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e-mail: i.shkarban@kubg.edu.ua

ORCID ID: <https://orcid.org/0000-0002-3450-910X>

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Inna Shkarban,
PHD in Philological Sciences,
Associate Professor of English Language and Communication Department,
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University

EAP FOR MASTERS IN PHILOSOPHY: CLIL ASPECTS

The article critically outlines certain aspects of the Content and Language Integrated Learning (CLIL), practically implemented in the design of the author's e learning educational and methodical complex of the discipline "Basics of Scientific Communication in a Foreign Language" for the preparation of the first- and second-year Masters under the Educational and Scientific Program 033.00.01 Philosophy implemented at Borys Grinchenko Kyiv Metropolitan University in 2022. The benefits of integrated pedagogical technologies for the effective mastering of the subject specific EAP comprise the trajectories of needs and expectations studying, Task-based Material Design for Academic Purposes, assessment variability and scaffolding, critical thinking enhancement and argumentative discourse strategies assimilating, teamwork and peer to peer cooperation, SWOT analysis of the recent research in the academic field of philosophy. At the same time, the objective challenges visualized by the Theory of Cognitive Load are indicated: CLIL within academic philosophy covers multi-level human-creative meaningful content, determined by the subject specifics of academic philosophizing, where English for Academic Purposes is the base ground constituent of the e-learning content design. Considering that the productivity of the educational process is directly dependent on the amount of cognitive effort spent on identifying, recognizing, comprehending and information processing, the actual academic content of professionally oriented discourse can potentially lead to a deterioration of the expected learning outcomes in the case of a low language proficiency in English Medium Instruction (EMI). Effective planning, balanced goal-setting, the optimal ratio of the facilitator role of the teacher, active involvement of students in the subject specific experience exchange under the conditions of qualitatively organized group and peer to peer interaction, systematic implementation of Task-based Material Design for Academic Purposes as well as variability of quantitatively measured assessment through qualitative scaffolding and self-reflection are singled out in the paper as efficient pedagogical strategies of the CLIL implementation.

Keywords: Content Language Integrated Learning (CLIL), English Medium Instruction (EMI), English for Academic Purposes (EAP), e-learning educational and methodical complex, Task-based Material Design for Academic Purposes.

Шкарбан Інна Володимирівна,
кандидат філологічних наук, доцент кафедри англійської мови та комунікації,
Факультет романо-германської філології,
Київський столичний університет імені Бориса Грінченка

АНГЛІЙСЬКА МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ ДЛЯ ПІДГОТОВКИ МАГІСТРІВ ЗА ОСВІТНЬО-ПРОФЕСІЙНОЮ ПРОГРАМОЮ ФІЛОСОФІЯ: ОСОБЛИВОСТІ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ

У статті критично окреслено окремі аспекти методики предметно-мовного інтегрованого навчання (CLIL), практично впроваджені в розробці авторського електронного навчально-методичного комплексу дисципліни "Основи наукової комунікації іноземною мовою" для підготовки магістрів першого та другого року навчання за освітньо-професійною програмою 033.00.01 Філософія, затвердженою в Київському столичному університеті імені Бориса Грінченка в 2022 році. Серед позитивних здобутків інтегрованих педагогічних технологій для ефективного опанування предметної специфіки англійської мови в академічних цілях окреслені траєкторії вивчення потреб та очікувань, проектування системи формувальних вправ, варіативність та ранжування оцінки, розвиток критичного мислення та опанування стратегій аргументованого мовлення, командна та групова робота, SWOT аналіз новітніх досліджень у предметній галузі філософії. Водночас зазначено об'єктивні виклики, унаочнені теорією когнітивного навантаження: методика предметно-мовного інтегрованого навчання (CLIL) в аспекті вивчення академічної філософії охоплює багаторівневий людинотворчий значущий зміст, зумовлений предметною специфікою академічного філософування, де англійська мова для академічних цілей є первинним складником змістотворення. Враховуючи, що продуктивність навчального процесу прямо залежна від кількості когнітивних зусиль, затрачених на ідентифікацію, розпізнавання, осмислення та продукування інформації, фактичний академічний зміст професійно спрямованого дискурсу потенційно може призвести до погіршення очікуваних результатів навчання за умови неналежного рівня володіння англійською мовою, що є основною мовою викладання. Ефективне планування, виражене цілепокладання, оптимальне співвідношення фасилітаторської ролі викладача, активне залучення студентів до обміну досвідом за умов якісно організованої групової та парної взаємодії, систематичне впровадження комплексу формувальних вправ та ранжування кількісно вимірюваної оцінки через якісно та рефлексивно обгрунтовану виокремлено як педагогічні стратегії оптимального впровадження CLIL.

Ключові слова: предметно-мовне інтегроване навчання (CLIL), англійська як основна мова викладання (EMI), англійська мова для академічних цілей (EAP), електронний навчально-методичний комплекс, метод TBL (навчання, що базується на завданнях) для створення академічного змістового контенту.

Problem statement. Nowadays the phenomenon of English Medium Instruction (EMI) in higher education is well established through the educational practices of the European universities. Given the understandable expectations of English proficiency, linguistic gains generated by EMI in students as well as subject specific research findings, English-taught disciplines have proliferated

across higher educational curricula and proved to become a standard strategy to guide the academic staff. Content and Language Integrated Learning (CLIL) is universally addressed as a balanced methodology to achieve sufficiently both learning objectives and outcomes. Research findings to date indicate that, despite holding complex and ambivalent attitudes toward EMI, students across contexts seem to be more satisfied than unsatisfied with it (Barrios, López-Gutiérrez & Lopez-Agudo, 2022). Yet little research so far has explored the impact of collaborative classroom methodologies on learners' motivation towards both content and language in integration. Even when positive findings in terms of language motivation in CLIL cohorts are reported, this line of enquiry presents some methodological flaws. Attention to CLIL methodologies with the fundamental thesis of "CLIL for all" to ensure high motivation ranks in both teachers and students (Çekrezi, 2011) appears overdue at least for the absence of clear guidelines in its implementation, considering "terminological and pedagogical vagueness of CLIL" (Arnándiz, Moliner & Alegre, 2022), deficient classroom management and poorly adapted materials or teacher-centered and monological lessons.

The actuality of the paper consists in sharing the author's expertise in designing the e-learning English for Academic Purposes (EAP) course on the discipline "Basics of Scientific Communication in a Foreign Language" for Masters in Philosophy providing a general overview on the methodological implementations of the work program for the 1st and 2nd year students majoring in 033 Philosophy of the second (master's) educational level of the Educational and Scientific Program 033.00.01 Philosophy concerning challenges of the CLIL methodology.

Research analysis. CLIL refers to educational settings where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. The acronym is conventionally used to describe all types of provision in which a foreign, regional or minority language or another official state language is used to teach certain subjects in the curriculum other than the foreign language focused one (Çekrezi, 2011: 3821). According to the 4Cs curriculum (Coyle, 1999), CLIL offers meaningful contents of subject specifics giving chance to more language efficiency with better results expected in the creation of anxious free learning environment, improving both the students' emotional states and affective filters via CLIL own didactic means to knowledge transmission, developing cognitive skills which link abstract and concrete concept formation, boosting language proficiency and exposure to alternative cultural perspectives and shared understandings as well (Coyle, 1999: 46-62).

Samantha Curle, Heath Rose and Dogan Yuksel (2024) provide a well-grounded critical overview of the recent research in the field raising concerns on the synthesis or integration of multiple theories within a single study necessary to fully capture the complexities of EMI. In "English medium instruction in emerging contexts: An editorial introduction to the special issue" (Curle, Rose & Yuksel, 2024) the authors point out that recent studies are mainly centered around applied linguistics, language education, bilingual education, and international education (Wu & Tsai, 2022), language proficiency, academic English skills, and language motivation (Rose et al., 2020), conceptualized motivation theories within predominant focus on empirical studies on academic achievement and pedagogical practices (Barrios, López-Gutiérrez, & Lopez-Agudo, 2022). Although these studies witnessed a significant increase and contribute valuable insights into the complexities of implementing EMI yet remain largely insular and under-theorised as EMI is a complex phenomenon which intersects academic areas (Curle, Rose & Yuksel, 2024: 1-5).

Outlined theoretical EMI research frameworks serve a provision guide to EMI conceptualization propagating more comprehensive insights into the taxonomy of the field of study. The authors suggest holistic analysis which potentially leads to more effective strategies for enhancing EMI outcomes (Curle, Rose & Yuksel, 2024: 1-5). The research dimensions prioritize the following study fields:

1. Cognitive Load Theory originated in educational psychology (Sweller, 2011) examines the relationship between students' English language proficiency and subject specific academic outcomes. Given that learning is directly affected by the total amount of mental effort being used in the working memory involved in processing information, non-proficient in English students experience a higher extraneous cognitive load trying to understand a lecture in English, leaving less cognitive resources for processing the actual academic content of the lecture which might potentially lead to poorer academic outcomes.

2. Self-determination Psychology (Deci & Ryan, 2017) explores the motivational reasons of students' growth and change investigating the link between motivation, needs satisfaction, and academic outcomes in EMI contexts.

3. Benjamin Bloom's Taxonomy offers the six-category-hierarchical model of cognitive skills to structure learning objectives, assessments, and learning activities. Thus, educators explore the relationship between the students' English language proficiency and the level of cognitive engagement.

4. Multiliteracies Pedagogy (Barron, Cope & Kalantzis, 2007) posits incorporating understanding and communicating through multiple modes, especially in digital and multimodal contexts. The goal is to equip learners with effective communicative and meaning making skills in an increasingly diverse, multimodal, and digital world.

Recent research in the academic field shows an ongoing interest in EAP e-learning course design enhancing its methodological base via CLIL provisions and eagerly incorporating insights from EMI multidisciplinary studies.

Kate Wilson's paper reports on the findings of an ethnographic study of three EAP teaching-learning contexts in Australia and relates the pedagogy of these classrooms to theories of critical thinking identified by Davies and Barnett (2015) stating the immerse potential of EAP classrooms for transformative learning (Wilson, 2016: 256). The paper shows a broad perspective on critical thinking theory, recognizing the vital need to suggest an EAP curriculum which enables in students "critical disposition" development that comprises an openness to new ideas, the will to be well-informed and to use credible sources and observations, being prepared to listen and consider other points of view, the ability to take a floor in communication and defend the position, to withhold judgment under appropriate evidence and reasons or eagerness to change positions "striving to get it right" and engage responsibly, ethically and actively with the world (Wilson, 2016: 258). K. Wilson in this aspect confirms Davies and Barnett' provisions of criticality as a way of being and acting rather than just a mode of thinking. Self-reflection and self-regulation are defined as crucial for students in becoming independent and inquisitive seekers of understanding.

Jana Bérešová's paper confirms the expected progress in academic skills and language and culture development of the students enrolled in the piloted EAP course in the bachelor-degree program in the 2013-2014 winter semester designed within the framework of the Virtual University project of The Department of English Language and Literature, the Faculty of Education of Trnava University

(Slovakia), aimed at English Major students who need to develop their writing skills and strategies for writing their theses in English and their presentation skills for an oral defense of their theses. The paper discusses the results achieved from assessing students' essays and oral presentations and reveals a necessity to focus on cultural awareness more systematically (Béřešová, 2015: 3619-3624).

The similar need-based approach to the Task-based Material Design for Academic Purposes in the aspect of English learners' writing skill improvement is echoed by Audi Yundayani and Lidwina Sri Ardiasih (2020) in the Indonesian educational context. English Writing for Academic Purposes (EWAP) has been recognized as an essential field of study, defined as a critical skill for all university learners in the academic field to deliver specific research projects, written assignments, articles, and ideas for professional and academic reasons requiring learners to develop new knowledge incorporating insights from multidisciplinary studies (Yundayani & Ardiasih, 2020: 258).

The purpose of the article. The paper aims to critically assess the factors that impinge upon methodologies, course design and classroom activities focusing on the EAP teaching-learning potential for transformative CLIL methodology aspects beneficial for Masters in Philosophy.

Presentation of the main material. The discipline "Basics of Scientific Communication in a Foreign Language" is an obligatory component of the Educational and Scientific Program 033.00.01 Philosophy for the 1st and 2nd year students of the second (Master's) educational level majoring in 033 Philosophy implemented at Borys Grinchenko Kyiv Metropolitan University since 2022. The 6-ECTS credit-program of 180 academic hours (4-ECTS modules intended for the 1st year Masters with an intermediate credit assessment in the end of the academic year; 2 modules for the 2nd year students assessed with a final exam) provides an intense engagement with EAP subject specific content: academic research in philosophy, academic integrity and intellectual property rights protection, ethical consideration in research, paper layout and formulaic language, critical review of the recent studies in the academic field, genre analysis, case studies of weak and strong claim, evidence and reasoning strategies; scientific schools and methods of philosophy, qualitative and quantitative research methods, statistical analysis and data interpreting, tutorials how to submit a manuscript for publication, international conferencing, conference speech and presentation layout.

A closer look at the discipline objectives and learning outcomes reveals some important insights. Philosophy endeavors to investigate the fundamental principles of being, values, rationality, cognition, and discourse, comprising the human condition. Philosophical method exemplifies multifaceted nature of the academic discipline requiring analytical and critical reasoning to investigate fundamental concerns on the essence of reality and Humanities discourse through rigorous methodological investigation. Enabling the EAP program for Masters in Philosophy by adopting a well-coordinated, systematic approach to addressing potentially sophisticated discipline as philosophy proves a challenging task.

Task-based subject specific Material Design for Academic Purposes is paramount for an efficient learning process starting from the identifying learning needs and goals including material development, implementation, and assessment procedures, producing the systematic methodological task-based complex of exercises aimed to obtain the desired learning outcomes.

EAP provides a broad field for critical thinking skills development via critical reading, reasoning and critical writing. Cognitive approach (Chamot & O'malley, 1994) offered EAP teachers inventories of reading strategies such as skimming and scanning, looking for main ideas, identifying topic sentences, reading for gist, guessing meaning from context. Nonetheless, higher-order strategies comprise more sophisticated skills such as identifying strong / weak claims, detecting bias, comparing and contrasting texts, sourcing, corroboration and contextualization strategies. On the one hand, these skills and strategies are categorized and thus can be defined as concrete and practical tools eminently testable, on the other, proficiency in the target language measured in good grades in the English subject, mainly based on conversational competence within Basic Interpersonal Communication Skills (BICS) can't eliminate the degree of anxiety and intellectual helplessness that students of CLIL programs may suffer (Arnándiz, Moliner & Alegre, 2022: 2). The reason is a double language threshold required to successfully deal with demanding academic content learning through EAP especially taking into account philosophy as an academic field. The learning outcomes defined in the Educational and Scientific Program 033.00.01 Philosophy for the 1st and 2nd year students of the second (Master's) educational level majoring in 033 Philosophy can be achieved through a profound exploration of Humanity discourse in ethics, epistemology, history, politics, religion, art, language, and law applying reliable and scholarly sources to support ideas, analysing texts to retrieve key ideas, debating different perspectives on a range of topics and synthesising ideas to form arguments.

Research relating to CLIL and student engagement and motivation proves positive effects to the students due to active engagement in the collaborative learning aimed at the proficient mastery of subject based on critical thinking skills development to benefit students in their future degree or career trajectory. The research by E. Barrios, A. López-Gutiérrez, and L.-A. Lopez-Agudo (2022) has found higher levels of student agreement with the use of deep learning strategies as opposed to surface pedagogical tactics enabling cognitive functions of analysis, evaluation and synthesis for in-depth acquisition of knowledge. Another issue within CLIL is that assessment needs to be carried out on both subject area knowledge and on language proficiency. Within this framework it is important to create assessment situations that will guide the student to display his or her knowledge within both disciplines, and to adapt the assessment situations with sufficient support to allow students to display their subject area knowledge even if there are language difficulties. Thus, learners will benefit from higher quality teaching and from input that is meaningful and understandable. In this aspect teachers must master techniques like scaffolding, differentiation, and formative assessment within an integrated CLIL framework.

Among the potential drawbacks of CLIL is the teacher preparation and the lack of resources. Quality CLIL instruction requires specialized pedagogical strategies that balance language and philosophy content acquisition. The problem of providing optimal CLIL instruction lies in the lack of the teacher's content or language knowledge resulting in compromising students' outcomes.

Conclusions and suggestions for further research. Although this study considered a significant body of positive students' feedback in response to provide specific and targeted assessment on the discipline e-learning course, implemented in 2023/24 academic year, the findings are still limited both by the respondents' range and the method of data collection as the captured responses were provided without any specific questioning. However, for a relatively new and evolving field such as CLIL academic enabling into the EAP course aimed at Masters in Philosophy, the findings within this article pose important questions about the best

tutoring methodology for preparing students for the life challenges awaiting them in their academic field and career reinforcement in the multicultural environment.

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