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The specifics of the structure of the process of integrated learning in the introduced models of English-language immersion in the Ukrainian context

IRYNA LEVCHYK. The specifics of the structure of the process of integrated learning in the introduced models of English-language immersion in the Ukrainian context. *The research paper reveals the influence of the environmental parameters on the formation of a number of organizational models of English language immersion at the higher educational establishments in the Ukrainian context. The structure of the main types of the introduced models has been analysed. The learning goals and the applied methods at different stages have been described. The specifics of integrated learning in Ukraine include a gradual shift from the focus on language to content at different stages of learning; specialty-based content of subjects (with exception of the Humanities); limited exposure to CLIL; curriculum-based integration of the immersion programmes; non-English language environment in Ukraine.*

Keywords: *integrated learning, specialty based ESP, Ukrainian context, structure of the organizational model, professionally oriented English communication, English language immersion in Ukraine.*

1. Introduction

Formation of variations of content-language integrated learning first of all depends on the specific national context of the country where it is introduced, and according to K. Papaja (2014: 9-12) it is usually affected by five environmental parameters, earlier substantiated by D. Wolff (2005:5). Thus, development of various forms of CLIL in different countries has been influenced by a number of common factors such as understanding of the concept (predominance of language or content component in integrated learning); subjects, the content of which is taught in a foreign language (their choice varies from the Humanities to the professionally oriented profile disciplines); exposure to CLIL training (from 6 to 3 hours per week); integration into the curriculum (or within the pilot projects, which last from 1 to 3 years); language environment (status of the chosen language, e.g. the second state language, minority language, language of the neighbouring country)

Keeping in mind the positive practice and prospects of implementation of the international experience of content-language integrated learning T. Putiy and O. Beregova (2018:174) argued that “the functioning educational models of any country cannot be transferred to another region without adaptation to the specific real conditions”. Attention should be paid to the risks associated with a weak management, untrained teachers, lack of necessary educational and methodological resources, effective information field etc.

2. Literature review

Content-language integrated learning provides an opportunity to learn a foreign language on the basis of high-quality supplementation and expansion of the thematic content, which positively affects the way of thinking and knowledge processing, expands vocabulary, increases the level of all speech activities. As far as in the CLIL methodology, the content of educational material is closely related to the cognitive mechanisms and thinking, this approach promotes the use of knowledge from one content as a basis for another, i.e. stimulates the development and application of knowledge transfer skills and critical thinking.

Teaching a foreign language through the content of the future specialty creates the preconditions for the introduction of the technique of

immersion in the process of teaching special professional disciplines in the language learned by students for further development of professional communication.

The specifics of the English language immersion at the Ukrainian higher education institutions have been taken into account in the dissertations and monographs by the homeland researchers, namely Z. Korneva (2004, 2006), G. Turchynova (2006), O. Tarnopolsky, V. Momot, S. Kozhushko (2008), A. Vyselko (2012, 2013, 2015), also in a number of research papers by L. Fillipova (2015), O. Tarnopolsky, N. Chernyak, S. Storozhuk (2017), I. Yakushenko (2018). The issue of development of the professionally oriented English communication in students of non-linguistic departments by means of CLIL has been investigated by O. Tarnopolsky (2011, 2012, 2013), A. Krupchenko, A. Krashennikova, G. Movchan, Yu. Rudnik (2013), M. Leshchenko, Yu. Lavrysh, K. Halatsyn (2018) O. Kapustina, V. Ustimenko, T. Mironenko, L. Dobrovolska, O. Rudychik (2020), T. Putiy, O. Beregova (2020) and many others.

The **research paper objective** implies investigation of the structure of the process of integrated learning in the introduced models of English-language immersion in the Ukrainian context with the consequent definition of their specific features and comparative analysis of their advantages and disadvantages for development of professionally oriented English communication in future specialists.

Giving an objective evaluation of the Ukrainian CLIL context M. Leshchenko, Yu. Lavrysh, K. Halatsyn (2018:21) used the SWOT analysis which reveals strengths, weakness, opportunities, threats of the studied phenomenon. Therefore, strengths include contribution to university internationalization; rise of the prestige of the university and ranking positions by inviting foreign students and teaching staff; increase in the quality and quantity of scientific papers publications in international journals; support of students' motivation to learn and formation of tolerant attitude to multilingual and multicultural society. Among the CLIL weaknesses peculiar to the Ukrainian context there are issues of assessment system; lack of interdisciplinary collaboration; low level of self-confidence as a result of teachers' and students' low level of language; not enough scientific authentic literature resources in the library. CLIL opportunities imply financial benefits for universities, high ranking positions; international recognition; enhancing the employability of students; raising of academic standards; high level of academic internationalization. The main threats associated with implementation of CLIL approach in Ukraine refer to the

changes in organization of interdisciplinary connections; decrease in the quality of content and tendency to simplify it because of the differences in learners' and teachers' linguistic abilities; students' demotivation due to unclear tasks and inability of a teacher to explain it in a simple way; teacher centered approach as learners may be afraid of communication and a teacher is in the center of interaction.

Due to the mentioned difficulties in foreign language communication based on the linguistic knowledge of the students of non-linguistic departments of higher education establishments, the homeland methodologists follow a specific gradation of immersion programs, when they implement integrated courses not only to study the second language, but to resolve a set of problems beyond language learning.

The Ukrainian authors have substantiated the sequence of application of different types of methods and their types in the integrated learning of professionally oriented English communication by future specialists. In general, there is a consensus in the specialized literature that the *initial stage* of the structure of the process of integrated learning of professionally oriented English-language communication involves the use of professionally oriented English for professional purposes (ESP) in the language course. All the attention of the teacher and students at this stage is focused on the language phenomena, the purpose of learning is to master the English language in terms of ensuring the content of education in the subjects of the professional block of disciplines. However, the researchers differ in definition of the duration of the initial stage. A. Vyselko (2013: 71) insists on the similarity of English language learning through the content of the future specialty and English immersion, analysing the common advantages of both forms in comparison to the traditional professionally oriented English language learning for professional purposes. Therefore, the scientist restricts its timeline with usage only at the first year of university study in order to raise the level of professionally oriented language training of students for the introduction of ESP at the second year of study through the content of a specialty. Whereas, Z. Korneva (2006), due to the findings of her dissertation research, recommends to conduct an explicit traditional course of the professionally oriented English language learning (ESP) for students of any non-linguistic department in the first two academic years. In line with the mainstream beliefs of the Ukrainian methodologists in the first decade of 2000-s she insisted on acquiring by students B2 level of language proficiency as a necessary condition of effective implemen-

tation of immersion programs. Similarly, O. Tarnopolsky, V. Mommot, S. Kozhushko (2008) in the fundamental monograph research on introduction of the English immersion programmes into curriculum at the non-linguistic departments of the Ukrainian universities reasoned this provision with "insufficient awareness of students of their future profession, which may cause the imposition of language difficulties on the content ones, and most importantly, that almost no one of yesterday's school graduates speaks General English at a sufficient level (B1 + / B2) to be exposed to English immersion"(O. Tarnopolsky, N. Chernyak, S. Storozhuk, 2017: 205). Usually, Ukrainian students of non-linguistic specialties achieve this level not earlier than at the end of the second year of language study at the university, thus scientists (L. Fillipova, 2015: 15; I. Yakushenko 2018: 228) used to be convinced in failure of introduction of any immersion programs before the third year of university study. However, judging by educational trends over the past few years, the level of English language training of freshmen has increased to B1, B1 + or even B2 due to the understanding by the Ukrainian youth the need to learn English in order to participate in international educational programs or vocational training. The pragmatism approach to the current situation allows to speed up the introduction of the English-language immersion into the educational process O. Tarnopolsky, N. Chernyak, S. Storozhuk (2017) bypassing the initial language focused stage, proposed the introduction of the elective English-language courses at the first and second years of study. The suggested courses do not require mastering special prior knowledge of the future profession, because they are based on the Humanities content. In line with this, a year later M. Leshchenko, Yu. Lavrysh, K. Halatsyn (2018) also argued that language level was not the main problem in CLIL classes introduced in the Ukrainian context but the low level of content teachers' English language proficiency, which was recommended to be raised at workshops and seminars, conducted by teachers of ESP department in order to bridge the gap between the language and content teaching. The main goals of the seminars are not only to rise English level awareness, but also to demonstrate and share CLIL activities to make classes more interactive. Disclosing this issue, the authors (M. Leshchenko, Yu. Lavrysh, K. Halatsyn, 2018:22) appealed to the four basic types of activities (Ball, Kelly, & Clegg, 2016) which can facilitate students' academic achievements despite the lack of linguistic experience and resources. They are focused on enhance of peer communication, development of speed reading strategies (skimming, scanning,

etc.), formation of productive skills (oral and written), involvement of high order thinking skills. In practice the most effective activities included information-gap crosswords or gap-filling in the texts (connection of content and language); finding necessary information in authentic text without detailed reading or choosing more important and less important facts (reading strategies); "Presentations, practice, production" (PPP) on content topics (productive skills) or, as an alternative to this activity, "Engage, study, activate" (ESA) which involves the completion of a survey or a WebQuest (critical thinking skills).

The next *transitional* stage in the structure of professionally oriented English-language integrated learning is characterized by an even distribution of attention between the language and the content of the future specialty. Mastering English and the content of professional activities are both the goal and the means of learning, because the target language manifests itself in the various aspects and serves to acquire professionally oriented knowledge. At the same time, the level of knowledge and skills of a professional nature increases through the study of professional content and the implementation of professionally oriented activities in English. Besides, the future specialty defines the register of professional communication of a specialist. Methodologists restrict the duration of students' training for the full English immersion mostly to two years, but they differ in terms of choosing types of teaching methods of the professionally oriented English communication, such as sheltered English immersion at the third year and partial one – at the fourth year within the courses of professional disciplines. (Z. Korneva 2004; O. Tarnopolsky, V. Mommot, S. Kozhushko, 2008; I. Yakushenko, 2018) or teaching English for professional purposes through the content of the specialty at the second year of study and the prior preparatory English immersion in the language course at the third year of university study (A. Vyselko 2013, 2015; L. Filipova, 2015) or the sheltered English-language immersion at the first year of study and partial one – at the second within the elective courses in the Humanities (O. Tarnopolsky, N. Chernyak, S. Storozhuk, 2017).

The issue of transition from running a traditional course of professionally oriented English to the adjunct or common implementation of two main forms of integrated learning in the works by A. Vyselko (2013: 71; 2015) has been justified by means of their similarity in many ways: integration of some parts of subject content with learning goals of ESP at the non-linguistic department; parallel acquisition of the content knowledge and English speaking and language skills; close correlation

of English and content subject curriculums under condition of language learning subordination to the subject content; emphasis is placed on subconscious acquisition of language and speech, while the subject content is purposefully leaned; reduction of a regular gap in the professionally oriented foreign language learning between the language course and the courses of non-language (professional) disciplines in integrated learning due to organic merger into a single unit.

Thus, in effort to avoid content-language difficulties at the stage of transition from specialty based ESP to immersion in the courses of non-linguistic professional subjects, the followers of A. Vyselko's organizational model use the prior preparatory immersion (sheltered), which should be organized as full immersion but at foreign language classes not professional disciplines in a simplified form for students both in aspect of content and language. L. Fillipova (2015: 16) considers the prior preparatory immersion to be "the highest form of specialty based ESP integrated learning at university, because it focuses on teaching the subject content of professional disciplines, and language acquisition occurs subconsciously, though students are provided with sufficient language support so that language difficulties do not prevent them from mastering the subject content in a non-native language." The main purpose of the application at the transitional stage of the prior preparatory immersion is to provide students with the professionally oriented language education, i.e. psychological, linguistic and content training for study in full immersion programs at classes of professional subjects at the senior courses of higher education establishments.

The last stage of the structure of content-language integrated learning involves the introduction of full English immersion, when the language study, "goes to the periphery, and both teachers' and students' attention is focused at the subject content of the future specialty" (L. Fillipova 2015: 16). At this stage, English becomes a means of formation of professionally oriented skills in practical application of previously acquired English knowledge in the field of future specialty. The duration of this main stage was initially reduced to one year due to the restricted time limit of study in the Ukrainian higher education establishments, as well as the need for psychological, linguistic and professionally oriented training of students for full English immersion in professional disciplines (Z. Korneva, 2004; O. Tarnopolsky, V. Mommot, S. Kozhushko, 2008; I. Yakushenko, 2018). Among the main advantages of A. Vyselko's organizational model is the possibility of conducting the stage of full

English-language immersion for at least two years (at the fourth and fifth years of study) exclusively on the basis of a language course of specialty based ESP with absolute exclusion of students' native language from the educational process. However, the organizational model, tested by O. Tarnopolsky, N. Chernyak, S. Storozhuk (2017), provides full English immersion in the courses of special (directly related to the future profession) disciplines since the third year of study, which automatically extends the duration of the main stage up to three years.

<i>Characteristic features of stages</i>	<i>Z. Korneva, 2004; O. Tarnopolsky, V. Mommot, S. Kozhushko, 2008; I. Yakushenko, 2018</i>	<i>A. Vyselko (2015), L. Fillipova (2015)</i>	<i>O. Tarnopolsky, N. Chernyak, S. Storozhuk (2017)</i>
INITIAL STAGE			
Attention is focused on language	I-II years of study Professionally oriented English learning (ESP)	I year of study Professionally oriented English learning (ESP)	– –
TRANSITIONAL STAGE			
Attention is equally distributed between content of subject and specialty based ESP.	III year of study Sheltered English language immersion at the courses of professional disciplines	II year of study Specialty based ESP at the language course	I year of study Sheltered English language immersion at the elective courses of Humanities
	IV year of study Partial English language immersion at the courses of professional disciplines	III year of study Prior preparatory English language immersion at the language course	II year of study Partial English language immersion at the elective courses of Humanities
MAIN STAGE			
Attention is focused on the content of the future specialty	V year of study Full English language immersion at the courses of professional disciplines	IV-V years of study Full English language immersion at the courses of professional disciplines	III-V years of study Full English language immersion at the courses of professional disciplines

Table 2. Stages of the main organizational models of content-language integrated learning in Ukrainian at non-linguistic higher education establishments (*source*: own research)

Another point of view on the structure of the process of integrated learning of professional and foreign language speech activities from the standpoint of the procedural integration, which is presented in the works by R. Martynova (2012, 2016, 2017), L. Dobrovolska (2007), I. Vereitina (2011), I. Mirkovich (2016), S. Konovalchuk (2017), S. Bodnar (2015), A. Kordonova (2020) and others.

Consideration of the stages of the structure of integrated learning of professional activities and foreign language learning in the procedural integration revealed other common with CLIL principles to the organizational model of learning, for example, the first *linguistic-conceptual* stage is attributed with domination of foreign language over professional activities, because command of foreign language is the purpose of study, and the content of professional activity is considered to be the means of study due to providing the semantic content for language learning. The second – *subject-speech* stage involves the gradual alignment of two activities with equal attention to the content of speech and the ways of its expression. The researcher believes that a foreign language and the content of professional activity are both the purpose and the means of learning, i.e. these two different concepts are equal in their educational and semantic meanings. At the third – *educational-activity* stage foreign language functions as a means of developing professional skills to apply professional knowledge acquired on the basis of the use of a foreign language in the modelled professional activity. R. Martynova (2017) considers such a learning process to be a new integrated procedural unity, formed by means of synthesizing two learning processes: foreign language and professional (cognitive, general comprehensive educational) activities (see Figure 3).

The diagram clearly shows the priority of integrated types of educational activities at the first and third stages, as well as their cross-position at the second stage of training, which demonstrates their equality in terms of learning objectives and mutual use as a means of mastering each type of educational activity in processual integration.

In general, we agree with the conclusions of R. Martynova (2017) on the analysis of research on the problem of interrelated learning of professional and foreign language activities over the past twenty years in Ukraine. Organization of English speaking environment in CLIL at foreign language classes in non-English-speaking countries, as its main strong point, is considered to be possible under condition of emphasis shift from the dominant role of the target language to the

content of specialty (or Humanities subject). While the weak points include the quality of previous philological training of students, poor level of formation of skills of foreign language self-study, listening abilities and the ability to take notes, to apply the acquired knowledge when dealing with professional issues in foreign language. Therefore, it causes excessive reduction of authentic professional information, turning a lecture in English on professional topic into its primitive adaptation.

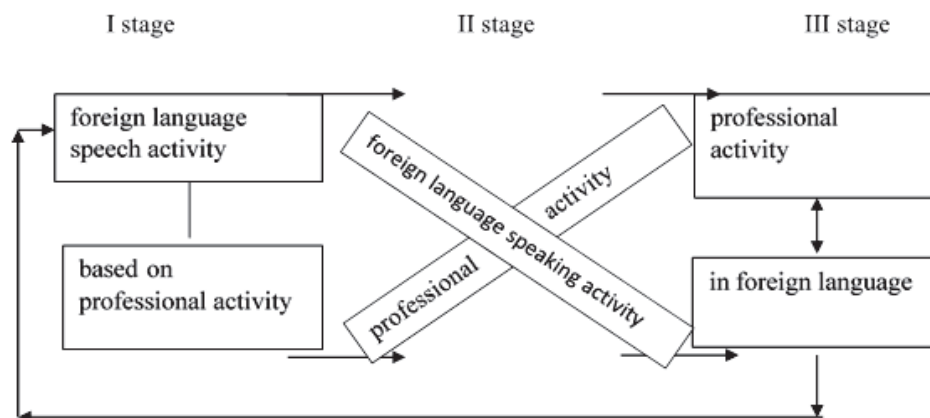


Figure 3. Integrated process of professional activity and foreign language learning (procedural integration) (source: R. Martynova 2012).

Later the highlighted remarks have been taken into account in the fundamental study by A. Kordonova (2020), devoted to the gradual integrated formation of professional and foreign (English) speech competencies in students of non-linguistic specialties (historians) in a single educational process. The author supplemented the formal structure of integrated learning on the procedural basis with *introductory* and *final* stages, the first of which aims to prepare students for the perception of professional content in the native language, and the second performs a reflexive and corrective function. At these stages, the researcher proposes to involve students into two activities: “on the one hand, they perform complex intellectual activities related to their specialty, on the other – communicate in English within professional content sphere” (A. Kordonova 2020: 96).

3. Conclusions

Resolution of the identified contradictions requires further research in search of an optimal balance between the concept of the original methodology of content-language integrated learning and its adaptation to the learning environment in the Ukrainian non-linguistic higher education institutions. Highlighting of the theoretical and methodological foundations of integrated training of future specialists in foreign language teaching methodology discovered three main types of the introduced models of English language immersion in the educational process in the Ukrainian context. The structure of the organizational models consists of three stages – initial, transitional and main. The influence of the environmental parameters is reflected in the specifics of the structure of the models of integrated learning, they include gradual shift from on language to content at different stages of learning; specialty based content of subjects, which is are taught in a foreign language (the Humanities turned out to be an exception); exposure to CLIL training usually is limited to 3 hours per week; integration of the immersion programmes into the curriculum; non-English language environment. The described specifics require further modification of the original CLIL models and improvement of the adapted versions in order to deal with the problems defined in the Ukrainian context. The research paper limitations refer to the descriptive character of study and the prospects of the further research imply a meticulous examination of the differences in implementation of specialty content in the existing models of integrated learning.

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Abstracts

ІРИНА ЛЕВЧИК. Специфіка структури процесу інтегрованого навчання у запроваджених моделях англомовного занурення в українському контексті. Дослідження вивчає вплив параметрів середовища на формування низки організаційних моде-

лей англомовного занурення в українських вищих навчальних закладах. Проаналізовано структуру основних типів запроваджених моделей з точки зору цілей навчання та методів, що застосовуються на різних етапах. Специфікою інтегрованого навчання в Україні є поступове зміщення уваги від вивчення мови до змісту на різних етапах навчання; визначений майбутньою спеціальністю зміст предметів (за виключенням гуманітарних); обмежена кількість годин на тиждень; інтеграція програм англомовного занурення в навчальну програму; неангломовне середовище в Україні.

Ключові слова: інтегроване навчання, навчання англійської мови для професійних цілей через зміст спеціальності, український контекст, структура організаційної моделі, професійно орієнтоване англомовне спілкування, моделі англомовного занурення в Україні.

ИРИНА ЛЕВЧИК. Специфика структуры процесса интегрированного обучения во внедренных моделях англоязычного погружения в украинском контексте. Исследование изучает влияние параметров среды на формирование организационных моделей англоязычного погружения в украинских высших учебных заведениях. Проанализирована структура основных типов внедрённых моделей с точки зрения целей обучения и методов, применяемых на разных этапах. Спецификой интегрированного обучения в Украине есть постепенное смещение внимания от изучения языка к содержанию на разных этапах обучения; определенное будущей специальностью содержание предметов (за исключением гуманитарных); ограниченное количество часов в неделю; интеграция программ англоязычного погружения в учебную программу; неанглоязычная среда в Украине.

Ключевые слова: интегрированное обучение, обучение английскому языку для профессиональных целей по содержанию специальности, украинский контекст, структура организационной модели, профессионально ориентированное англоязычное общение, модели англоязычного погружения в Украине.

IRYNA LEWCZYK. Specyfika struktury procesu nauczania zintegrowanego we wdrażanych modelach immersji angielskojęzycznej w kontekście ukraińskim. W opracowaniu zbadano wpływ parametrów środowiskowych na kształtowanie się szeregu modeli organizacyjnych immersji angielskojęzycznej w ukraińskich instytucjach szkolnictwa wyższego. Została przeanalizowana struktura głównych

typów wdrażanych modeli pod kątem celów kształcenia i metod stosowanych na poszczególnych etapach. Specyficznymi cechami nauczania zintegrowanego na Ukrainie są: stopniowe przenoszenie uwagi z nauki języka na treść na różnych etapach nauki; treść przedmiotów (z wyjątkiem humanistycznych) określona przez przyszłą specjalizację; ograniczona liczba godzin w tygodniu; integracja programów immersji angielskojęzycznej do programu nauczania; nieanglojęzyczne środowisko Ukrainy.

Słowa kluczowe: *nauczanie zintegrowane, nauka języka angielskiego do celów zawodowych poprzez treść specjalności, kontekst ukraiński, struktura modelu organizacyjnego, profesjonalnie zorientowana komunikacja angielskojęzyczna profesjonalna komunikacja angielska, modele immersji angielskojęzycznej w Ukrainie modele immersji języka angielskiego na Ukrainie.*