



Potential of Learning ESP and CLIL for Future Specialists

Iryna Kulish and Halyna Koroliuk
Cherkasy National University, Ukraine.

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ABSTRACT

The article focuses on the problem of foreign language training of future specialists as an integral part of the professional training of students of different specialties. The authors analyze the modern features of foreign language training at the present stage of the society development. The article considers the potential of professional-oriented language for training future specialists that will enable the 21st century professionals to fulfill their professional responsibilities, to be more adaptable and flexible to the challenges of rapid development of society and technology.

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Introduction

In recent decades, English has occupied a leading place in the world society as the language of international communication, as the “lingua franca” of the modern world. At the same time, learning professional-oriented English or English for Specific Purposes is increasingly important for the successful realization of the professional ambitions of specialists in various fields. In today’s Ukrainian society, the role of the English language is closely linked to the processes of the European and world integration and comprehensive domestic reform policy. The foreign language of professional orientation acquires a qualitatively new applied value, serving as a tool for studying and possible application of the experience of other countries, mobility and cooperation, successful solution of professional problems and integration into the modern global society.

The importance of English for future professionals of Ukraine is emphasized in the Concept of English Language Development at Universities, developed and approved at the meeting of the Collegium of the Ministry of Education and Science of Ukraine. In today’s global society, English is a means of communication, exchange of ideas, cooperation in various spheres of society. The potential of Ukraine development will greatly increase due to the cooperation of specialists in various sectors of economic, scientific, educational, tourism and other spheres of modern society [1].

Literature Review

The professional-oriented English language or English for Specific Purposes (ESP) being a component of English as a Second Language or General English (GE) became a separate discipline in Western science in the 60s of the last century. This process was caused by the globalization of English and the need for English in both academic and future professional work. Many universities around the world have begun to develop professional-oriented English courses for each area of contemporary society; and this discipline took the place of General English rather quickly at the institutions

of higher education. The problems of ESP were studied by such western researchers as T. Hutchinson, A. Waters, T. Dudley-Evans, P. Strevens, A.P.R. Hawatt, P. Robinson, R. West, and others. The scientists give different definitions of “English for Specific Purposes” stressing certain important aspects of the notion. According to T. Dudley-Evans (1977), ESP is defined concerning various needs of the students with a focus rather on language correspondence and its semantic and morphological meaning than lexical and syntactic meaning of language [2]. T. Hutchinson (1987) considers ESP to be an approach to teaching a language using curriculum, methods and the types of activity based on the students’ needs and taking into account their previous experience [3]. P. Robinson (1991) stresses the priority of analyzing students’ needs while defining ESP [4]. T. Dudley-Evans and M.I. John (1998) consider that the main purpose of ESP is the development of students’ abilities to communicate efficiently in their professional environment [2].

We can name many domestic scientists who deals with the problem of professional-oriented foreign language. S.R. Babushko, H.Y. Bakaieva, N.F. Borysko, O.O. Zelikovska, I.I. Zuienok, S.P. Koshushko, S.I. Kostrytska, S.S. Kolomiets, Y.O. Matviiv-Lozynska, I.V. Neko, N.V. Orlova, O.B. Tarnopolsky, et al. are among them. The researchers confirm the role of professional-oriented foreign language as a means of Euro- and world integration [2], the importance of a foreign language, in general, and professional-oriented foreign language, in particular, for a career development, for instance, in the tourism industry [6, 7, 8], the importance of motivation component for learning a foreign language by students-psychologists and the ways of increasing the motivation for learning professional-oriented foreign language [9], the importance of English-language “immersion” in the study of professional-oriented English by future specialists in economic specialties [10], identify and substantiate new approaches to learning a foreign language of

professional orientation at the current stage of development of Ukrainian society [11, 12].

Materials and Methods

Today, scientists and researchers confirm the fact that the educational process undergoes revolutionary changes under the influence of rapid development of the digital world. That is, the ways of getting information included traditional textbooks and profession-oriented texts are changing. Researchers distinguish multimodal approach to teaching primarily related to freely available Internet resources, the availability of audio and video information, and other aspects. At the same time, the modern world changes a student who becomes an interactive and creative participant of the educational process. This fact will facilitate to meet a modern student's needs more efficiently.

We call English for Specific Purposes with the name of Professional-Oriented English (POE) since the academic discipline in Ukrainian universities is called "Foreign Language of Professional Orientation". Teaching a foreign language of professional orientation is based on the close relation with the disciplines relating to students' future specialty. It gives an opportunity of applying the knowledge obtained while learning special disciplines at the lessons of professional-orientated foreign language. That is, by studying a particular subject in the discipline "Foreign language of professional orientation", students may have certain knowledge and skills in this subject, acquired in their professional disciplines.

The foreign language of professional orientation is called relatively young field, but it develops quite intensively, taking into account the processes of integration and globalization of a modern society. The scientists and educators consider two directions of POE: research and teaching. This field inspires scholars to new researches and studies; at the same time, the process of teaching a foreign language of professional orientation requires the search for new approaches, technologies and methods to improve and enhance the learning process of this discipline.

Results and Discussion

The potential of professional-oriented foreign language is significant taking into account the modern movement of "the 21st century skills" which provides a set of skills that will enable the 21st century professionals to fulfill their professional responsibilities, to be more adaptable and flexible to the challenges of rapid development of society and technology.

Another field that is closely linked to ESP or the professional-oriented foreign language and increasingly attracts attention in today's global integration society, is Content and Language Integrated Learning (CLIL). Researchers distinguish some common features of the notions of ESP and CLIL, e.g.: the use of content of various non-linguistic subjects, the development of academic and communicative skills, the use of communicative approach in teaching [13]. At the same time, the scientists point out some key differences of these notions, namely, learning goals and learning outcomes. The content learning goals are equally, or even more important, than language learning goals in CLIL. Since ESP is the study of a language, the goals of language learning are of paramount importance here [13]. ESP and CLIL are also considered as means of internationalizing universities in the world.

Aiming primarily at language learning, the professional-oriented foreign language also covers elements of CLIL in its

content component. The texts, articles, other materials, on which the education process is based, are informative and educational for future specialists since they are professionally oriented. In addition, the content component of ESP is a powerful motivating tool for the students of different specialties, as well as the way to meet students' needs for further use of a foreign language in the professional environment.

Content and Language Integrated Learning, in its turn, primarily aimed at content studies, cover elements of the professional-oriented foreign language in their content component, since the content is learned on the material of the professional-oriented foreign language using vocabulary, morphology and syntax of the foreign language.

The Content and Language Integrated Learning Approach was initiated in 1994 and was considered to be similar to "content-oriented learning" and "language immersion" methodologies. Researchers consider this approach as methodology of learning content using an additional language (second or foreign). David Marsh, a leading professor in the field of CLIL, points out that this approach concerns the situations when a subject or chapters of the subject are taught by a foreign language with the aim of learning a content and a foreign language at the same time [14]. Scholars and researchers consider this approach particularly important to ensure effective student acquisition and, at the same time, foreign-language competence for those students who have not had much success in formal language learning in general education [14].

Conclusions

In Ukraine, the Content and Language Integrated Learning is relatively new field. Taking into account the study of foreign language in the country at different stages of study, theoretical and practical experience of the educational process, we can consider CLIL as the next (sequential) stage after learning a professional-oriented foreign language in institutions of higher education with the purpose of mastering disciplines or certain sections of these disciplines by means of a foreign language.

It should be noted that according to the European Commission, the institutions of higher education play an important part in promoting social and individual multilingualism [15].

Therefore, language policy of the Ukrainian universities should involve both means for promoting the state language development and means for attracting young people to learn a foreign language, which should become an integral part of the professional training of students of different specialties.

The potential of professional-oriented foreign language is significant taking into account the modern movement of "the 21st century skills" which provides a set of skills that will enable the 21st century professionals to fulfill their professional responsibilities, to be more adaptable and flexible to the challenges of rapid development of society and technology.

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