additionally, using CLIL technology to teach English for Specific Purposes to Political Science students enables instructors to foster individual learning rather than just transferring pre-existing information, abilities, and skills. Last but not least, the CLIL technology encourages motivation and interest in applying foreign language proficiency in a range of professional domains, including working, studying, publishing in English-language scientific publications, and taking part in international conferences and forums.

Along with the benefits, there are a few issues that can arise when this technology is used in non-linguistic universities' actual instructional practices. One of them is the challenge students face in learning the English necessary for professional discipline. The students at our institution enroll in a number of English language courses, such as English for Beginners, English for Intermediate Students, Basic English Language Course, etc. before taking the course "Foreign language in the professional sphere (English)". However, occasionally a student's degree of foreign language skill prevents them from learning in a CLIL class. Lack of instructional and methodological materials created to integrate CLIL technology into the university's educational process is another issue. Additionally, English teachers may not have specialized subject expertise, which causes them to mislead their students while talking about professional issues.

Conclusion

In conclusion, the use of CLIL technology in the teaching of English for Specific Purposes to Political Science students, promotes the growth of students' professional-communicative competence in foreign languages as well as boosts their motivation to learn English. In addition, it enhances their capacity for using digital tools and collaborating well in teams. The competitiveness of the future specialist in the modern world is increased by everything said above.

Конфликт интересов

Не указан.

Рецензия

Все статьи проходят рецензирование. Но рецензент или автор статьи предпочли не публиковать рецензию к этой статье в открытом доступе. Рецензия может быть предоставлена компетентным органам по запросу.

Conflict of Interest

None declared.

Review

All articles are peer-reviewed. But the reviewer or the author of the article chose not to publish a review of this article in the public domain. The review can be provided to the competent authorities upon request.

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