

DOI: <https://doi.org/10.34069/AI/2024.77.05.4>

How to Cite:

Myronenko, T., Dobrovolska, L., Shevchenko, I., & Kordyuk, O. (2024). Challenges and sustainability of CLIL implementation in Ukrainian educational establishments. *Amazonia Investiga*, 13(77), 53-65. <https://doi.org/10.34069/AI/2024.77.05.4>



Challenges and sustainability of CLIL implementation in Ukrainian educational establishments

Виклики та сталість впровадження предметно-мовного інтегрованого навчання у навчальних закладах України

Received: April 7, 2024

Accepted: May 25, 2024

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 analyses the issue of techniques of bilingual education by introducing CLIL comparing to ESP, EAP, EMI approaches at different levels of education – secondary and tertiary. In the article the authors studied the challenges, resilience and sustainability during the process of introduces above mentioned approaches. The CLIL approach facilitates foreign language learning by integrating language and content instruction. The authors' investigation has a theoretical bias and different scientists' point of view. By analyzing the implementation of CLIL approach and authors' experience in practical application of other approaches the comparative analysis is done that proves the priorities of using CLIL at schools and higher educational establishments.


The authors justified that CLIL is more than just language switching; it means that teaching subjects in a second language, like English, is the best way to make learning more meaningful and


Анотація

У статті проаналізовано питання методики білінгвальної освіти шляхом впровадження предметно-мовного інтегрованого навчання (CLIL) у порівнянні з підходами навчання англійської мови для спеціальних цілей (ESP), навчання академічної англійської мови (EAP), запровадження англійської мови як мови викладання (EMI) на різних рівнях освіти - середньому та вищому. У статті автори досліджують виклики, стійкість та сталість у процесі впровадження вищезазначених підходів. Підхід CLIL допомагає учням розуміти іноземні мови, діючи як засіб для міжпредметних зв'язків – мови та складової навчального курсу. Дослідження авторів має теоретичне підґрунтя на основі наукових поглядів вітчизняних та закордонних науковців. Аналізуючи впровадження підходу CLIL та досвід авторів у практичному застосуванні інших підходів, зроблено порівняльний аналіз, який доводить

¹ PhD in Pedagogy, Professor, Head of the Germanic Philology Department, Mykolaiv V.O. Sukhomlynskyi National University, Ukraine.  WoS Researcher ID: IVV-6497-2023

² PhD in Pedagogy, Assistant Professor, Assistant Professor at the Germanic Philology Department, Mykolaiv V.O. Sukhomlynskyi National University, Ukraine.  WoS Researcher ID: IVV-6461-2023

³ PhD in Pedagogy, Senior Lecturer at the Germanic Philology Department, Mykolaiv V.O. Sukhomlynskyi National University, Ukraine.  WoS Researcher ID: AAB-7671-2020

⁴ Lecturer at the Germanic Philology Department, Mykolaiv V.O. Sukhomlynskyi National University, Ukraine.  WoS Researcher ID: IWD-4584-2023



engaging. The benefits of CLIL in Ukrainian education system emphasize learners' fluency in both languages - Ukrainian and English, high academic achievements, achievements in communication and development of sociocultural competencies that as a result boost learners' motivation and bridge the language gap.

Keywords: bilingual education methods, CLIL approach, secondary education, tertiary education, academic achievements.

пріоритетність використання CLIL у школах та вищих навчальних закладах.

Автори обґрунтували, що CLIL – це інтеграція вивчення мови і предмету за навчальним планом, що робить навчання більш змістовним та продуктивним. Переваги CLIL в українській системі освіти полягають у вільному володінні учнями обома мовами - українською та англійською, високому рівні академічної успішності, застосуванні англійської мови для спілкування та розвитку соціокультурних компетенцій, що в результаті підвищує мотивацію учнів та долає мовний бар'єр.

Ключові слова: техніки білінгвальної освіти, предметно-мовне інтегроване навчання, середня освіта, вища освіта, академічні досягнення.

Introduction

As Ukraine becomes more actively integrated into the economic, educational, and informational spheres of Europe, the demand for highly skilled professionals is on the rise. The educational system is evolving and experiencing significant transformations in various aspects. Consequently, there is a keen emphasis on the role of foreign languages, with educational institutions creating encouraging environments for their incorporation into the learning process to facilitate successful acquisition.

Hence, there arises a necessity to implement innovative approaches such as CLIL, EAP, EMI, and ESP. The adoption of the Content and Language Integrated Learning (CLIL) approach in the educational framework enables educators to integrate the study of English with other subjects specified in the curriculum, enriched with contemporary authentic materials.

The CLIL approach is recognized as a contemporary method for teaching subject matter through language, gaining increasing importance both in Europe and Ukraine. This significance is underscored by a quantitative analysis of educational institutions implementing CLIL across various regions of Ukraine (including Kharkiv, Mykolaiv, Poltava, Ternopil, Zaporizhzhia, etc) and Europe. Furthermore, the level of research dedicated to CLIL implementation at the master's and PhD levels serves as further validation of its importance.

Functioning as a tool for integrating content and language instruction, the CLIL approach facilitates foreign language comprehension for learners. Emphasizing the integration of subject matter with language acquisition, CLIL positions the teacher as a facilitator while learners engage in comprehensive language learning encompassing listening, reading, speaking, and writing. This cognitive process fosters the development of integrated mental abilities and effective learning skills. Additionally, CLIL encourages the cultivation of intercultural communication skills by exposing learners to different cultural perspectives, aligning with the Ministry of Education and Science policy on multilingual education in Ukraine, particularly regarding English language instruction. This approach is in line with the principles outlined in the New Ukrainian School (NUS) and the Methodological Recommendations for Ensuring Quality Learning, Teaching, and Use of English in Higher Education Institutions of Ukraine.

Literature Review

Teacher professional growth is a crucial aspect of educators' careers, involving the enhancement of individual abilities, personal performance, employment prospects, and career progression in implementing modern approaches in education. Being the lingua franca, the English language became dominant in every sphere - content and level of education – secondary, higher education.

English for Academic Purposes (EAP) is dedicated to guiding learners in the appropriate application of language for scholarly endeavours and research. Being used within the framework of ESP (English for

Specific Purposes), this field has evolved in tandem with the growing population of international learners pursuing advanced studies in English (Hyland, 2014).

EAP encompasses a wide array of academic communicative practices, including pre-university, undergraduate, and postgraduate instruction, ranging from materials design to lectures and classroom activities. It also involves classroom interactions such as tutorials, feedback sessions, and seminar discussions, as well as various research genres like journal articles, conference papers, and grant proposals. Moreover, EAP addresses student writing across assignments, exams, and dissertations.

Unlike general English courses, which typically emphasize speaking and listening skills, EAP prioritizes reading and writing. Additionally, EAP courses concentrate on teaching formal academic genres rather than the conversational and social genres typically covered in general English courses. This educational approach places the learner and their specific academic context at the forefront, emphasizing tailored language instruction to support academic success (Dudley-Evans & St. John, 1998).

The term EAP emerged in 1974 within the realm of English Language Teaching (ELT) as a minor component. Over the years, its significance has dramatically increased, largely propelled by the globalization of higher education and the widespread adoption of English as the primary language for academic discourse. EAP established its own professional organization in 1972, initially named SELMOUS (Special English Language Materials for Overseas University Learners), which underwent a name change in 1989 and is now recognized as BALEAP (The British Association of Lecturers in English for Academic Purposes), dedicated to fostering the professional growth of EAP practitioners. Furthermore, EAP boasts its own dedicated professional publication, the *Journal of English for Academic Purposes* (JEAP), inaugurated in 2002.

Currently, there exists a multitude of terms denoting the practice of instructing core curriculum subjects in English. This pedagogical approach is alternatively referred to as EMI (English as the Medium of Instruction), CLIL (Content and Language Integrated Learning), or CBT (Content-Based Teaching). However, some individuals perceive these labels as distinct and not interchangeable.

English Medium Instruction (EMI) refers to the use of the English language to teach academic subjects (other than English itself) in countries where the first language of the majority of the population is not English. CLIL and EMI approaches are similar in the sense that they are both forms of bilingual education but CLIL means teaching content through any foreign language while EMI means teaching content to learners who are proficient in English (at least C1 proficiency level). English as a Medium of Instruction (EMI) is the use of the English language to teach another subject. It differs from Content and Language Integrated Learning (CLIL) in that there are no explicit language learning aims, but the focus is solely on teaching the subject content.

ESP, or English for Specific Purposes, is a method of language instruction wherein the selection of content and instructional methods is determined by the learner's purpose for acquiring the language. In essence, ESP is not defined by any specific language outcome, but rather by its focus on tailored language teaching guided by explicit and identifiable learning objectives (Hutchinson & Waters, 1987).

We consider that CLIL goes beyond mere language switching; it embodies the belief that teaching subjects in a second language, such as English, is the most effective approach to learning with greater meaning and motivation. This approach is grounded in an enhanced awareness of the second language, requiring teachers to ensure their understanding the key structures and vocabulary relevant to the subject matter. Moreover, CLIL emphasizes the development of cognitive skills and cultural awareness, which are believed to be essential by most scientists.

The primary motivation behind implementing CLIL is typically to increase the amount of time dedicated to second language acquisition within the school timetable. However, there may also be more specific reasons for its implementation. Many scientists consider a high level of English proficiency to be a valuable life skill, leading governments and education authorities to prioritize enabling learners to directly pursue tertiary or vocational qualifications without the need for additional language courses.

The primary rationale for implementing CLIL often revolves around expanding the time allocated within the curriculum for second language acquisition. However, there exist other more targeted motivations. The most notable is the widespread recognition of high English language proficiency to be a crucial life skill.

Researchers, including renowned CLIL expert David Marsh, declared convincing arguments regarding the advantages of the bilingual or multilingual brain. Evidence suggests that language learning itself contributes to enhanced cognitive development, further underscoring the value of CLIL and similar language immersion approaches.

The term “CLIL” was introduced by David Marsh, who in 1994 outlined an integrated approach to foreign language learning. CLIL, which stands for Content and Language Integrated Learning, entails teaching subjects or components of subjects in a foreign language with the aim of simultaneously acquiring both content knowledge and proficiency in the foreign language (Marsh, 2012). The concept of “dual focus” in CLIL implies that it operates on two levels. It adopts an interdisciplinary approach that integrates subject matter with language instruction. Compared to STEM education, CLIL offers broader opportunities for the integration of various school subjects.

In its turn I. Knysh et al., (2024) “STEM education is aimed at maintaining a constant interest and encouraging learners to pursue a career and their own research in a certain field”.

Among the foreign researchers of CLIL we should single out such scholars as M. Allen, D.Coyle, H. Collins, D. Graddol, D. Marsh, M. Heyer, P. Mehisto, D.Wolff and others.

D. Marsh et al., (2011) believe that “CLIL teaching refers to situations where disciplines are taught through a foreign language with several focused goals, namely: learning the content of a foreign language and simultaneously learning it itself”.

P.Ball & Lindsay (2012) defines “CLIL as a method of bilingual education where both the curriculum content (e.g., science or geography) and the language are taught alongside. Unlike traditional secondary education, CLIL does not presuppose that learners possess the necessary level of proficiency in a foreign language to comprehend the curriculum content”.

M. Heyer (2000), adheres to the idea that “CLIL leads to a decrease in subject competence or imperfect understanding of the subject by learners, as teachers simplify the content of the curriculum in advance”.

Fernandes states that CLIL represents a versatile approach to foreign language acquisition. Unlike alternative teaching methodologies, CLIL proves effective as it influences learners’ interest in a particular subject to drive motivation for learning a foreign language. Within the framework of CLIL approach, the foreign language serves as the medium of instruction for acquiring subject content, thereby integrating language learning with content acquisition. This reciprocal relationship between language and content facilitates foreign language learning through authentic communicative contexts. Fernandes states that “CLIL is a flexible method with which to learn a foreign language”.

According to D. Coyle, P. Hood, D. Marsh, (2010), the term “content” in foreign language instruction relates to specific subject knowledge, such as science or art. Within the context of CLIL, the selection of content varies based on particular objectives. Considerations must include the availability of qualified instructors, learners’ proficiency levels, their language skills, and the learning environment. Content in CLIL instruction may derive from conventional school subjects like physics, chemistry, mathematics, geography, or music. It can also encompass national curriculum topics or projects such as ecosystems and global warming, and may even extend to cross-curricular or interdisciplinary themes. Thus, CLIL provides opportunities, both within and beyond the standard curriculum, to enhance knowledge and skills, with careful attention given to learners’ cognitive engagement”.

Dr. Heike Roll (2019), Professor of the Institute of German as a Second Language at the University of Duisburg-Essen, Germany, states that “the most unified definition of CLIL today is the following: a didactic methodology that allows learners to develop foreign language linguistic and communicative competence in the same learning context as the formation of general knowledge and skills.” H. Roll assures that “the use of CLIL methodology in the educational process has two goals, namely: studying a professional subject by means of a foreign language and a foreign language through a professional subject”.

Therefore, the essence of CLIL lies in its instructional approach, wherein a foreign language instructor integrates interdisciplinary subjects into language classes or delivers various subjects in a foreign language. Consequently, the foreign language serves as both a tool for communication and a vehicle for cognitive development, blending learning in both native and foreign languages into a unified process. It's worth noting that CLIL is not a novel concept in Europe.

Ch. Dalton-Puffer (2007) suggests that learners employ to using a non-native language when facing conceptual difficulties, though this approach does not always solve the language problem. What may initially appear as a barrier for a learner can actually be a valuable chance to better understand subject-specific concepts. It's essential to recognize that students in CLIL may encounter difficulties with exams in various subjects, except in instances where subjects such as a foreign language and native language literature are combined.

The purpose of the article is to analyse proposed approaches and then find the ways of CLIL approach implementation as the most suitable for secondary and tertiary education in Ukraine.

Methodology

The study used research methods that encompassed a systematic and theoretical analysis of scientific literature on the application of CLIL in both European and Ukrainian contexts. This methodology entailed a comprehensive review of existing scientific works and publications pertaining to the implementation of CLIL practices.

The issue of CLIL implementation in Ukraine has been studied by such Ukrainian scholars as A. Artsyshevska, S. Bobyl, O. Khodakovska, N. Kuzminska and others.

N. Kuzminska et al. (2019) suggests that within the CLIL framework, language acquisition takes on a more purposive nature, with language serving as a tool for accomplishing specific communicative objectives. The main advantages of using CLIL in the classroom is the focus is on the content where learners have the opportunity to learn a foreign language in practice. Learners gain deeper insights into the culture associated with the target language, fostering the development of socio-cultural competence. Engaging with a substantial amount of language material enables learners to fully immerse themselves in a natural language environment. Exploring diverse topics facilitates the acquisition of specialized terms and language structures, enriching learners' vocabulary with subject-specific terminology and preparing them for further application of acquired knowledge and skills. Simultaneously studying a foreign language and a non-language subject serves as an additional way for accomplishing educational objectives, offering positive outcomes for both language acquisition and subject learning.

Both foreign and Ukrainian scholars highlight four characteristics of the CLIL approach that share similarities with other existing methods of foreign language learning.

The first characteristic is the naturalistic and implicit nature of CLIL. This aspect involves an emphasis on communication opportunities, resulting in increased exposure to external input. A variety of information fosters improved learning outcomes.

The second characteristic of CLIL is its cooperative learning style. Through cooperative learning, learners collaborate in small groups to accomplish tasks, fostering an environment that reduces anxiety, enhances motivation, and encourages active interaction among learners. Collaborative interaction within teams enhances learners' communication skills in foreign language learning.

The third characteristic of CLIL is authenticity, which enables learners to develop their ability to address real-life communication challenges. Authentic-oriented learning involves selecting materials that reflect real-world language usage.

The fourth characteristic of CLIL is its flexibility. The CLIL approach can be adapted to various curricula to align with the content of subject studies.

The reason for the emergence of the CLIL approach in tertiary education is the new challenges faced by graduates in their professional activities. This has led to the need to revise curricula and add professionally oriented courses in order to master a foreign language (Artsyshevska et al., 2021).

The researchers emphasize that “CLIL’s flexibility is supported by a theoretical framework commonly referred to as the 4C model. The 4C model is a holistic approach that integrates content, communication, cognition and culture”.

Y.R. de Zarobe (2015) considers that successful CLIL operation encompasses five dimensions: advancement in content knowledge, skills, and comprehension; engagement in communicative interactions; development of effective communication skills; and cultivation of heightened intercultural awareness. In this regard, CLIL offers distinct advantages supported by substantial evidence: enhanced language proficiency, heightened motivation, and applicability to learners of varying abilities.

CLIL approach is highly sought-after in contemporary education, as it combines the instruction of subject-specific content with foreign language learning. Modern secondary educational institutions may choose for either “soft” CLIL, where specific topics are taught within a language course, or “hard” CLIL, where subjects are exclusively taught in English. While hard CLIL focuses solely on teaching a particular subject in English, soft CLIL utilizes English to deliver content with the aim of achieving language-based objectives.

I. Tkalia, N. Cherkashyna, and Z. Ognivenko (2020) emphasize that “CLIL provides a combined coverage of content and language, which allows improving learners’ communication skills in real-life situations. The main advantage of CLIL-based teaching methods is the high degree of motivation gained by learners, as language learning is inextricably linked to the development of their professional competencies”.

On the basis of theoretical analyses CLIL can be divided into “soft” and “hard” CLIL. These two models describe different emphases within CLIL instruction. “Soft CLIL” has an emphasis on language learning alongside content learning. In soft CLIL, language development is often seen as the primary goal, with content learning serving as a context for language acquisition. This approach prioritizes language support and scaffolding throughout the lesson to ensure that learners can access and engage with the content effectively while also developing their language skills.

In this turn “hard CLIL” focuses more on content learning, with language learning serving as a secondary goal. In hard CLIL, the primary objective is for learners to acquire knowledge and skills related to the subject content, with language development occurring naturally as a result of engaging with the content. While language support is still provided in hard CLIL, it may be less extensive compared to soft CLIL and the emphasis is more on delivering content instruction.

Teachers often adapt their CLIL instruction based on factors such as the proficiency levels of their learners, the specific content being taught, and the learning objectives of the lesson. Both soft and hard CLIL approaches have their positive features and challenges and can be effective depending on the context and goals of the curriculum.

L. Budko, G. Maksymovych & T. Shulga (2024) believe that among the various forms and models for integrating a foreign language with subject disciplines, it is challenging to select one that perfectly suits a specific higher education institution. This is especially true when considering the institution's unique characteristics while avoiding significant organizational changes. Thus, based on the degree of immersion, three CLIL models are known: soft (language-led), hard (subject-led), partial immersion”.

The researchers explain that “the initial model concentrates on the linguistic aspects within a specific context, while the second model entails dedicating 50% of the curriculum for subject-based instruction in a foreign language. The third model serves as an intermediate approach and is employed when certain modules of the educational program are delivered in a foreign language”.

Researchers believe that employing CLIL approach fosters increased motivation in learning a foreign language. This is attributed to language serving not only as a pool of knowledge but also as a medium of communication between learners and teachers, as well as among peers. Engaging with various thematic units enables learners to enhance their reading, writing, listening, and speaking abilities, while also

enriching their vocabulary with professional terminology. This serves as a strong basis for applying acquired knowledge and skills in future professional career.

Modern researchers identify several didactic principles that characterize CLIL approach:

1. Content integration - CLIL seeks to integrate language learning with subject content, fostering simultaneous development in both areas.
2. Language development - CLIL aims to enhance language proficiency while learners engage with subject-specific content, enabling them to communicate effectively in various contexts.
3. Cognitive challenge - CLIL tasks are designed to provide cognitive challenges that stimulate critical thinking, problem-solving, and deeper understanding of subject matter.
4. Learner-centered approach - CLIL promotes active learner involvement, encouraging learners to take ownership of their learning process and engage actively in activities.
5. Authentic contexts - CLIL emphasizes learning within authentic contexts, where learners encounter real-life situations and use language in meaningful ways relevant to their academic and professional lives.
6. Scaffolded support - CLIL provides scaffolded support to learners, offering appropriate assistance and guidance to help them comprehend complex subject matter and language structures.
7. Assessment - CLIL assessments are associated with both content and language objectives, ensuring that learners' language proficiency and subject knowledge are accurately evaluated.

These principles of CLIL approach guide educators in implementing effective teaching strategies that promote integrated language and content learning.

Results and discussion

The use of CLIL approach in secondary and tertiary education allowed us to pay attention to the problems associated with its implementation in the educational process. The main and most important problem today is the need to develop specific professional competencies of teachers who could work with the CLIL.

The primary benefits of employing CLIL approach are:

- Enhanced motivation for foreign language acquisition;
- Directed progression in mastering a foreign language for specific communicative objectives;
- Emphasis on cultivating skills for professional communication in a foreign language;
- The interactive and collaborative nature of CLIL fosters learners' self-assurance.
- Cultivation of cultural and intercultural understanding to deepen knowledge of the target language's culture;
- Immersion in a purposefully constructed language environment;
- Acquisition of specialized terms and language structures essential for particular subjects, leading to an expansion of subject-specific vocabulary;
- Elevation of critical thinking abilities and the development of rapid comprehension skills when engaging with new material;
- Flexibility in implementing the CLIL methodology across diverse educational formats and learning contexts;
- Creation of opportunities for educators to integrate foreign language learning seamlessly with various non-language subjects.

According to the methodologists CLIL (M.M. Adrián and M.J.G. Mangado, M.O. Douglas, E. Dafouz & A. Hibler) faces some benefits and challenges. To positive side of CLIL introduction we can place mastering foreign language proficiency. M.M. Adrian & M.J.G. Mangado (2015) state that immersing learners in subject content taught in a foreign language through CLIL encourages natural and meaningful language use. Instead of depending solely on memorization and artificial examples, CLIL requires learners to actively apply language skills in real academic settings. This approach not only enhances communicative language development but also fosters critical thinking and cognitive engagement as learners cope with complex, advanced subject matter.

Despite the widespread positive feedback and successful global implementation of CLIL several challenges that require resilience remain:

- CLIL class schedules must encompass three critical stages simultaneously: the content of the discipline, the foreign language, and its application in educational contexts;
- Recognizing the foreign language as both a means and as a purpose of the learning process;
- A shortage of “subject and content specialists” capable of conducting comprehensive integrated lessons in a foreign language effectively;
- The need to adapt and create educational materials that correspond to the requirements of integrated learning (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2006).

E. Dafouz & A. Hibler (2013) emphasize that providing teachers with the essential skills and knowledge to effectively implement CLIL is crucial for its success. High-quality CLIL instruction necessitates specialized teaching strategies that integrate language and content learning.

M.O. Douglas (2017) states that the complexity of linguistic nuances and syntactic structures can deter language acquisition for CLIL learners. Without sufficient scaffolding and support, the language demands of the content can overwhelm learners, causing cognitive overload in both content and language learning. Careful assessment and responsive support are essential to provide learners with the necessary language assistance. Without this, CLIL could obstruct the language development.

According to P. Moore & F. Lorenzo (2015) CLIL is not a prescriptive method but rather an approach grounded in an epistemological perspective that emphasizes the symbiosis of language and content. The essence of CLIL lies in this integration. Designing a CLIL pathway involves reflecting on and developing a theory or understanding of language. However, for many content teachers, the primary focus in CLIL implementation remains the material itself.

Challenges in implementing CLIL implementation include insufficient awareness and comprehension of the CLIL approach and its principles among educators at both school and university levels, alongside a shortage of suitable materials aligning with its dual objectives. There is a need for more structured teacher training programmes, as well as methodological webinars and seminars. Learners often show low English proficiency levels, struggle with interpreting content texts, while teachers may lack practical experience and confidence in areas such as lesson planning, time management, pronunciation skills, and accessing adequate resources. Additionally, there is the challenge of engaging with parents effectively. Despite these obstacles, CLIL presents new opportunities for learners, particularly at faculties where English isn't a primary focus.

For future school teaches of different subjects it opens new ways for communication with their colleagues in other countries, that is global communication in educational community.



Figure 1. CLIL Implementation and Risks.

Figure 1 shows interconnection of three stages of CLIL implementation in secondary and tertiary education.

It is possible to distinguish the following challenges associated with the process of implementing CLIL approach: lack of the required number of trained specialists; lack of appropriate training and professional development of specialists who would be able to work according to the CLIL approach; lack of educational material and difficulties in its selection and adaptation; overcoming parents' negative attitude to the use of the methodology of subject and language integrated teaching in non-language lessons.

Resilience presupposes: life challenges; learners’ ability to study; self-esteem and confidence; self-efficiency and ability to overcome challenges; social problem-solving approaches; learning environment and tools.

Sustainability means: concentration of content, communication, cognition and culture; dual focus on learners’ skills and process of learning while content knowledge and language obtaining.

As for our analyses of the situation with CLIL implementation in Mykolaiv region it should be mentioned that by introducing CLIL approach it is obviously necessary to have support from local educational authorities and school directory.

According to the questionnaire developed for CLIL teachers of Mykolaiv and Mykolaiv region which was carried out by the scale from 1 till 10 the following results were obtained and presented in the Table 1.

Table 1.
CLIL implementation questionnaire at Mykolaiv and Mykolaiv region

Positive feedback					Challenges
Improve communication skills (speaking fluency) in L2	Improve social interaction skills in L2	Increase motivation	Improve content knowledge in L2	Improve cognitive abilities	Specific
7	10	8	8	9	1) Balancing content and language instruction; 2) Developing suitable materials; 3) Support of local and directly educational establishments authorities

Analysing the results of the questionnaire proposed to the participants of “CLIL Methodology Course” on MNU Moodle it should be mentioned that secondary educational establishments as well as higher educational establishments have the same similarities and differences of CLIL application teaching different courses at different levels.

Similarities in CLIL application lie in the following:

- Language immersion — learners are immersed in the target language through subject content, promoting natural and meaningful language use;
- Integrated learning – combination of content and language learning requires learners to simultaneously acquire subject knowledge and language skills;
- Focus on communication – the studied content encourages learners to use the language actively in academic and real-world contexts;
- Interdisciplinary approach – CLIL involves integrating multiple disciplines, fostering a comprehensive learning experience that connects different areas of knowledge.
- Methodology – teachers need to use specialized strategies that balance content and language instruction at different levels of study, such as scaffolding, modeling, and interactive activities.

Differences in CLIL application can be viewed as follows:

1. Complexity of content for different levels:

- At secondary level the content is generally simpler and more concrete, focusing on basic concepts and vocabulary;
- At higher level the content is becomes more complex and abstract, involving advanced theories, specialized terminology, and critical analysis;

2. Language proficiency expectations:

- At secondary level learners are often at a beginner or intermediate level of language proficiency that requires more foundational language support;

- At higher level learners have higher language proficiency that allows to use more sophisticated language;
3. Methods of assessment:
 - At secondary level assessments are often formative, focusing on basic comprehension and language use through simple tasks and activities;
 - At higher level assessments are more summative and difficult, including essays, presentations, and exams that require in-depth understanding and critical thinking;
 4. Teacher proficiency and knowledge:
 - At secondary level teachers often need to have strong skills in basic language teaching and classroom management;
 - At higher level teachers are required to have deep content knowledge and the ability to facilitate high-level academic discourse in the target language;
 5. Learning materials:
 - At secondary level materials are more visual, interactive, and accessible, using pictures, games, and simple texts to engage younger learners;
 - At higher level materials are more text-based and complex, including academic articles, research papers, and technical documents relevant to the subject matter;
 6. Learner autonomy:
 - At secondary level the process of learning is more guided with teachers' direct instruction and support;
 - At higher level the process of learning is more autonomous and learners are expected to take more responsibility for their learning and engage in independent research and study.

Collaboration with foreign educational establishments and participation in Erasmus+ projects (the EU's programme to support education, training, youth and sport) fosters CLIL implementation in Ukrainian educational establishments at different levels of study.

Further and successful implementation of CLIL depends significantly on elaborating manuals on different educational courses and support of the policymakers. One more step to fruitful CLIL application is creation of CLIL hubs to support educators in CLIL implementation by methodological instructions and manuals. The steps of creating CLIL hubs and developing CLIL curricula are described by D. Marsh, P. Mehisto, D. Wolff, M.J. Frigols Martín (2011) in the manual "The European Framework for CLIL Teacher Education" that aims to offer principles and ideas for working out CLIL professional development curricula. It is also serves as a tool for reflection, providing a conceptual approach for practical usage.

As for the limitation of the studies presented in the article it is necessary to pay attention to the percentage of theoretical and practical basis not to be disconnected between classroom activities and real situation application. Summing up, teachers should pay more attention to the practical use of CLIL to engage learners in effective learning (Lokshyna et al., 2015). To prevent a disconnect between classroom activities and real-world applications in CLIL application, a teacher should follow such methodological strategies:

1. To design activities based on case studies and project work that reflect real-world scenarios related to the content matter;
2. To incorporate authentic materials such as news articles, videos, podcasts, and other media that professionals in the field might use;
3. To implement interdisciplinary projects that require learners to apply knowledge and skills from multiple subjects, similar to real-world contexts;
4. To design assignments that require learners to solve real-life problems or create products that have practical applications outside the classroom;
5. To use digital tools and platforms that professionals use that allow learners to know standard technology and practices;

6. To provide continuous feedback that highlights the practical applications of learners' work and how it connects to real-world expectations and standards;
7. To encourage collaborative projects that is based on teamwork in professional settings, helping learners develop communication and collaboration skills;
8. To incorporate reflective practices where learners analyse how their classroom learning can be applied in real-life situations, fostering a deeper understanding of the relevance of their studies;
9. To adapt language instruction to the specific vocabulary, structures, and genres relevant to the content matter that ensures real life communication;
10. To ensure assessments reflect real-world tasks and applications, such as presentations, reports, or portfolios that demonstrate practical skills and knowledge.

Considering that higher education reform in Ukraine is currently in a transitional phase, secondary schools are already actively implementing CLIL approach with integrated lessons. However, there is still a shortage of highly trained staff - teachers with sufficient professional and linguistic competencies. Therefore, the Germanic Philology Department at V.O. Sukhomlynskyi National University of Mykolaiv employs partial immersion of CLIL while teaching professionally oriented programmes at different levels of study. This involves teaching certain fundamental disciplines in English, which enhances learning motivation, development of communication skills, and intercultural awareness. Integrating English language into professionally oriented classes boost learners' motivation, making learning process more deliberate and intentional. Current research on CLIL emphasizes the learner's role in independently shaping their own needs and interests. Focusing on the context, abstracting from linguistic issues, and avoiding constant comparisons between native and foreign languages are crucial steps in overcoming language barriers. In the context of Ukrainian didactics, CLIL involves interdisciplinary connections and relies on creating an artificial foreign language environment to facilitate language immersion in the educational process.

When implementing CLIL approach in non-language specialties, it is important to note that working with professionally oriented texts using immersion helps uncover the content and meaning of these texts. Before reading, learners make assumptions and propose hypotheses, which are then compared with the data and evidence as they read. With a significant amount of information on their specialization, learners can guess the text content based on their knowledge. Subject knowledge is primary, as learners often lack vocabulary needed to fully understand foreign language texts in their professional field of study. However, having a strong grasp of the subject matter allows them to infer the meaning of words, phrases, and sentences from the context. When learners study texts in a foreign language related to their professional field, they do not need extensive vocabulary because CLIL supports text comprehension, boosting learners' confidence and self-assessment.

The methodical organization of CLIL lessons can vary based on the training content, still several stages can help plan an effective CLIL lesson:

- Choose an engaging topic for language specialties, for other majors follow the curriculum guidelines;
- Identify key vocabulary words to focus on, starting with 6 to 10 words initially, and gradually increasing to 20 depending on the learners' level;
- Decide what specific grammatical structures are to be used in the lesson;
- Create or select educational material related to the topic taking into account that CLIL lessons generally incorporate all aspects of language learning, with special emphasis on reading and listening, using authentic texts such as magazine articles and online content;
- Use Graphic organizers to visually represent knowledge, concepts, ideas, and their relationships;
- Assign creative tasks related to homework or class activities, such as projects, cases, essays, and other written and oral assignments. These tasks help learners personalize the information, enhancing psychological assimilation of the content.

Conclusion

The Ukrainian education system highlights the following benefits of CLIL: employing a foreign language in authentic contexts to address genuine professional challenges, fostering a comprehensive and integrated understanding of the subjects studied, optimizing classroom time, gaining deeper insights into the core issues, and enhancing learners' motivation.

The successful application of CLIL approach in Ukraine can be achieved by following such prerequisites:

- 1) Using English instruction in preschool educational settings;
- 2) Revising English language curricula for both secondary and tertiary education;
- 3) Integrating the “CLIL Methodology” course into the curriculum for future teachers; professional development;
- 4) Implementing CLIL approach for teaching English at all pedagogical and non-pedagogical disciplines;
- 5) Organizing professional development courses at Ukrainian higher education institutions with issuing certificates for both language and subject teachers. Language instructors can enhance their understanding of English instruction using CLIL, while subject teachers can refine their English proficiency and familiarize themselves with the fundamental principles of content and language integrated teaching.
- 6) Establishing digital CLIL lesson plans, methodological resources, and electronic textbooks tailored for teachers across pedagogical and non-pedagogical specialties;
- 7) Establishing language immersion centers at secondary and tertiary educational establishments institutions in Ukraine, with corresponding funding to support their operations.

By implementing CLIL in secondary and tertiary education we come across some challenges, including the need for comprehensive teacher training, the development of appropriate instructional materials, ensuring equitable access to CLIL programmes, and addressing potential resistance to change among stakeholders. Despite these challenges, the potential benefits of CLIL in promoting language proficiency, academic achievement, and global competence make it a promising approach for enhancing education in Ukraine.

Bibliographic References

- Allen, M. (2004). Reading Achievement of Students in French Immersion Programs. *Educational Quarterly Review*, 9(4), 25-30. <https://acortar.link/753Qfq>
- Adrián, M. M., & Mangado, M. J. G. (2015). L1 Use, Lexical Richness, Accuracy and Syntactic Complexity in the Oral Production of CLIL and NON-CLIL Learners of English. *Atlantis*, 37(2), 175-197. URL: <http://www.jstor.org/stable/24757789>
- Artsyshevska, A., Hrynya, N., & Kyznetsova, L. (2021). Implementation of CLIL Approach in a Bilingual Environment. *Young Scientist*, 10.1(98.1), 4-7. URL: <https://molodyivchenyi.ua/index.php/journal/article/view/4070/4001>
- Ball, P., & Lindsay, D. (2012). *Language Demands and Support for English-Medium Instruction in Tertiary Education. Reflections on the Basque experience*. In English – Medium Instruction at Universities. Global Challenges. Multilingual Matters.
- Bobyl, S. V. (2014). Content and Language Integrated Learning in the Process of Studying RKI at Technical Universities: [preprint]. *Materials of the III All-Ukrainian Scientific and Practical Conference. Prydniprovsky Scientific Center of the National Academy of Science of Ukraine and the Ministry of Education and Science of Ukraine, Kyrovohrad State Pedagogical University*. Kyrovohrad, pp. 37-41. URL <http://eadnurt.diit.edu.ua/jspui/handle/123456789/3104>
- Budko, L.V., Maksymovych, G.O., & Shulga, T.V. (2024). Content and Language Integrated Learning Model in Teaching a Foreign Language on a Non-Language University. *Innovative Pedagogy*, 67, 127-131. URL: http://www.innovpedagogy.od.ua/archives/2024/67/part_1/29.pdf
- Collins, H. (2011). Language and practice. *Social Studies of Science*, 41(2), 271-300. URL: <http://www.jstor.org/stable/41301905>
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press, 2010.
- Dafouz, E., & Hibler, A. (2013). “Zip Your Lips” or “Keep Quiet”: Main Teachers’ and Language Assistants’ Classroom Discourse in CLIL Settings. *The Modern Language Journal*, 97(3), 655-669. URL: <http://www.jstor.org/stable/43651698>
- Dalton-Puffer, Ch. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam: John Benjamins, 330. URL: <https://acortar.link/HIhRCj>
- de Zarobe, Y.R. (2015). Language Awareness and CLIL. In: Cenoz, J., Gorter, D., & May, S. (eds) *Language Awareness and Multilingualism*. Encyclopedia of Language and Education. Cham: Springer. https://doi.org/10.1007/978-3-319-02325-0_13-1.
- Dudley-Evans, T., & St. John, M. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press, 301 p.

- Douglas, M. O. (2017). Assessing the Effectiveness of Content-Based Language Instruction (CBLI) in Japanese at the College Advanced Level. *Japanese Language and Literature*, 51(2), 199-241. URL: <http://www.jstor.org/stable/44508415>
- European Commission, Directorate-General for Education, Youth, Sport and Culture. (2006). *Content and Language Integrated Learning (CLIL) at school in Europe*. Publications Office of the European Union. URL: <https://acortar.link/9IUzPy>
- Graddol, D. (2006). *English Next*. British Council, pp. 132. URL: https://www.teachingenglish.org.uk/sites/teacheng/files/pub_english_next.pdf
- Heyer, M. (2000). Creating a Language-Promoting Classroom: Content-Area Teachers at Work. In Hall, Joan Kelly and Lorrie Stoops Verplaetse (eds.) *Second and foreign language learning through classroom interaction*. Mahwah N.J. and London: Lawrence Erlbaum Associates, pp. 265-285.
- Hura, T., Dubinina, K., Khryk, V., Kazanishena, N., & Biliavska, T. (2023). El papel de la educación a distancia en la formación de especialistas. *Revista Eduweb*, 17(4), 74-86. <https://doi.org/10.46502/issn.1856-7576/2023.17.04.8>
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learner-Centered Approach*. Cambridge University Press.
- Hyland, K. (2014). English for Academic Purposes. In Leung, C. & Street, B. (eds.) *The Routledge Companion to English Studies*. London: Routledge, 356 p. URL: https://www.academia.edu/22895101/English_for_Academic_Purposes
- Khodakovska, O. O. (2016). The Peculiarities of CLIL Approach. Modern Communicative Methods of Teaching English: *IVth All Ukrainian Scientific and Methodological Conference* (October 28, 2016). Zhytomyr, pp. 63-67. (In Ukrainian). URL: https://dspace.nlu.edu.ua/bitstream/123456789/14363/1/Khodakovska_63-67.pdf
- Knysh, I., Palshkova, I., Balalaieva, O., Kobernyk, H., & Tiahur, V. (2024). Augmented Reality in Higher School as a Tool for Implementation of STEM Education. *Amazonia Investiga*, 13(74), 180-192. <https://doi.org/10.34069/AI/2024.74.02.15>
- Kuzminska, N., Stavvytska, I., Lukianenko, V., & Lygina, O. (2019). Application of CLIL Methodology in Teaching Economic Disciplines at University. *Advanced Education*, 6(11), 112-117. <https://doi.org/10.20535/2410-8286.167150>
- Marsh, D., Mehisto, P., Wolff, D., & Frigols Martín, M. J. (2011). *European Framework for CLIL Teacher Education. A framework for the professional development of CLIL teachers*. European Centre for Modern Languages and its publications. URL: <https://acortar.link/scrnTT>
- Marsh, D. (2012). *Content and Language Integrated Learning (CLIL)*. Servicio de Publicaciones de la Universidad de Córdoba. URL: <https://core.ac.uk/download/pdf/60884824.pdf>
- Mehisto, P. (2012). Criteria for producing CLIL learning materials. *Encuentro*, 12, 15-33.
- Moore, P., & Lorenzo, F. (2015). Task-Based Learning and Content and Language Integrated Learning Materials Design: Process and Product. *The Language Learning Journal*, 43(3), 334-357. DOI: 10.1080/09571736.2015.1053282
- Lokshyna, O. I., Shparyk, O.M., & Dzhurylo, A.P. (2015). The European Vector of School Education Content Transformations in Ukraine. *Science and Education a New Dimension. Pedagogy and Psychology*, III(30), 7-10. URL: <https://acortar.link/dgFdAJ>
- Roll, H., Bernardt, M., Enzenbach, Ch., Fischer, H.E., Gürsoy, E., Krabbe, H., Lang, M., Manzel, S., & Uluçam-Wegmann, I. (2019). Writing in Subject Lessons at Lower Secondary Level Including Turkish. Münster: Waxmann (Multilingualism, 48). URL: <https://www.waxmann.com/?eID=texte&pdf=4088Volltext.pdf&typ=zusatztext>
- Stoika, O., Butenko, N., Miziuk, V., Zinchenko, O., & Snikhovska, I. (2023). Information technologies in the educational process of higher educational institutions. *Amazonia Investiga*, 12(63), 156-163. <https://doi.org/10.34069/AI/2023.63.03.14>
- Sulym, V., Melnykov, A., Popov, M., Vechirko, O., & Malets, D. (2023). Improving education through implementation of information technologies into the educational process. *Amazonia Investiga*, 12(68), 281-293. <https://doi.org/10.34069/AI/2023.68.08.26>
- Tkalia, I.A., Cherkashyna, N.I., & Ognivenko, Z.G. (2020). CLIL as a Reflection of Contemporary Global Trend. *Problems of Contemporary Education*, 11, 59-62. URL: <https://periodicals.karazin.ua/issuesedu/article/view/17648>
- Wolff, D. (2012). Content and Language Integrated Learning (CLIL). *English Studies*, 23(1), 97-106. URL: <https://angl.winter-verlag.de/data/article/3453/pdf/91201010.pdf>