

METHODOLOGICAL FEASIBILITY OF USING THE CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH IN MEDICAL EDUCATION

У статті представлено досвід опрацювання онлайн-курсу “Understanding Language” (University of Southampton) на базі навчальної електронної платформи “FutureLearn”. Досліджено методологічний потенціал предметно-мовного інтегрованого навчання (Content and Language Integrated Learning) у контексті викладання дисциплін медичного циклу студентам англomовної форми навчання. Простежено основні етапи розвитку досліджуваного підходу; окреслено провідні методологічні алгоритми його впровадження у вищій медичній освіті. Обґрунтовано доцільність застосування методики предметно-мовного інтегрованого навчання у процесі підготовки фахівців галузі знань 22 «Охорона здоров'я». Дослідження може бути цікавим викладачам англійської мови у медичних вишах, а також фахівцям з інших професійних галузей у процесі планування навчальних занять та розробки навчально-методичних матеріалів.

Ключові слова: предметно-мовне інтегроване навчання, галузь знань 22 «Охорона здоров'я», фахівці другого (магістерського) рівня вищої освіти.

The article presents the experience of participating in the online course “Understanding Language” (University of Southampton) based on the “FutureLearn” digital education platform. The authors examined the methodological potential of Content and Language Integrated Learning (CLIL) in the context of delivering classes in medical subjects to English-speaking foreign students. The basic stages of CLIL development have been traced; the leading methodological algorithms for its implementation in higher medical education have been outlined. The authors substantiated the expediency of using the CLIL method in the process of training specialists in the field of knowledge 22 “Healthcare”. The study may be of interest to teachers of English at medical universities, as well as to professionals from other areas in planning training sessions and development of teaching materials.

Key words: content and language integrated learning, branch of knowledge 22 “Healthcare”, specialists of the second (master's) level of higher education.

В статье представлен опыт прохождения онлайн-курса “Understanding Language” (University of Southampton) на базе учебной электронной платформы “FutureLearn”. Исследован методологический потенциал предметно-языкового интегрированного обучения (Content and Language Integrated Learning) в контексте преподавания дисциплин медицинского цикла студентам англоязычной формы обучения. Прослежены основные этапы развития исследуемого подхода; обозначены ведущие методологические алгоритмы его внедрение в высшем медицинском образовании. Обоснована целесообразность применения методики предметно-языкового интегрированного обучения в процессе подготовки специалистов отрасли знаний 22 «Здравоохранение». Исследование может представлять интерес для преподавателей английского языка в медицинских вузах, а также для специалистов из других профессиональных областей в процессе планирования учебных занятий и разработки учебно-методических материалов.

Ключевые слова: предметно-языковое интегрированное обучение, отрасль знаний 22 «Здравоохранение», специалисты второго (магистерского) уровня высшего образования.

Content and Language Integrated Learning (CLIL) is an approach where a non-language related curricular content is taught through a foreign language as the medium of instruction [5]. The term “CLIL” was introduced in 1994 by David Marsh as a methodology similar to content-based instruction and language immersion. CLIL has been widely accepted as an effective approach in different contexts and it becomes increasingly widespread in many countries [3]. The significance of integrative approach in teaching medical students has already been highlighted in our previous works [1; 2; 7]. The aim of this paper is to examine the methodological potential of Content and Language Integrated Learning in the process of training specialists in the field of knowledge 22 “Healthcare”. The authors present their experience of participating in the online course “Understanding Language” (University of Southampton) based on the “FutureLearn” digital education platform.

CLIL is considered by the scientists as a dual-focused approach [6, p. 9], since a non-language related curricular content is taught through the medium of a foreign language, whereas learning a foreign language is implemented by studying a content-based subject. According to Coyle et al., (2010), CLIL improves the educational system; establishes the necessary conditions that will allow students to achieve the appropriate level of academic performance in CLIL

subjects; enhances students' proficiency in both their mother tongue and the target language, attaching the same importance to each; develops intercultural understanding, social and thinking skills [4].

The expediency of using CLIL in the context of delivering classes in medical subjects to English-speaking foreign students is determined by the following features:

- CLIL is appropriate for a multilingual academic environment, where speakers have different L1;
- CLIL involves the effective subject learning along with the exposure to a foreign language in real communicative situations;
- It expands the students' subject proficiency level conforming to the highest world standards;
- CLIL prepares students for the globalized world and increases their competitiveness in academic mobility projects, etc.;
- It promotes learning of a more extensive and varied vocabulary, thus improving both L1 and L2 development;
- CLIL strengthens the language component without requiring extra time in the curriculum;
- CLIL renders the instruction process more interesting and challenging, thus increasing students' motivation and enhancing their confidence;
- It promotes the development of multilingual and intercultural competences of students from different countries.

At the same time, implementation of CLIL in medical education involves a range of challenges which must be taken into account. First of all, it must be kept in mind that a specific threshold of foreign language competence is an essential prerequisite to benefit of using CLIL. Further, attention must be given to training teachers, as well as to the development of methodological framework in order to improve the quality of CLIL-based education. As learners develop their competences, they are able to deal with more complex topics, therefore teaching material must become increasingly challenging and elaborated. In our opinion, this can be achieved by the coordinated teamwork of language and subject teachers, where language teachers acquire subject knowledge and subject teachers improve their language proficiency to be able to teach the content effectively.

Thus, it is expedient to use the CLIL approach in a multilingual class of foreign medical students. The undeniable benefit of using CLIL in higher education consists in the fact that this methodology significantly extends the graduates' possibilities in real communication and prepares them for the globalized world. Implementation of the CLIL method in the process of training specialists in the field of knowledge 22 "Healthcare" will promote academic mobility and training foreign students according to international standards, thus contributing to the development of higher medical education in Ukraine. The present study may be of interest to teachers of English as a foreign language at medical universities, as well as to academic staff from other subject areas in planning training sessions and development of teaching materials.

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