

**CONTENT AND LANGUAGE INTEGRATED LEARNING WITHIN
THE “LISTENING COMPREHENSION AND NOTE-TAKING”
COURSE AND ITS INFLUENCE ON LEARNERS MOTIVATION**

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Abstract. The article analyzes and explains the influence of content and language integrated leaning (CLIL) on students motivation within the course “Listening comprehension and note-taking”. Basic CLIL features and core principles are analyzed. Special attention is drawn to David Marsh, Sylvén, Coyle whose works are devoted to CLIL and its foundation and implementation. Moreover, the comparison of content and language integrated learning with integrated education is made. Chronological stages of CLIL formation are highlighted. The authors show three models of CLIL implementation. They are hard (subject-led), soft (Language-led) and partial immersion (both the subject and language are equally important). Due to the features of language specialties soft CLIL model (language-led) is considered to be the most appropriate model within the course “Listening comprehension and note-taking”. Besides the content and language integrated learning approach, learners’ motivation and encouragement into the educational process are analyzed. In the conducted research the significant role of positive motivation is studied. Such features as authentic material, variety of assessment, task gradation (from simple to more complex and vice versa), the studied material are considered in the article. In addition, there is a comparison of L1 (native language) and L2 (foreign language) and how their use affect encouragement into educational process. It should be taken into account that the negotiation between L1 and L2 is different depending on content and language integrated learning or integrated education. As a practical part an introduction to a lesson (within the course “Listening

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comprehension and note-taking”) is taken. The lesson is based on the topic which has strong cross subject connections with Practical Phonetics. So, as students need to use their background knowledge and are supposed to develop not only communicative skills, the soft CLIL model is applied. Thus, the authors propose the introduction based on key principles of soft (language-led) content and language integrated learning. The final part of the article presents the results of the conducted research and future stages and strategies which may be conducted based on the conclusion. Moreover, it can be inferred that the use of content and language integrated learning has a positive impact on learners motivation and provides the formation of more sustainable skills.

1. Introduction

Both language teaching and learning are affected by inevitable changes which happen round the world. The growth of technologies requires new methods, technics and approaches in teaching. Moreover, the amount of information to study grows steadily and the need to systemize it is vital. In alignment with that such approaches like CLIL (content and language integrated learning) become more popular.

Defining Content and Language Integrated Learning (CLIL) a variety of definitions can be found, the most common are the next: content and language integrated learning is an approach to teaching that involves teaching subjects using a foreign language as a tool. In addition, CLIL is a basement for both linguistic and communicative competencies formation in a non-native language in the same educational context. Thus, CLIL use involves the study of non-language subjects in foreign languages.

David Marsh, a researcher in multilingual education, is considered to be the founder of the CLIL doctrine. The study of the dual educational orientation started in the 1960s, and CLIL implementation became one of the developed approaches in the field of integrated education. The closest analogues of the mentioned approach to teaching are considered to be the followings: Language Immersion (the Canadian practice of teaching/learning a foreign language through immersion) or Content based instruction (American programmes for teaching/learning a foreign language based on the content of the subject). Today, the use of an integrated approach is more common in Western Europe (Belgium, France, Germany, etc.). The idea

of involving CLIL here in Ukraine is relatively new, but in the context of higher education reformation, the ideas of the New Ukrainian School, the globalization of educational processes in general allow us to talk about the relevance of the CLIL approach in Ukrainian higher education.

At the European symposium «The Changing European Classroom – the Potential of Plurilingual Education» in March 2005, dedicated to improving the process of ensuring multilingualism in Europe, CLIL was recognized as a priority in language education. The need to ensure youth access to CLIL at all levels of education was declared [9].

One of the CLIL features is its flexibility and a number of variations, due to which this approach can be implemented in the learning process. The three main CLIL models are:

- soft (language-led) – aimed at the linguistic features of the special context;

- hard (subject-led) – 50% of the curriculum subjects are studied in a foreign language;

- partial immersion – occupies an intermediate position and is used when some modules of the programme in the specialty are studied in a foreign language [6].

A detailed analysis of the first model is considered within the article because for first-year students of the Faculty of Foreign Philology teaching in English, even basic disciplines, has clear CLIL features, which, in turn, increases motivation to learn a foreign language, focus on mastering a foreign language, to solve specific communicative tasks, the priority of acquiring skills for communication in a foreign language in a professional context, immersion in an artificially created language environment, learning specific terms, certain language structures and expanding vocabulary [15].

2. Dual focus

The peculiarity of content and language integrated learning in «soft (language-led) form» is related to the linguistic features of the context. The purpose of the course “Listening Comprehension and Note-Taking” comprises a practical part – development of skills in understanding English text, ensuring correct understanding and perception of phonetic phenomena in the formation of relevant competencies, as well as theoretical part – mastering basic knowledge of English phonetics and using phonetic models

in speech. This dual approach allows us to talk about an approach that is based on content and language integrated learning.

To achieve the main objectives of the course, it is important to focus on developing effective classes. Classes have to involve:

- ensuring that students acquire systematic knowledge of listening comprehension;
- teaching students to use English fluently for professional, scientific and other purposes;
- mastering comprehension skills;
- studying the syntactic, morphological rules and patterns of the English language;
- speech training by using authentic English-language materials;
- preparation future English teachers for pedagogical activity taking into account the principles of humanization and democratization in education.

The use of content and language integrated learning will ensure the achievement of both general and professional competencies:

- knowledge and skills in the discipline being studied;
- ability to apply basic scientific and theoretical knowledge to solve theoretical and practical problems;
- mastery of oral and written communication skills;
- knowledge of ideological and moral values;
- awareness of social reality and norms;
- experience of group communication;
- experience of public communication;
- readiness to constantly improve the educational level, the need for actualization and realization of personal potential, the ability to independently acquire new knowledge and skills, the ability to self-development;
- permanent self-enrichment with scientific and practical achievements in the field of philology, ability to use modern information and communication technologies, ability to use printed and electronic sources of information, work with various types of information, implement it in accordance with the goals and objectives of the pedagogical process;
- complex communication skills and abilities;
- new skills and abilities formation in other social structures, in socio-cultural situations;

- ability to perform oral and written translation from a foreign language into the native language;
- ability to interact effectively in a multicultural team;
- knowledge of the phonetic system of language and the rules of its functioning in the process of foreign language communication;
- development of grammatical forms and structures;
- ability to effectively communicate in native and foreign languages;
- ability to identify difficulties in language acquisition and ways to overcome them, to determine the principles and methods of teaching in accordance with different age and psychological and social groups of students, ways and means of forming communicative competence.

3. Learners motivation

The formation of positive motivation to foreign language learning, even among students of the language specialty, is a problem that requires a solution. The use of authentic materials, visual aids, communicative principles of learning, an integrated learning approach contribute to the positive motivation formation.

The implementation of CLIL across Europe is presented in a rather diverse way (Sylvén, 2013). In some CLIL implementations, the cultural perspective comes to the fore (Coyle, 2007), while in others concentrate on achieving language skills while studying the content of a school subject (Nikula, 2007). In addition, Sylvain (2004) concluded that «attitude and level of motivation are crucial factors in mastering English vocabulary» (p. 220). Lasagabaster and Sierra (2009) showed that CLIL students had a more positive attitude towards English than EFL (English as a foreign language) students. The authors suggest that this may be the result of more significant opportunities to use CLIL. In addition, in the German context, CLIL students remained motivated over time, while non-CLIL students did not (Fehling, 2008). As a result, CLIL students are more motivated [7].

Analyzing the level of motivation productivity in the CLIL approach, it is more necessary to analyze the definition of motivation and the peculiarities of its formation. Gardner found that motivation is a very important factor for learning a foreign language, and it is important for students to get positive results [7], because CLIL has a dual nature, getting positive results in two directions will stimulate students more than learning only the language.

The use of integrated lessons is not an innovation for Ukrainian methodology, so it is fundamentally important to focus on the differences between integrated education and the dual approach of CLIL, as the latter equally focuses on the form of language and content being studied. In addition, CLIL does not preclude the use of the mother tongue (L1) in the learning process in parallel with the language being studied (L2). The effectiveness of achieving the goals of classes depends on the background knowledge that students already have.

Among other authors who study the impact of motivation on learning, we present the following research results. Harlen and Deakin Crick also consider motivation to learn as a complex concept influenced by several variables and functions related to external motivation (curriculum, pedagogy, peer culture, assessment practices, support) and internal motivation (self-esteem, self-regulation, interest, effort, goal orientation, self-effectiveness), which is an individual motivation. Individual motivation is influenced by external motivation [7].

Motivation is a complex concept, its study is a complex way to learn many other factors, one of which is the aspect of CLIL or non CLIL [7]. The use of the content and language integrated learning approach has already proved its effectiveness in Western Europe, the main advantages are:

- constant focus on language, content, skills;
- development and use of linguistic and cognitively relevant materials;
- development of interdisciplinary links;
- increasing the level of motivation through integrated classes [2].

So, to evaluate the level of motivation increase within a practical tutorial has to be estimated. From theoretical perspective the organization of a practical lesson in the context of CLIL requires the following points:

- content of educational material;
- communication that involves the use of a foreign language;
- cognition, which involves the development of logical thinking and the ability to combine the acquired knowledge with the expression of their own thoughts in a foreign language;
- culture, which provides the development of alternative areas of study;
- understanding the audience, which deepens the student's awareness of himself/herself and understanding others and the world in general [11].

Content and language integrated learning can be aimed at both the formation specific skills and as a comprehensive approach. Classes with the use of content and language integrated learning make it easier to achieve the formation of skills in listening, reading, speaking and writing. As the need for translation exercises disappears, students begin to learn the material and learn the language naturally, which in turn ensures the formation of sustainable skills.

4. CLIL classes

During the introduction of content and language integrated learning in “Listening Comprehension and Note-Taking” classes with first-year students, the CLIL method provides a number of key objectives for practical application:

- development of intercultural communication skills;
- study of professional terminology in English;
- improving the general competencies of the language being studied;
- speaking skills development;
- cross-cultural consciousness.

Formation of English listening competence occurs during the performance of a number of exercises from simple to complex, in accordance with the gradual introduction of more complex constructions for their effective mastering by students. The use of technologies to introduce students to the atmosphere of active communication can increase the level of learning material. The formation of conditional grammatical competence on the basis of integrated learning should be based on the following didactic principles: continuity, systematic and consistency [2; 3].

Analyzing the process of organizing a practical lesson, which is conducted according to the method of content and language integrated learning, it is necessary to take into account a number of points (according to O. Khodakovskaya): knowledge and skills of the student, which are related to specific elements of his or her professional education; use of language as a source of obtaining and improving professional knowledge; development of the communicative culture, research of the culture peculiarities which language is being studied, promotion of socialization in a multicultural space; awareness of interdisciplinary connections.

The use of the CLIL approach in the classroom involves four aspects: listening, reading, speaking and writing. These four types of speech activity

cannot be developed in isolation, although in the framework of professional training students have separate courses in which one or another type of speech activity predominates.

Listening allows to communicate in a foreign language in a professional context. Reading through the use of authentic professional material is the main source new terms introduction. Speaking promotes the development of communication skills in a foreign language in a professional environment. Writing improves the acquisition of new material, increases vocabulary and is the basis for the development and establishment of intercultural professional connections.

The course “Listening Comprehension and Note-Taking” is closely related to such disciplines as «Practical Phonetics» and «Practical Course of the Foreign Language». All the above courses have a priority that is the formation of communicative competence.

The planning of practical classes within the CLIL approach by teachers requires consideration of principles, among which the main ones are: balance and affordability of learning content; variety of teaching methods; logical structure of tasks complexity.

Particular attention during the development of practical classes within the content and language integrated approach is paid to each individual element, task, which should be aimed at achieving a common goal. In turn, the objective of the lesson is the initial stage of designing training, requires the achievement of diagnostic and operational knowledge. The main principle of forming objectives of the lesson is the possibility to achieve them within clearly defined time frames.

The student’s activity must be productive. New material requires an introduction to speech practice, solving current problems, establishing links between known and new phenomena of language. Any activity must have a personal meaning of performance. The communicative orientation of learning should be reflected in the diversity of organizational forms of the educational process. They help the teacher to create communicative situations that are as close as possible to real life.

Such principles of organizing practical classes change the position of the teacher in the audience, which becomes an equal participant in the dialogue. From the position of an outside observer, the teacher begins to participate directly in the communication process [14]. The use of the

mentioned principles helps to boost students' attention during the lesson, which, in turn, increases their motivation. Content and language integrated learning stimulates the cognitive activity, because it requires not only knowledge of the language, but also different background knowledge for communication.

Content and language integrated learning encourages the development of interdisciplinary links, classes using the CLIL approach encourages comprehensive analysis and vision, as well as provides a holistic system of skills for the transfer of knowledge from one subject to another. Analyzing the phenomenon of CLIL in the context of teaching English-speaking students, it is difficult to talk about the option of implementing CLIL, because in this case, language – goal and language – tool are closely related. We offer an analysis of several stages of a practical class with junior students, as a result of which the features of soft CLIL are clearly distinguished.

The development of a comprehensive lesson on the newly introduced “Listening Comprehension and Note-Taking” course involves a combination of competencies that are formed during the study of such disciplines as «Practical Phonetics» and «Practical Course of the Foreign Language». In addition to listening skills and comprehension of English text, students must receive basic theoretical training in the discipline of «Practical Phonetics». According to the standards of secondary schools, graduates receive a basic level of English B1, but their practical training in a narrow field is not provided.

Curricula of disciplines at the Faculty of Foreign Philology include teaching in English (foreign). Integrated class serves as the main systematization and acquisition of knowledge. Thus, when students begin to answer on their own (which stimulates communication skills) on topics of a non-general nature, it becomes possible to talk about achieving the first goals and results.

During listening classes, it is essential to create clarity (research shows that the largest percentage of students perceive visual explanations much more productively, and although the main task of the course is to develop listening skills, the teacher must provide comfortable conditions for accepting material), anticipate difficulties that may arise during teaching/learning.

Phonetics: General Terms and Definitions

Objectives:

- To estimate learners' listening skills;
- To introduce basic theoretical background;
- To increase comprehensive skills.

The approach to teaching English, which is based on content and language integrated learning, involves the use of knowledge from other disciplines, which, in turn, stimulates the cognitive activity of students. For example we offer, the warming-up activity, developed for the practical course «Listening comprehension and note-taking», a number of tasks that involve knowledge of language in general and the basics of phonetics as a discipline.

Define the given terms

- Phonetics
- Vowel
- Consonant
- Diphthong
- Monophthong
- Syllable
- Stress
- Phone
- Allophone
- Weak forms
- Elision
- Segment
- Prosody
- Motor Speech
- Speech production
- Articulatory Phonetics
- Respiration
- Articulation

The teacher has a clear understanding that a certain percentage of the offered terminology is completely unknown for learners, because the school curriculum does not provide for the formation of appropriate skills, but this type of task helps to stimulate cognitive activity of students to perform the next task.

In order to develop logical and critical thinking, we offer students to perform the next part of the tasks, which have a lower level of complexity, but its main task is to use a language as a tool, not as a goal.

1. Match two parts

(Find the definitions to the given terms, the task appear to be challenging, so a table can be used as well)

Part 1

- a) Articulation
- b) Phonetics
- c) Respiration
- d) Motor Speech
- e) Speech production
- f) Articulatory Phonetics
- g) Stress
- h) Prosody
- i) Elision
- j) Segment
- k) Weak forms
- l) Diphthong
- m) Allophone
- n) Monophthong
- o) Consonant
- p) Vowel
- q) Syllable
- r) Phone

Part 2

1. The scientific study of speech sounds including both the production and perception of these speech sounds. Articulatory phonetics (how we use our body to create those speech sounds), acoustic phonetics (analysis of the sound waves) and perceptual phonetics (how we perceive the speech sounds and interpret them).

2. The shaping of the air with our articulators to produce speech sounds.

3. In English, this the air coming up from our lungs through the vocal folds and out through our mouth and nose to get the air going/vibrating for speech production. In some languages it includes the air being pulled into the mouth to make click sounds.

4. How sounds are shaped within the vocal tract: respiration, phonation, articulation and resonance.

5. How our body produces speech sounds. It includes: respiration, phonation, articulation, intonation and resonance.

6. Is achieved by the continuous and overlapping flow of articulatory gestures as the jaw, tongue, lips, soft palate, larynx and lungs all work together in a complex finely tuned manner to generate the precise timing and control required for speech.

7. Involves stress, length and pitch. E.g. different meanings for: project and project depending where stress is put.

8. Any discrete unit that can be identified, either physically or auditorily, in the stream of speech. Within phonetics and phonology these are the phones and phonemes (i.e. the consonants and vowels).

9. Deletion of sounds in connected speech. This includes deletion of unstressed syllables and function words (e.g. /ɪntəst/) and reduction of consonant clusters (medial d/t are most susceptible e.g. 'the clock ground to a halt').

10. The form of a word used often in connected speech where the vowel is unstressed. E.g. 'of' /ɒv/ becomes /əv/

11. Sets of phones which are all versions of one phoneme. They are conditioned by the phonetic context and are language dependent. E.g. /t/ becomes [t] after [s] environment (stop); /t/ becomes [r] between vowels (letter); /t/ becomes [tʰ] in other environments as in [tʰɒp]. [tʰ], [t], [r] are allophones of /t/. The variation is dependent upon the environment of the phoneme.

12. A speech sound found in any language. It is transcribed using []. E.g. [k].

13. The rhythm of English is based on the stress patterns, making it a stress timed language. Stressed syllables are marked by increased: loudness, pitch and duration. Humour/confusion can result due to words having the same stress pattern despite word breaks being in different spots.

14. A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno.

15. A vowel that is produced with a gliding tongue movement, where there is movement from one vowel to another within a single syllable.

16. A speech sound that is produced with an open airway or vocal tract. The air is shaped by the lips, tongue and jaw to produce the different vowel sounds. Vowels form the centre of each syllable.

17. A speech sound that is produced with some form of constriction or obstruction to the air that flows through the vocal tract from the lungs.

18. A vowel that is produced without movement of the tongue, rather each vowel is produced in its own vowel space.

Articulation	The scientific study of speech sounds including both the production and perception of these speech sounds. Articulatory phonetics (how we use our body to create those speech sounds), acoustic phonetics (analysis of the sound waves?) and perceptual phonetics (how we perceive the speech sounds and interpret them).
Phonetics	The shaping of the air with our articulators to produce speech sounds.
Respiration	In English, this the air coming up from our lungs through the vocal folds and out through our mouth and nose to get the air going/ vibrating for speech production. In some languages it includes the air being pulled into the mouth to make click sounds.
Motor Speech	How sounds are shaped within the vocal tract: respiration, phonation, articulation and resonance.
Speech production	How our body produces speech sounds. It includes: respiration, phonation, articulation, intonation and resonance.
Articulatory Phonetics	Is achieved by the continuous and overlapping flow of articulatory gestures as the jaw, tongue, lips, soft palate, larynx and lungs all work together in a complex finely tuned manner to generate the precise timing and control required for speech.
Stress	Involves stress, length and pitch. eg different meanings for: project and project depending where stress is put.
Prosody	Any discrete unit that can be identified, either physically or auditorily, in the stream of speech. Within phonetics and phonology these are the phones and phonemes (ie the consonants and vowels).
Elision	Deletion of sounds in connected speech. This includes deletion of unstressed syllables and function words (eg. /ɪntɹəst/) and reduction of consonant clusters (medial d/t are most susceptible eg. ‘the clock groun to a halt’).
Segment	The form of a word used often in connected speech where the vowel is unstressed. eg. ‘of’ /ɒv/ becomes /əv/
Weak forms	Sets of phones which are all versions of one phoneme. They are conditioned by the phonetic context and are language dependent. eg. /t/ becomes [t] after [s] environment (stop); /t/ becomes [r] between vowels (letter); /t/ becomes [tʰ] in other environments as in [tʰɒp]. [tʰ], [t], [r] are allophones of /t/. The variation is dependent upon the environment of the phoneme.
Diphthong	A speech sound found in any language. It is transcribed using []. Eg. [k].

Collective monograph

Allophone	The rhythm of English is based on the stress patterns, making it a stress timed language. Stressed syllables are marked by increased: loudness, pitch and duration. Humour/confusion can result due to words having the same stress pattern despite word breaks being in different spots.
Monophthong	a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno.
Consonant	A vowel that is produced with a gliding tongue movement, where there is movement from one vowel to another within a single syllable.
Vowel	A speech sound that is produced with an open airway or vocal tract. The air is shaped by the lips, tongue and jaw to produce the different vowel sounds. Vowels form the centre of each syllable.
Syllable	A speech sound that is produced with some form of constriction or obstruction to the air that flows through the vocal tract from the lungs.
Phone	A vowel that is produced without movement of the tongue, rather each vowel is produced in its own vowel space.

Having analyzed students answers and getting acquainted with their options, we offer cards with the correct answers, which will guarantee better mastering and comprehension of the material.

Phonetics – The scientific study of speech sounds including both the production and perception of these speech sounds. Articulatory phonetics (how we use our body to create those speech sounds), acoustic phonetics (analysis of the sound waves) and perceptual phonetics (how we perceive the speech sounds and interpret them).

Vowel – A speech sound that is produced with an open airway or vocal tract. The air is shaped by the lips, tongue and jaw to produce the different vowel sounds. Vowels form the centre of each syllable.

Consonant – A speech sound that is produced with some form of constriction or obstruction to the air that flows through the vocal tract from the lungs.

Diphthong – A vowel that is produced with a gliding tongue movement, where there is movement from one vowel to another within a single syllable.

Monophthong – A vowel that is produced without movement of the tongue, rather each vowel is produced in its own vowel space.

Syllable – a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno.

Stress – The rhythm of English is based on the stress patterns, making it a stress timed language. Stressed syllables are marked by increased: loudness, pitch and duration. Humour/confusion can result due to words having the same stress pattern despite word breaks being in different spots.

Phone – A speech sound found in any language. It is transcribed using []. Eg. [k].

Allophone – Sets of phones which are all versions of one phoneme. They are conditioned by the phonetic context and are language dependent. eg. /t/ becomes [t] after [s] environment (stop); /t/ becomes [r] between vowels (letter); /t/ becomes [tʰ] in other environments as in [tʰɒp]. [tʰ], [t], [r] are allophones of /t/. The variation is dependent upon the environment of the phoneme.

Weak forms – The form of a word used often in connected speech where the vowel is unstressed. eg. ‘of’ /ɒv/ becomes /əv/.

Elision – Deletion of sounds in connected speech. This includes deletion of unstressed syllables and function words (eg. /ɪntɹəst/) and reduction of consonant clusters (medial d/t are most susceptible eg. ‘the clock groun to a halt’).

Segment – Any discrete unit that can be identified, either physically or auditorily, in the stream of speech. Within phonetics and phonology these are the phones and phonemes (ie the consonants and vowels).

Prosody – Prosody (intonation) involves stress, length and pitch. eg different meanings for: project and project depending where stress is put.

Motor Speech – How our body produces speech sounds. It includes: respiration, phonation, articulation, intonation and resonance.

Speech production – is achieved by the continuous and overlapping flow of articulatory gestures as the jaw, tongue, lips, soft palate, larynx and lungs all work together in a complex finely tuned manner to generate the precise timing and control required for speech.

Articulatory Phonetics – studies the way sounds are shaped within the vocal tract: respiration, phonation, articulation and resonance.

Respiration – In English, this the air coming up from our lungs through the vocal folds and out through our mouth and nose to get the air going/vibrating for speech production. In some languages it includes the air being pulled into the mouth to make click sounds.

Articulation – The shaping of the air with our articulators to produce speech sounds.

**definitions taken from the English-English Oxford Dictionary
<https://www.macmillandictionary.com/>*

Having introduced the list of basic definitions practical listening part can be trained. Within the first lesson two different types of listening are advised to be used. Firstly, students are to listening to a short lecture without any visualization, while listening they are offered to take notes and to define core principles. The second stage is to listen and watch a short video with subtitles, slides with key information are given as well. Having made such an introduction group work to summarize all the information and share the ideas may be used.

The offered course, as defined above, is about soft CLIL implementation, but analyzing the introductory part of the lesson, we clearly follow the formation of competence in teaching English as a foreign language. Instructions for tasks, the use of a number of visual aids, testing, which are offered as an example, in the following exercises are used by teachers not only to develop communicative skills, but also teaching skills.

The main objective of the given lesson is to teach students basic Phonetics definition, to introduce theoretical knowledge they are not aware of. Achievement of the goal becomes virtually impossible without the language as a tool. Any language competence is formed together with other professional needs. To achieve better result and to keep students motivated a dual focus (which is used inside CLIL approach) is a must.

5. Conclusion

The formation of positive motivation to foreign language learning, even among students of the language specialty, there is a problem that requires a solution. The use of authentic materials, visual aids, communicative principles of learning, an integrated learning approach contribute to the positive motivation formation. Content and language integrated learning encourages the development of interdisciplinary links, classes using the CLIL approach encourages comprehensive analysis and vision, as well as provides a holistic system of skills for the transfer of knowledge from one subject to another. Participating in CLIL classes students manage to feel a double profit they get from education. So, such an approach guarantees a higher level of learners encouragements and motivation. Analyzing the phenomenon of CLIL in the context of teaching English-speaking students, it is reasonable to talk about the soft model of CLIL implementation, because in this case, language – goal and language – tool are closely related. The use of content and language integrated learning during the course

«Listening comprehension and note taking» stimulates the development of communicative skills and supports highly interactive activities, the use of real life situations encourages students cognitive activity. Cognitive skills are formed during the performance of practical exercises, but at the same time the successful accomplishment of tasks is possible only if the theoretical component is mastered – transcription, intonation, for example. The use of theoretical knowledge of the discipline as a tool to explain the tasks stimulates students attention in class and increases motivation. Diversity and ability to perform the proposed tasks increases the immersion of students in the language and clearly trace the advantage of L2 over L1, which, in turn, has a positive effect on the formation of communicative competence. Of course, it is difficult to talk about the use of the approach of content and language integrated learning for students of language specialties, but soft CLIL, without any doubts, has a number of advantages. One of the most important obstacles is development of practical classes within the content and language integrated approach as each individual element of the lesson, should be aimed at achieving a common goal and has to have a dual focus: language and subject. To set goals for the lesson is time consuming and requires the consideration of a number of principles. In our work we highlighted that the main principle of forming objectives of the lesson is the possibility to achieve them within clearly defined time frames. Thus, content and language integrated learning approach corresponds to the professional foreign language competence and is effectively implemented in the process of professional and foreign language training in higher education and lifelong learning. Creating an appropriate learning environment helps to increase the level of motivation in the learning process.

The approach of content and language integrated learning is relevant but new, ways to implement it in both school and higher education may be challenging and this issue needs studying and more fundamental research.

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