THE DEVELOPMENT TENDENCIES OF CONTENT AND LANGUAGE INTEGRATED LEARNING METHODOLOGY AT THE UNIVERSITY LEVEL

Olena Saprunova

University of Latvia, Latvia

ABSTRACT

This research aims to investigate the role of CLIL methods in teaching professional English at the university level. The author introduces the concept of the development tendencies of Content and Language Integrated Learning (CLIL) methodology in a higher education system. This article seeks the answers to the research question: how effective the way of teaching a foreign language using CLIL methods is. This study offers the following hypothesis that learning professional English using CLIL methods as new ones is the best modern way for students to master the professional foreign language at level C2. The main components of the article are as follows: the characteristics of the research topic, research issues, the purpose, results and novelty. The article begins with the analysis of the definitions of the terms "CLIL" and "methodology" and reveals the concept of CLIL methodology. The author gives practice examples of CLIL application in the education of the higher school and define main CLIL approaches in it. The ways how to improve the English language teaching using CLIL methods at the university level are also determined. The results indicate that CLIL methodology applying in the educational process developing students' linguistic and content competences excellently. The article concludes that CLIL methods in teaching help to prepare English speaking professionals at the international level.

Keywords: content, CLIL, English, foreign language, methodology, teaching, university.

Introduction

Today, students of non-linguistic faculties at any European university must speak professional English at a high level. This may be due to learning any foreign language using more effective teaching methods.

Therefore, teaching various disciplines in English should be a priority in the educational process at European universities. First of all, this approach is aimed at training specialists capable to work at the international level.

The topicality of the research is strengthened by Europe universities needs not only in lecturers qualified both in English and a special discipline, but also in effective methods

of Subject-Language Integrated Learning known as CLIL which actualizes the need to study basic principles of its methodology for effective its application in the university curriculum.

Basing on the study of scientific literature, it was established that certain aspects of the mentioned problem were revealed in foreign scientists' researches.

At the same time, the analysis of the scientific papers on the mentioned problem *"The development tendencies of Content and Language Integrated Learning methodology at the university level"* brought us to the conclusion that the issues of the development tendencies of Content and Language Integrated Learning methodology should to be studied for improving the English lectures' qualification for teaching English at non-linguistic faculties of the university.

The subject of the research is Language and Content Integrated Learning.

The object of the research is the development tendencies of Content and Language Integrated Learning methodology.

The purpose of the project is to explore the tendencies of the development of Content and Language Integrated Learning methodology at the university level.

The tasks of the research:
1) to characterize the conceptual and terminological basis of efficiency of CLIL application in the study process;
2) to find out the best practice examples of CLIL application in teaching English at the university level;
3) to define main approaches of CLIL application in teaching English at the university and to find out how to improve the English language teaching at the university level.

The hypothes is that learning professional English using CLIL methods is the best modern way for students to speak the professional foreign language at level C2.

The novelty of the study is that the development tendencies of CLIL methodology at the university level were defined for the first time.

Literature review

Researchers Brinton, Snow and Wersche (1989) studied the problem of content based on the second language teaching. They discuss how the second language students should be taught the language they need for studying academic content in the higher education. The authors present three solutions to the language and content problems in the context of teaching languages for academic purposes: "theme-based language instruction"—a topic-led version of communicative language teaching; "sheltered content instruction"—content teaching by content specialists, delivered (with the concomitant interaction adjustments) to non-native speakers; and "supplement language instructions"- linking of content and language courses, the latter is taught by language specialists teaching the second language, the former is taught by content specialists for both native and non-native speakers. Each of these three models is presented through examples. They also

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

757

see these teaching forms interesting for both the second language learning and general development in the language education.

Scientists Contero, Zayas and Tirad (2018) give the analysis of multilingual higher education programs in Andalusia', study the specific linguistic problems about any difficulty in the education. The authors believe that university teachers can have CLIL approaches implementation in classes. The sample offered by the researches consists of 138 lecturers belonging to 66 different fields of knowledge distributed across six public universities in Spanish region of Andalusia. The study identifies lecturers' perception their teaching skills when they give CLIL lessons.

Coyle, Hood and Marsh (20010) devoted their paper to CLIL. They define what CLIL is, its development and describe CLIL as a form of intersection. The authors name CLIL as an innovative form of the education in response to the demands and expectations of the modern age and give reasons which support the interest in CLIL within a specific country or region. Researchers confirm that CLIL is relevant to the teaching profession.

The study of Eaton (2010) on 22 papers is a meta-analysis of recent research which provided the means to identify current trends in the field of teaching a foreign language. Some identified trends that shapes the 21st century language classes are described in this research, The author insists that geographical and physical boundaries are transcended by a technology as students learn to reach out the world around them using their language and cultural skills.

 Kelly (2014) studies a variety of factors for successful CLIL application. His paper discusses four factors relevant to CLIL successful implementation. Firstly, issues of managing and supporting CLIL implementation. Secondly, teachers' roles and behaviour in the delivering CLIL. Thirdly, the issue of resourcing CLIL at schools. Lastly, the author considers factors how to do with the learners in CLIL education.

Marsh (2012) gives the research on 552 pages. He studies the problem of Content and Language Integrated Learning (CLIL) development as an educational approach which joint complementary educational initiatives and socio-political requirements. Some certain features of these changes are defined in this thesis as they affect curricular integration on language and non-language subjects. The publications focuses on integration, inclusion, language competence, language learning effect and its use on mind and brain and also CLIL is shown as an educational approach

Researcher Melekhina (2021) discusses important requirements for CLIL teachers. The author believes that Content and Language Integrated Learning is introduced into university curricula in response to the demands of the labor market for qualified specialists who are able to communicate in the international professional or academic environment effectively. The methodology of teaching specializes on subjects studied in a foreign language and has a number of specific features including high cognitive load that learners receive.

Meyer (2013) believes that Content and Language Integrated Learning (CLIL) is integrated into curricula in Europe. However, there is still a lack of necessary teaching material and that is why comprehensive and integrative CLIL methodology has to be

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023

758

O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

developed. His article intends to address this problem by establishing quality criteria for successful and sustainable CLIL teaching.

Methodology

The document analysis method was used in the research because it is theoretically review-based article. The document analysis is aimed to systematize electronic documents (Internet-transmitted) for evaluating and reviewing them. The methods used for meeting the aim and tasks of this study are analysis, generalization, systematization, induction, deduction and comparing sources of data in the same category to determine their similarities and differences. Mainly data is taken from such sources as books, scientific articles, a dissertation related to CLIL teaching using library methods as electronic libraries and websites.

Also, *praxisymmetric methods* (the analysis of the students' results, the method of tables) were done.

The material in tests was presented in the form in which a lecturer usually gives it in class or according to a textbook. The study sample is a group with 15 the third-year students from the non-linguistic Faculty of Geography in V. N. Karazin Kharkiv National University who study such subject as "Foreign language on the specialty (English)" using CLIL approaches.

Our dedication is to gather and apply knowledge with the aim of how to improve teaching English at non-linguistic faculties in V. N. Karazin Kharkiv National University using CLIL methods and it is based on a commitment of ethical principles based on the principles of research ethics: students' verbal information agreement was received for the respondents' voluntary participation in the research with full information about what this participation means for them and what they give their consent on before taking part in the research. Participants were informed about purposes, a process, methods, expected benefits, potential risks and study participants' rights before receiving the verbal information agreement. They had the right to stop their participation in the research at any time they want.

Thus, to confirm the effectiveness of theoretically grounded statements of teaching subject "Foreign language on the specialty (English)" using CLIL methods was *the procedural level* of our research as a level of third-year students' general educational skills formation. As the result, all the indicators of students' mastery of professional English were diagnosed at the control stage of the experiment using the following criteria: speaking, listening, reading and writing using the professional vocabulary.

So, for checking students' level of fluent professional English mastering (speaking, listening, writing and reading) as a result according to the three-years curriculum learned during six semesters, the author used *empirical* and *praxisymmetric* method as control testing.

Firstly, at the beginning of the first semester the first-year students were tested on speaking, writing, listening and reading using entry tests for checking the level of students' mastering basic English (students didn't know professional vocabulary).

Secondly, the form of the last test control on correct speaking and listening using professional vocabulary on the specialty (Geography) was an oral presentation given on all current themes learned during the last semester by each of the third-year student. The algorithmic application included the control of student's oral potential to use professional vocabulary in their communication. Thus, the main evaluation criteria are based on students' ability to interact with classmates in content language and use activities where students have to find out unknown information from classmates using professional vocabulary, to understand what the task is about and where the discussion should be going.

Secondly, to evaluate students' writing and reading skills using content-language vocabulary we used two written tests at the end of the sixth semester: a control test and a final one. There were 40 questions on content-language reading and writing on specialty Geography in each test. Criteria of the evaluation writing and reading were 5–6 mistakes – "5", 12 mistakes – "4", 13–18 mistakes – "3" (1 point for a mistake).

The results showed that at the end of the sixth semester students had excellent indicators of their professional English mastery: diagnosed criteria as speaking, listening, reading and writing with content-language vocabulary dealt with the most important characteristics of the effective students' content-language acquisition.

After processing the results of all types of testing, the average score of the indicators was taken into account. On the basis of the received results of the research, the control data of both students' first and final testing were insured. They are given in Table 1.

Results

Table 1 compares data about the diagnosed indicators of the first-year students' entry testing results in *fluent English speaking, reading, writing, listening* without CLIL, (%) in group A from the Faculty of Geography in V. N. Karazin Kharkiv National University, Ukraine and the indicators of third-year students' from the same group A final test results in fluent students' English *speaking, reading, writing, listening* with CLIL (%) in 6 semester of learning subject "Foreign language on the specialty(English)" using professional vocabulary.

Table 1   Descriptive statistics and correlations (%) of students' tests results as indicators of the effectiveness of teaching English using CLIL methods

Tested criteria of students' mastering English	Group A, indicators of students' entry testing results without CLIL, %	Group A, indicators of students' final testing results with CLIL, %	Correlations of test results which show the effectiveness of teaching English using CLIL methods, %
fluency in English speaking	35 %	91 %	56%
fluency in English reading	51 %	99 %	48%
fluency in English writing	45 %	98 %	53%
fluency in English listening	30 %	89 %	59%

Note: average index correlatio*n* = 54%

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

760

Also, the correlations of students' test results on each criteria as fluent professional English speaking, reading, writing, listening which show the effectiveness of teaching English through CLIL methods (%) are also shown in Table 1.

So, the fluency in English speaking is 56 % higher, the fluency in English reading is 48 % higher, the fluency in English writing 53 % higher, the fluency in English listening is 59 % higher in students' final tests from group A after 6 semesters of learning such discipline as "Foreign language on the specialty" (English) using CLIL (%) methods than first-year students' indicators of entry testing results without CLIL (%) as for speaking professional foreign language.

It is noticeable that the proportion of all indicators given in table 1 on final testing in group A taking up teaching English using CLIL methods is almost double the percentage of the indicators on entry testing in the same group.

Overall, the performance indicators given in Table 1 show that results in students' final tests are on average 54 % higher than they were in their entry tests which proves the effectiveness of teaching English using CLIL methods at the university level.

The experiment took 6 semesters because to teach students to speak English using their professional vocabulary take much time and results can be shown only at the end of learning the discipline. It should be noted that the experiment checked how well students master their professional English and there were no other methods for teaching English except CLIL ones.

Discussion

As a matter of fact, traditional language teaching strategies only focus on teaching the English language and not on teaching any subject using a content language.

We agree with researcher Kaplan who says that learners should not learn only a basic language. They should apply their developing language skills to reach academic content in all subjects (Kaplan, 2019).

Also, we agree with the position presented in Research Report # 13 – Effective Language Teaching: A Synthesis of Research, conducted by Harris and Duibhir on February 2011 in Dublin: "As a matter of fact, language learning is more effective when it is combined with another subject content learning than when a foreign language is learned singly" (Duibhir, Harris, 2011).

More over, the higher school in Europe began to implement the IB (The International Baccalaureate) program through the English language. In other contexts, language teachers or native speaking asisstants work hand-in-hand with local subject teachers and learn the language focusing on mother-tongue lesson (Kelly, 2014).

Characteristics of the conceptual and terminological basis of the efficiency of CLIL application in the study process

We agree with researchers considering CLIL as an "umbrella" term covering a dozen or more educational approaches. For example: immersion, bilingual education,

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

761

multilingual education, language "showers" and extended language programs (Mehisto, Marsh, Frigols, 2008).

Also, it is generally assumed that Content and Language Integrated Learning (CLIL) is defined as a dual-focused educational approach in which a foreign language is used for learning and teaching both content and language (Coyle, Hood, Marsh, 2010). CLIL is also defined as "a content-based instruction" in the North American context (Brinton, Snow, Wesche, 1989).

Besides, Content and Language Integrated Learning is aimed to improve students' language proficiency without any negative impact on the development of students' first language or how well learners do in an area of a subject they study. So, CLIL makes learners use the language in the context of a studied subject or for real communication and challenges them to use the target language for cognitive purposes such as getting knowledge, skills and information (Duibhir, Harris, 2011).

Moreover, we agree with scientist Krashen who makes the distinction between learning and acquisition. Learning, according to Krashen, are results from a formal instruction, typically in grammar and it is of limited use in any real communication. The acquisition is a natural process. It is the process by which the first language is adopted and by which other languages are picked up through the contact with speakers of those languages exclusively. The success in the second language is due to the acquisition not to learning, moreover, he claims that learned knowledge can never become acquired (Krashen, 2014).

Thus, as our practice shows, when a student works with the content in English, it is the natural process of acquisition knowledge and it is directly related to a native speaker. Therefore, learning is more successful and it is not formal.

But, scientist Clegg believes that what CLIL needs to do is to be presented as a *methodological* concept whose parameters are both defined and limited. If it cannot do this then it becomes everything and everything is nothing finally. That is why CLIL can be shown as a set of methodological criteria. (Clegg, 2020).

As we know, *methodology* (from *Greek* Μεθοδολογία) is a system of methods. Therefore, we can define *CLIL methodology* as ways and methods of CLIL implementation in the educational processes of the higher school.

It should be noted that CLIL methodology can be communicative and use a lot of visuals to shape the content in a form that learners can understand easily, it needs to have learners' collaborating as much as possible, to be cognitive, to be determined in a way that moves students from a less cognitively required or context-included position through personal talk over ideas to more cognitively challenging and content-including public talk, after that to writing (Kelly, 2014).

Also, every English teacher knows that *reading, writing, speaking and listening* practices are necessary elements for the language mastery, the basis for literacy and the foundational skill which is necessary for the academic progress. (Matthieu, 2013). All of these elements are presented in CLIL teaching strategies and as researcher Clegg says: "Learners in CLIL programs develop their basic language skills (*reading, writing,*

speaking and listening), academic language skills and new subject concepts at the same time (Clegg, 2020).

More specifically, the goals of CLIL were presented by Coyle, Hood and Marsh through four components (so-called «four Cs»):

- communication (connection): improving the level of proficiency in the foreign language;
- any discipline is studied in the context of Subject-Language Integrated Learning and at the same time certain types of speech activity (*listening, speaking, reading, writing*) are developing;
- content: studying a subject, applying the new knowledge and developing skills through practical tasks implementation;
- culture: expanding knowledge and understanding of interacting cultures;
- cognition: thinking over the content; the development of students' language skills and abilities are consistent with existing knowledge, students' experience and needs; students analyze their learning activities, synthesize new knowledge based on the knowledge gained in the study of various subjects and apply them in practice (Coyle, Hood, Marsh, 2010).

The best practice examples of CLIL application in teaching English at the university level

Thus, in Ukraine some universities have been working using CLIL methods for a long time. Firstly, special groups of students created at the Faculty of Business and Finance in The National Technical University "Kharkiv Polytechnic Institute"only take all the subjects in English. This allows students not only to enrich their English vocabulary and develop their communicative skills in various fields of science, but also to be immersed in the English-speaking environment and to get an opportunity to think English analyzing any information they need. Students cannot only listen and write lectures in English, but they also give their reports or discuss various topics using the foreign language.

Also, English is taught as a professional one at the Faculty of Economics in V. N. Karazin Kharkiv National University: textbooks are compiled in accordance with a chosen specialty, students learn professional vocabulary, prepare presentations in topics studied in Economics and discuss issues of their interest, write scientific articles. All the grammar exercises are given with professional vocabulary. Thereby, future specialists develop their listening, speaking, writing, translating skills in English with their cognitive abilities and study Economics at the same time improving their professional level.

The department of Foreign Languages for Professional Purposes in V. N. Karazin Kharkiv National University teach foreign languages at all kinds of non-linguistic university faculties: History, Math, Law, Geography, Biology and others. The main purpose of the education at this department is teaching professional foreign language using CLII methods: all the text-books contain texts, exercises only with the definite specialty vocabulary. Additionally, students work with unadapted content-language texts, prepare presentations on topics studied by them or take part in students' conferences only in

a professional foreign language. Thus, students of Faculty of Law give reports in English on YouTube introducing them to the whole world. That is why students pay more attention to the process of learning the foreign language outside their classes at the university. So, learning English or another foreign language gets the new unusual form that is why it increases students' motivation and interest to the process of learning. We agree with scientist Anderson's opinion that students who are engaged outside classes in extracurricular or community activities more actively, cultivate friendship and interest which help with any wide language comunication (Anderson, 2018).

Furthermore, students of the Faculty of History from V. N. Karazin Kharkiv National University have an opportunity to hold students' conferences only in a foreign language. Because of this, they train their language skills not only in class but also when they prepare to give their talks.

Secondly, the Ikastolas network of schools in the Basque Country invested in publishing for not only English-medium content textbooks written specifically to meet the language and activity needs of Basque learners, but they also produce and publish the English language textbooks for courses to be taught alongside content classes which provide learners with deeper understanding of the language they learn at content lessons, practice the general academic language in these classes and develop cross-curricular skills which are necessary for surviving and thriving in the educational environment using a language different from the native one. (Kelly, 2014).

Thirdly, foreign language medium grammar schools of Bulgaria offer the model of a preparatory class followed by the curriculum in a foreign language to choice (Kelly, 2014).

Finally, most Andalusian universities try to integrate foreign languages (FL) into their teaching in order to improve local students' career prospects, encourage mobility and attract potential entering students (Contero, Zayas, Tirad, 2018). The importance given to designing bilingual and multilingual programs in the higher education has increased across Spain (Doiz, Lasagabaster, Sierra, 2013).

Main approaches of CLIL application in teaching English

At last, as a result of our research we can highlight main CLIL approaches which can be used in classes.

Interactive approach. In this way, English lectureres use active problem-search forms of teaching which help to an independent search and information understanding followed by applying knowledge in practice. In this case the CLIL methodology is mainly based on interactivity and dialogues with the help of which the knowledge of the subject is acquired, subject and cognitive skills associated with its study are developed (Marsh, 2012).

Such an interactive technique allows students to be interested in the study of a subject with learning a foreign language at the same time. Students change their regular style of learning because as a result of Subject-Language Integrated Learning they want to be more independent, learn how to cooperate with each other, participate in discussions with a wide choice of topics and activities (Marsh, 2012).

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023
O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

764

Cultural approach. In the twenty-first century the language education doesn't focus only on grammar or memorization, but rather using language and cultural knowledge as the way to communicate with each other around the world (Eaton, 2010).

Asset-based approach using benchmarks and frameworks is the new trend in language learning evaluation and assessment. It doesn't focus on verbs and vocabulary lists. It means recognizing students' abilities to understand, use and produce the language in a variety of forms and for a variety of purposes (Eaton, 2010).

Project approach makes learners active and creative. It is necessary to give them material to work with their friends together. Instead of only listening and memorizing any content, learners demonstrate their project work, analyse arguments and try to apply learned concepts in real situations (Ghimire, 2019).

Communicative approach. It should be noted that a foreign language is used to discuss the content being studied in order to understand it better. Thus, students learn different issues successfully if classes focus on child centered pedagogy with the use of a modern information communicative technology (ICT) (Eaton, 2010).

First of all, *the communicative approach* is based on the idea that learning the language successfully is due to the need of the communication in a real situation. When learners are involved in the real communication, their natural strategies for language acquisition will be used and this will allow them to learn how to use the language.

Therefore, in class students give their talks or make presentations and after that the whole group discusses important issues on topics studied by them. As a result, learners are involved in the real professional communication and besides this students speak professional English. This is very important for the development such speech activity as speaking.

Content approach: studying the subject, applying new knowledge and developing skills through the implementation in practical tasks. According to our observation, CLIL technology for teaching English at non-language faculties of the university creates such an environment and the right balance between communicative and analytical activities: in practical classes, students exchange their ideas, discuss different topics, exchange opinions, give their feedback. These activities help students to develop their production and comprehension skills and improve their motivation.

This is the process of listening academic English which helps to understand not only any foreign speech, but also the context. Consequently, oral talks and presentations encourage the development of speaking and literacy skills.

Cognitive approach: content is related to learning and thinking (cognition). This approach gives students an opportunity to create their own interpretation of any content which must be analysed for its linguistic demands; thinking processes (cognition) need to be analysed in terms of Linguistic, too (Meyer, 2013).

Research approach includes the direct involvement of students into any research work, working with sources, writing reports, discussing topics, preparing and giving talks at conferences.

Interdisciplinary approach. In pedagogy, Subject-Language Integrated Learning is considered as an interdisciplinary approach implemented through various forms of education with a constant focus on the content and the development of foreign language competencies which are due to the following:

- students' motivation to learn a foreign language increases;
- a foreign language is used for a specific purpose of content studying;
- learning a foreign language is more effective if the information received with its help is interesting and useful (Melekhina, 2021).

Ways how to improve the English language teaching using CLIL methodology at the university level

As a matter of fact, nowdays CLIL teachers are refusing from traditional lectures and changing their teaching methods of foreign languages.

Firstly, teaching some subjects in English at non-linguistic faculties at universities creates the exciting teaching environment and active learning.

Secondly, universities have to prepare specialists in both English and subject disciplines or to cooperate English teachers with subject-lecturers according to the synchronization of their educational process. As a result, such cooperation gives joint course planning. As, scientists say: "A language teacher working alongside subject teachers use the vocabulary, terminology and texts from other subjects into his lectures." (Mehisto, Marsh, Frigols, 2008).

Also, writing text-books with the integration of a content and a language gives an opportunity to discuss the language means of expressing concepts of the subject studied by students.

Thirdly, any good technical equipment of the classroom allows students to use relevant materials from the media, videos and other sources at the lessons which help to increase the level of language and subject students' competence.

Fourthly, organizing research students' work takes into account various educational strategies: students' preparation for scientific conferences and participation in them, writing scientific articles, giving reports or presentations on subject studied, project work. So, students use the new vocabulary which is specific to any topic.

It should be noted that students' exchange with universities from English-speaking countries helps to organize learning through intercultural projects with reflection on the teaching process.

Finally, extra-curricular activities that promote the involvement of students as bloggers on YouTube in order to present students' scientific activities based on existing knowledge, skills, experience and interests.

Above all, support strategies are very important for improving CLIL educational process.

Firstly, for developing students' *listening skills*: to highlight professional vocabulary, the text level teachers should help learners to follow them using visuals and adjusting students' talking style, give examples, explain, summarize. Let students listen and translate any audio material.

Secondly, for developing students' *speaking skills:* to help students to give their reports or presentations in class, group-mates prepare their questions or teachers start students' responses to questions or help with the definite vocabulary. Lectures should provide their support at the word level by reading key words for using or helping students with making sentences and speaking. Also, lectures can give supportive tasks such as sentence starters or talking frames.

Thirdly, support strategies for developing students' *reading skills:* to help students with reading, teachers may check how students understand the key vocabulary before they start reading or may provide students with pre-reading questions to reduce demands for reading or they may offer their help at the text level giving reading support tasks such as a chart to fill in or a diagram to label.

Support strategies for developing students' *writing skills:* to help students with writing, lectures can offer their support by providing a vocabulary list, sentence starters or a plan for writing. They can also ensure that students can communicate to each other through their writing at the word, sentence and text level using their professional vocabulary.

Conclusions

To sum up, the author came to the conclusion that the study of the development tendencies of Content and Language Integrated Learning methodology at university level let confirm that CLIL programs allow students of non-linguistic faculties:

1) to develop content and language (*reading, listening, writing and speaking*) skills at the same time;
2) to be motivated for learning English well;
3) to form the linguistic and communicative competencies.

Finally, the development tendencies of CLIL methodology studied in our paper also help CLIL university lectures to prepare English speaking professionals at the international level.

Author's Note

REFERENCES

Anderson, M. (2018). 6 qualities of successful ESL teachers. https://www.teachthought.com/pedagogy/6-qualities-of-successful-esl-teacher.

Brinton, D., Snow, A., Wersche, M. (1989). Content-Based Second Language Instruction. *Issues in Applied Linguistics, 1*(2), 253–293. https://escholarship.org/uc/item/1g07s20k

Clegg, J. (2020). Planning CLIL lessons. https://www.onestopenglish.com/clil/article-planning-clil-lessons/500472.article

Contero, C., Zayas, F., Tirad, J. (2018). Addressing CLIL lecturers' needs: Reflections on specific methodological training. https://doi.org/10.30827/Digibug.54305

Coyle, D., Hood, P., Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press. https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023

O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

767

Doiz, A., Lasagabaster, D., Sierra, J. (2013). English-Medium Instruction at Universities. Global Challenges. Bristol: Multilingual Matters. https://www.amazon.com/English-Medium-Instruction-Universities-Challenges-Multilingual/dp/184769814X

Duibhir, P., Harris, J. (2011). Effective Language Teaching: A Synthesis of Research. *National Council for Curriculum and Assessment.* Research Report, 13. https://ncca.ie/media/2060/effective_language_teaching_a_synthesis_of_research.pdf

Eaton, S. (2010). Global Trends in Language Learning in the Twenty-First sentury. https://www.researchgate.net/publication/234740609_Global_Trends_in_Language_Learning_in_the_21st_Century

Ghimire, N., (2019). Five Facts for Effective English Language Teaching. *Journal of NELTA Gandaki. 2,* 65–73. https://www.researchgate.net/publication/337827349_Five_Facets_for_Effective_English_Language_Teaching

Kaplan, E. (2019). 6 Essential Strategies for Teaching English Language learners. Retrieved April 24. https://www.fmucenterofexcellence.org/bestpractice/kaplan-e-2019-april-12-6-essential-strategies-for-teaching-english-language-learners-retrieved-april-24-2019/

Kelly, K., (2014). Ingredients for successful CLIL. https://www.teachingenglish.org.uk/en/professional-development/teachers/planning-lessons-and-courses/articles/keith-kelly-ingredients

Krashen, S. (2014). Stephen Krashen's Theory of Second Language Acquisition. https://www.sk.com.br/sk-krash.html

Marsh, D. (2012). Content and Language Integrated Learning. *A Development Trajectory.* Córdoba: University of Córdoba,. https://core.ac.uk/download/pdf/60884824.pdf.

Matthieu, W. (2013). Improving Teaching and Learning Students with Deficient Language Mastery.13(2). https://www.scirp.org/journal/paperinformation.aspx?paperid=115164

Mehisto, P., Marsh, D. & Frigols, M. (2008). Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education. Oxford: Macmillan Education, 240. https://ru.scribd.com/document/398497231/Mehisto-Uncovering-CLIL-1-PDF#

Melekhina, E. A., (2021). Content and Language Integrated Learning in University Education: Goals, Content, Methodology. *Izvestiya RGPU named after A. I. Herzen.199,* 81–90. https://lib.herzen.spb.ru/media/magazines/contents/1/199/melekhina_199_81_90.pdf

Meyer, O. (2013). Introducing the CLIL-Pyramid: Key Strategies and Principles for CLIL Planning and Teaching. https://www.researchgate.net/publication/275887754_Introducing_the_CLIL-Pyramid_Key_Strategies_and_Principles_for_CLIL_Planning_and_Teaching

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2023

O. Saprunova. The Development Tendencies of Content and Language Integrated Learning ..

768