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## IMPLEMENTATION OF THE METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN THE PROCESS OF TEACHING HISTORY OF THE ENGLISH LANGUAGE FOR FUTURE ENGLISH TEACHERS

*The primary purpose of Ukrainian higher education system is to create professional communicative competences of future philologists, i.e. the ability to solve communicative tasks in the sphere of their future professional activity. Many graduates aspire to work not only at secondary educational establishments, but also in big transnational companies, where the office language is English. Therefore, the increasing pressure of globalization changes our images of education, and good knowledge continues to provide the employment of future graduates. That is why learning English with the purpose of further development of future career is becoming extremely important. And the accent of learning the English language is being replaced to immediacy and clearness of communication. Decreasing class hours, giving a great amount of hours to individual work requires from teachers to change the traditional methodology of learning English and turn to contemporary world experience. CLIL methodology of studying the English language is becoming more widespread in the world teaching practice.*

*The article is dedicated to the problem of implementation of content and language integrated learning (CLIL) in the process of teaching the History of the English language for the 4<sup>th</sup>-year students of higher educational establishments of Ukraine. The main goal of the article is to show the advantages of using the methodology (CLIL) in the course of History of the Basic Language (English) by the 4<sup>th</sup>-year students of the foreign philology departments in higher educational establishments of Ukraine, to analyze the main periods of perfect forms formation in English with the purpose of acquiring and deepening the knowledge of English necessary for their future professional activity.*

*Advantages of the presented methodology are represented, as well. The main advantages of CLIL methodology are encouraging to study the English language, the development of creative mental abilities of students, purposeful mastering of the History of the English language. The importance of the presented methodology is in the fact that learners acquire knowledge in the History of the English language which they will use in their future professional activity.*

**Key words:** content and language integrated learning, motivation, mental abilities, foreign language competence, future English teachers.

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## ІМПЛЕМЕНТАЦІЯ МЕТОДИКИ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ (CLIL) У ПРОЦЕСІ ВИКЛАДАННЯ КУРСУ «ІСТОРІЯ ОСНОВНОЇ МОВИ (АНГЛІЙСЬКА)» ДЛЯ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

*У сучасних умовах глобалізації володіння іноземною мовою набуває принципового та пріоритетного значення. Очевидна необхідність володіння інтегрованими комунікативними навичками спілкування, що забезпечують професійно-діловий взаємозв'язок людей різних країн. Відповідно, особливої уваги в контексті функційного оволо-*

діння іноземною мовою та принципу інтегрованості набуває методика CLIL, відома у світі й активно використовується для ефективного вивчення іноземної мови.

Стаття присвячена розгляду проблеми імплементації методики предметно-мовного інтегрованого навчання (CLIL) у процесі викладання курсу «Історія основної мови (англійська)» для студентів IV курсу факультетів іноземної філології ЗВО України. Звернено увагу на ефективність набуття знань з історії англійської мови за посередництвом указаної методики під час вивчення навчальної дисципліни. Метою статті є висвітлення основних переваг застосування методики (CLIL) упродовж вивчення студентами IV курсу факультетів іноземної філології ЗВО України дисципліни «Історія основної мови (англійська)», аналіз ключових періодів становлення перфектних форм в англійській мові з метою набуття й поглиблення відповідних знань і компетенцій, необхідних для професійної діяльності молодих фахівців.

У розвідці підкреслюється, що основними перевагами методики (CLIL) є підвищення мотивації вивчення іноземної мови, розвиток творчих розумових здібностей студентів, цілеспрямоване засвоєння ними певних історичних граматичних змін в англійській мові. Значущість презентованої методики полягає в тому, що студенти набувають і поглиблюють знання з граматики, які використовуватимуть у майбутній професійній діяльності.

**Ключові слова:** предметно-мовне інтегроване навчання, граматика англійської мови, розумові здібності, історія основної мови, ініомовна компетенція, майбутня професійна діяльність.

**Formulation of the problem.** A good command of English is an important necessity in the modern world. They provide an opportunity to be guided in the modern technological achievements, to find, read and understand a variety of information in a foreign language. However, it is not enough to be able to read only English, or to translate English texts. It is necessary to be able to communicate freely, to understand an interlocutor. This means that integrated communication skills must be formed. In this regard, the worldwide CLIL methodology is receiving considerable attention as the effectiveness of foreign language learning is evident.

Modern methodological literature shows that the CLIL method provides an opportunity for the gradual process of formation of foreign language linguistic and communicative competence in the educational context in which the formation of general knowledge and skills. The CLIL technique is used in the study of non-linguistic subjects (physics, astronomy, geometry, etc.) in foreign languages (Marsh, 2016).

The term CLIL (Content and Language Integrated Learning) was introduced by scientist David Marsh in 1994 to define teaching and learning methods in a foreign language in secondary schools.

The scientist D. Marsh says that CLIL methodology considers learning a foreign language as one of the means of studying other subjects, providing training needs, giving the opportunity to rethink and develop their own abilities in the process of communication (Marsh, 2016).

**Analysis of current researches.** The problem of subject-language integrated learning has been studied by such scholars as S. Bobil, Y. Rudnik, Y. Sobol, and others.

Among foreign researchers, the problem of subject-language integrated learning has been given attention by such scholars as M. Allen, A. Bonne, D. Greddol, L. Collins, D. Marsh, I. Ting, and others.

**Highlighting unsettled parts of a common problem.** The common experience used in the education

systems of different countries of the world makes it possible to intensify the work of teaching foreign languages of high school students and students of higher educational establishments, taking into account their cultural, historical traditions, customs and linguistic diversity. Increasing the educational importance of foreign languages requires an effective teaching methodology. It is CLIL that enables you to solve these problems effectively.

**Setting objectives.** To show the main advantages of using the methodology (CLIL) in the course of History of the Basic Language (English) by the 4<sup>th</sup>-year students of the foreign philology departments in higher educational establishments of Ukraine, to analyze the main periods of perfect forms formation in English with the purpose of acquiring and deepening the knowledge of English necessary for their future professional activity.

**Presenting main material.** Training of a modern English teacher is impossible without knowledge of its history. Analysis of the History of the Basic Language (English) program of knowledge 01 Education, 014.02 Secondary education (English and literature) and knowledge 0203 Humanities, Language and literature (English) for the 4<sup>th</sup>-year students of the Foreign Philology Departments of higher educational establishments in Ukraine states that the ratio between the hours of class and individual work is 30 %: 70 %. The course is taught in semester 7, contains only 5 credits, only 20 hours for lectures and only 30 hours for practical classes.

In the conditions of limitation of class hours and with the help of methodology (CLIL) it is possible to offer students during their individual work the following material on the topic “Development of perfect forms in English”.

The formation of new grammatical temporal forms and their incorporation into existing ones represent one of the most significant events in the history of English. The volume of the English verb paradigm

has increased several times since the beginning of its written history to its modern form.

In modern English, there are perfect forms in the system of the English verb, and accordingly different views on this matter. In modern English, perfect has the forms of present, past and future tense and its peculiarities of application.

The formation of perfect forms in the English language is the subject of study of numerous works of general and special character on the theory and history of the grammatical system of English. However, in modern science there are different opinions on this problem, as well as the accumulation of new facts and new approaches and methods of analysis cause a constant need and opportunity for further research.

Although there are a rather limited number of grammatical categories of verbs in the Old English period, its paradigm has a very complex structure: verbs are subdivided into many morphological classes and use various means of formation. All forms of the verb at this stage of the language development are synthetic, although, according to some historians, analytical forms are beginning to emerge by the end of the Old English period.

Methods of transferring the meaning of completed or previous action in the Old English period were carried out using constructions of *habban* and *beon* with past participles.

Let's consider first of all the combination of *habban* and *beon* constructions with past participles. The construction *habban* is the source of the modern perfect tense. For example: Old English: "he... *hæbbe hine selfne forgieltenne*", New English: "he *has forgotten* himself".

In this example, we see that the construction consists of a *habban* verb, a direct object and a past participle of transitive verbs, which is the attribute the object; the *habban* verb controls a direct object with a participle-attribute, has the meaning of the voice and is agreed with an attribute, which is an indicator of the complete independence of the participle from the verb (Ivanova, 1976: 51).

OE.: "Wuton agifan ðæm esne his wif, for pæm he hi *hæfo gearnad* mid his hearpunga", NE.: "... because he *has gained* her by his harp play".

In this case we observe the connection of *habban* with the participle and has the meaning of the completed action, in relation to other parts of the sentence, this construction acts as a whole (Reznik, 2003: 153). *Habban* constructions are used with many verbs, but mostly with transitive ones.

The above examples show that the process of grammatical syntax constructions of *habban* + past participle begins from the end of the Old English

period. The formal model of the construction is not stable, which is indicated by the large number of variants with differences in word order and adjectival agreement, as well as the designation of both action and voice.

The combination of the verb *beon* with the past participle takes a different position. Such a combination can be considered a compound nominal predicate with a participle-predicative, which means a sign or state, as a result of the action. However, even at this time, these combinations sometimes denote not only the state, but also the action. For example: OE.: "And swa wæs geforden patte...", NE.: "And it *had happened* that...".

*Habban* constructions are almost never formed from intransitive verbs, whereas the combinations with *beon* are used only with participles of intransitive verbs. Thus, a potential opportunity was created to pull them together and to develop a perfect tense with two auxiliary verbs (Ivanova, 1976: 55).

In the Old English period of the language development, the verb does not have the necessary grammatical means of forming perfect forms. Perfect action, more precisely the action of completion, is expressed mainly by forms of preterite. For example: O.E. *Onthere sæde his hlaforde, Alfrede cyninge, pæt he ealra Norðmanna norpmest bude.* (Orosius). N.E. *Onthere told his lord king Alfred that all Scandinavians had lived to the North* (Arakin, 2003: 112).

Perfect meaning could also be defined by additional lexical means, namely, adverbs of time. For example: O.E. *Py ilcan gear drehton pa herdas on eastenglum Westseaxna land swiðe be pæm suðstæde med stælhergum, ealra swiðust mid ðæm æscum pe hie fela geara ær timbrendon.* (Chronicle 897). N.E. *And the very year those hordes of Eastern Anglos devastated Western Saxon's land by their predatory armies and most of all by the ships they had built many years earlier* (Meyye, 2003: 21).

Besides, perfect value could be defined by a context: For example: O.E. *Ond pæs ofer Eastron gefor Atered cyning; ond he ricsode V gear; ond his lic lip æt Winburnan.* (Chronicle 871). N.E. *And after Easter king Atered died; and he had reigned for five years, and his body lied at Windburn* (Verba, 2004).

However, in addition to the aforementioned methods, in this period cases of expressing perfect meaning by free syntactic combinations of *beon* and *habban* verbs with past participles of semantic verbs were already noted.

Thus, we can say that during this period there is a distribution of meanings, similar to the present, between the ways of expressing a perfect action in relation to the present and past times. Constructions

that express the perfect of the present tense, and represent the combination of *beon* and *habban* verbs in the form of the present tense with the past participle, already bear the meaning of the action performed, the result of which is evident by the time of speaking. It should be noted that this method of expressing the perfect meaning in the Old English period is not universal, since the *semen* of completion was not the only one for these combinations (Verba, 2004).

Historians have no consensus on the time of the formation of the analytical form of the perfect tense and the formation of a new category. Yes, some linguists believe that the forms of perfection in the modern sense are already fully formed in the Old English period. Some suppress the emergence of the perfect in its modern meaning in the 11<sup>th</sup> century, others mention the period 12<sup>th</sup>–13<sup>th</sup> centuries. Some linguists attribute the formation of the perfect tense to even later periods of the English language.

By the end of the 14<sup>th</sup> century, in comparison with the Old English period, perfect constructions were far advanced in the way of grammar. An important change was the final inclusion in the model of the perfect auxiliary verb *ben*, which contributed to the formation of the perfect tense from intransitive verbs. In the Middle English period, not only the verb *have* started more likely to form the perfect of intransitive verbs, but the verb *be* began to be used with transitive verbs. There were marked substitutions for the verb *ben* with the verb *haven* which are found in Chaucer's later manuscripts (Rastorguyeva, 1989: 42). Gradually, the verb *be* is limited to movement verbs, and, like their ancient English prototypes, these constructions could indicate a state upon completion of the action: not so much "came" but "was there, having come".

Three centuries later, in the language of Shakespeare, the use of verbs *be* with movement verbs is still the rule, but the use of verbs *have* was also possible. In general, constructions with the verb *be* remained on the periphery of the perfect tense. Initially, they were the means by which non-transitive verbs were incorporated into the perfect, but after completing this task they began to "come" from the perfect again.

The variety of textual material in the 17<sup>th</sup>–18<sup>th</sup> centuries gives the opportunity to reveal some differences in the use of auxiliary verbs in different styles: the verb *be* becomes an affiliation of literary writing of higher styles. It is because of the narrowing of the sphere of use in the linguistic space that the auxiliary verb *be* is completely out of the system of perfect.

With regard to the arrangement of components, even in Shakespeare's works, in spite of the require-

ments of rhythm, the participle usually occupies a position which is peculiar to it in modern forms of perfect tenses. For example: I am glad, I have found this napkin. (Sh. Olh. Ill, 3). Thus have I, Wall, my part discharged so (Sh. M.D., V, I).

According to the scientist T. O. Rastarguyeva, the analytical form of the perfect tense has developed by the 14<sup>th</sup> century, that is, its grammatization ended, and a new verbal category, which arose in the process of paradigmization of the perfect, was formed during Shakespeare times. Norms of use of these forms became more stringent in the 17<sup>th</sup>–18<sup>th</sup> centuries when the improvement and correction of then language became the concern of many philologists and grammarians (Rastorguyeva, 2003 : 158).

In the Middle English period, the expression of perfect meaning is fixed by the combination of the *beon* and *habban* verbs with the past participle. In addition to its core meaning, which was formed prior to the mid-English period of completion until the moment of speaking, the present-day perfect can transmit the value of completed action regardless of the moment of speaking. For example: M.E. *He shal tellen othere two (tales) of adventures that whilom han bifalle*. N.E. *He will tell two other tales of adventures that have happened then* (Rastorguyeva, 2003: 140).

Besides, during this period, the perfection of the present is used for stylistic purposes, to emphatically highlight the event in the context of past tenses. M.E. *The holy blissful martir for to seke, that hem hath holpen whan that they were seeke*. (Chaucer). N.E. *To seek the holy blissful martyr who has helped them when they were ill* (Verba, 2004).

In its modern use, the perfection of the present tense is fixed only until the end of the 17<sup>th</sup> century. As for the perfect past tense, the value of the action that precedes another action in the past is assigned to it by the middle of the Middle English period. For example: *The day had broken before we parted* (Shakespeare) (Verba, 2004).

The meaning of an action completed by a certain moment in the past is only fixed by the perfection of the past tense until the end of the Early New English period. Also, due to the development of the analytical forms of the future tense, by the middle of the Early New English period one can speak of the appearance of the future perfect tense.

In modern English, perfect has the forms of present, past and future tenses, which are clearly different in structure and content – each form has clearly defined rules of formation and use.

The perfect of the present tense is formed by the auxiliary verb *to have* in the form of the present tense and the participle of the past tense of the semantic

verb. The main meaning of the perfect of this tense is the expression of the action, which ended by the present moment, the result of which is obvious in the present tense. For example: “*I have made my little observations of your English nation – said Poirot dreamily, – and a lady, a born lady, is always particular about her shoes*” (Christie) (Verba, 2004).

It can express an action that occurred just before the moment of speech and in the distant past: “Pleased? Are you pleased?” He whispered. “How could you be? I’ve not only matched you. I’ve beaten you. I’ve won, don’t you see?” (Dobbs) (Korneyeva, 1974).

When using the present perfect, one must pay attention to the result that comes from the performed action, not at the time of its completion. The presence of the result is a necessary condition for the functioning of the present perfect form, since it correlates the action that took place and is expressed by the perfect of that tense with the present.

The past perfect tense is formed by the auxiliary verb *to have* in the past tense form and the past participle of the notional verb. The main value of the past perfect tense is the expression of a past action that ended by a certain moment in the past: “*He had long forgotten the small house in the purlieus of Mayfair, where he had spent the early days of his married life, or rather, he had long forgotten the early days, not the small house a Forsyte never forgo, a house – he had afterwards sold it, as a clear profit of four hundred pounds Forgiven! Forgiven so long, that he had forgotten even that he had forgotten*” (Galsworthy) (Korneyeva, 1974).

The past perfect may carry the sense of an action completion by a certain moment in the past. For example: “*She had telephoned for an interview and it had been readily granted – one of the more productive calls she had made that morning*”. The sense of

precedence: “*They went down stairs, two and two, as they had been told off in strict precedence, mounted the carriages*” (Dobbs) (Korneyeva, 1974).

Also, to convey an action that caused a certain state or state of things in the past: “*Was it not his father who had instilled in the young Devereux the belief that women were objects to be used and if necessary abused, be they wife, housemaid, nanny or any other he met in an alcoholic fit? Who had stretched out his hand only to chastise? Who had deprived the son of any tolerable concept of family, of mother and father, of life within the walls of a home hound with love rather than barbed wire? Who had taught him to inflict sex as a matter of punishment rather than pleasure? And who thereby had led the son’s wife to despair and degradation, and ultimate suicide?*” (Dobbs) (Reznik, 2001).

The future perfect tense is formed by the auxiliary verb *to have* in the form of the future tense and the past participle of the notional verb. The main meaning of the future perfect is the expression of the future action, which will have been completed by a certain moment in the future. For example: “*I’ll have died until you make the decision!*” (Christie).

An important peculiarity of the future perfect is its ability to also express intentions about the past: “*You will have read in the newspapers about the conclusion of this agreement*” (Verba, 2004).

**Conclusions and prospects of the research.** Modern methodology CLIL motivates students’ learning, activates their mental activity, encourages meaningful memorization of material in History of the English language, directs to improving a foreign language competence and acquiring knowledge with the purpose of their practical application in future professional activity.

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