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DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMMUNICATIVE COMPETENCY IN UNDERGRADUATES OF NON- LINGUISTIC SPECIALTIES IN THE CONDITIONS OF DISTANT LEARNING

Modern society requires highly qualified professionals who can quickly adapt to the development and implementation of innovative technologies, as well as to the changes that are taking place in various spheres in Ukraine and abroad. The course “Foreign Languages for Specific Purposes” (FLSP) aims at developing undergraduates’ ability to communicate in a foreign language to fulfil certain professional needs in the future. The aim of the article is to study the effective methods for developing foreign language competence in undergraduates of non-linguistic specialties in the context of distance learning. The authors have analysed the latest works of the Ukrainian and foreign scholars relevant to the topic. The concepts of “communicative competence”, “professional competence”, and “professional communicative competence” have been clarified. The authors consider foreign-language communicative competence as the undergraduates’ ability and readiness for foreign language communication with native speakers, their perception and understanding of partners, and the adequate and timely expression of their mental intentions. Certain empiric research methods applied by the authors (observation and a survey of students (in the form of a questionnaire)) helped to obtain data for the further theoretical understanding of the problem. It has been stated that undergraduates’ non-linguistic specialties communicative competence can be formed due to the development of four language skills: reading, speaking, listening, and writing. The authors believe that the professional communicative competence of undergraduates as future professionals can be developed due to the use of means of modern information technology, and interactive teaching methods that help students to develop their creative approach to learning a foreign language and improve their attitude to the subject.

Keywords: competence, undergraduates of non-linguistic specialties, foreign language communicative competence, distance learning.

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РОЗВИТОК ПРОФЕСІЙНОЇ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У МАГІСТРАНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

Сучасне суспільство потребує фахівців, здатних швидко адаптуватися до розробки та впровадження інноваційних технологій, а також до змін, що відбуваються в різних сферах у нашій країні і за кордоном. Курс «Іноземні мови спеціального призначення» (FLSP) спрямований на розвиток у студентів умінь спілкуватися іноземною мовою для задоволення певних професійних потреб у майбутньому. Досліджено ефективні методи розвитку іноземної компетенції у магістрантів нелінгвістичних спеціальностей в умовах дистанційного навчання. Проаналізовано праці українських і зарубіжних науковців стосовно заявленої теми. З'ясовано поняття «комунікативна компетентність», «професійна компетентність», «професійна комунікативна компетентність», а також особливості комунікативного підходу. Іноземна комунікативна компетенція розглядається як здатність і готовність студентів до іноземного спілкування з носіями мови, сприйняття і розуміння партнерів, адекватне та своєчасне вираження своїх розумових намірів. Застосовані авторками окремі емпіричні методи дослідження (спостереження, опитування (у формі анкети) студентів) допомогли отримати дані для подальшого теоретичного осмислення проблеми. Встановлено, що комунікативно активний підхід передбачає розвиток комунікативної компетентності й може бути досягнутий внаслідок моделювання типових реальних ситуацій спілкування, які виникають у багатьох професійних сферах. Як показала практика, онлайн або змішана форма навчання іноземної мови дозволяє студентам брати участь у різних заходах щодо розв'язання проблем, в яких вони будуть використовувати цю фахову мову в реальному світі. Використання інтерактивних методів навчання дозволяє максимально наблизити навчальний процес до реальних життєвих ситуацій в умовах професійної діяльності. Відзначено, що професійну комунікативну компетентність магістрантів як майбутніх фахівців можна розвивати шляхом використання сучасних інформаційних технологій, зокрема цифрових інструментів (Kahoot!, Quizizz, Quizlet Live, Gimkit), та інтерактивних методів навчання (метод кооперативного навчання (на прикладі «взаємного читання»), рольова гра, проєкт, проблемні ситуації тощо), які допомагають студентам розвинути творчий підхід до вивчення іноземної мови, покращити їхнє ставлення до навчального предмета.

Ключові слова: компетентність, магістранти нелінгвістичних спеціальностей, іноземна комунікативна компетентність, дистанційне навчання.

In the context of formation of European and global common educational environment the creation of unified international educational standards, plans, programs as well as the introduction of joint educational mechanisms and requirements in the course of preparation of future professionals is expected. Considering this, these tendencies enable educational openness and accessibility, student academic mobility, worldwide collaboration of educational institutions in research activities, and the sharing of successes and innovative ideas amongst professionals. For this reason, one of the top priorities of native higher education is the need to modernize education and provide high-quality training for professionally competent cross-sectional professionals who can fluently communicate in a foreign language for both personal and professional purposes.

The aim of the article is to study the effective ways of the development of foreign language competency of undergraduates of non-linguistic specialties in the conditions of distant learning.

We used the following methods to conduct the research: the method of system-structural analysis of the literature and publications on theoretical, methodological, and organizational aspects of the research problem; methods of concretization and generalization of concepts in order to clarify the state and current trends in the functioning of distance education in Ukraine; the method of comparison to reveal the problems associated with the introduction of distant technologies into the educational process; the empiric research methods applied by the authors (observation and a survey of students (in the form of a questionnaire)) helped to obtain data for further theoretical understanding of the problem.

The concept of communicative competence in foreign language education and ways of teaching foreign languages is not new and has been researched by both foreign and national experts (P. Bimmel, N. Borysko, L. Byrkun, S. Brumfit, R. Johnson, B. Kast, O. Volobueva, O. Vovk, S. Savignon, M. Swain, D. Shales, etc.).

Theoretical basis of the discursive competence have been studied by S. Aleksandrova, I. Kucherenko, I. Shevchenko, M. Canal and others.

V. Andryshchenko, H. Boretska, O. Vyshnevskyy, I. Dychkivska, V. Kremen, A. Kuzminskyy, V. Lugovy, G. Zavolyanska, N. Kovalska, N. Mykytenko, N. Moisyenko, L. Morska, S. Nikolayeva, O. Parshykova, T. Oliynyk and others investigated issues on foreign language teaching techniques and methods in higher educational establishments.

Over the last decade, the attention of scientists to the possibilities of introduction, organization and functioning of distance education has significantly increased. In particular, various aspects of this problem have been highlighted in the scientific works of V. Bykov, S. Vitvytska, V. Gura, V. Deyneka, V. Kukharenko, V. Oliynyk, V. Rybalko, N. Syrotenko, O. Tyshchenko and others.

The transformation processes of Ukraine in the light of the innovative changes require highly qualified staff that is capable to generate new knowledge and develop the latest world-class technologies. All these changes, correspondently, have an immediate impact on the status of the discipline “Foreign Language” in high non-linguistic educational institutions, because a good command of a foreign language allows future professionals to deal with the obtained from foreign language sources information and exchange their own ideas with their colleagues.

It is necessary to note that teaching foreign languages at Ukrainian universities to students of non-linguistic specialties is facing serious challenges. The problem is that the foreign language proficiency level of the entrants is not the same. As our observations have shown, most first-year students (65 %) come to study with level A2, and only 33 % with the level of B1, and 12 % with level B2. Such a situation causes many problems in their further education. Another problem reveals that students show a very low motivation to learning a foreign language. Moreover, the attitude to learning foreign languages at non-linguistic specialties is diminished by the curriculum (insufficient number of teaching hours) or by the authorities of a non-linguistic department, who consider foreign languages as an unimportant additional component among the rest of the core/profile disciplines.

That is why foreign language teachers are constantly trying to solve these problems by searching for the most effective ways of teaching to provide undergraduates with an adequate scope of foreign language knowledge, especially in the conditions of distant or blended learning that has been caused by the pandemic situation of COVID virus 2019.

As a non-profit organization, the Partnership for 21st Century Skills (formerly known as the Partnership for 21st Century Learning (or P21) that was created in 2002, united more than leading 2,000 organizations and companies around the world. P21 pointed out the skills that young people would need to possess in order to be successful in the 21st century (Table 1). According to P 21 the “base” of 21st century learning is the acquisition by the youth of the following key competencies: learning and innovation skills, career and life skills, and digital and literacy skills. “Learning and innovation skills that are also known as the “four Cs” of 21st century learning, these include critical thinking, communication, collaboration, and creativity. Career and life skills involve flexibility, initiative, social skills, productivity, and leadership. Digital literacy skills foresee the information literacy, media literacy, technology literacy” [6, p. 12].

<i>21st century skills [12]</i>		
<i>Learning and Innovation “four Cs”</i>	<i>Digital Literacy Skills</i>	<i>Career and Life</i>
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity & Innovation	Media Literacy	Initiative & Self-direction
Communication	Technology Literacy	Social & Cross-cultural Interaction
Collaboration		Productivity & Accountability
		Leadership & Responsibility

In this regard, the requirements for the content of future specialists' professional training, as well as its organizational and methodological components, should be based on the principles of the competency approach. Competency-based learning is an approach to education that focuses on what students learn and not on the time spent in the classroom completing credits. In this approach, students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study. The competence method is connected with personality and activity-based approaches. Personality-oriented learning encourages students to develop their own cognitive capacities and skills, allowing them to make the most of their own experiences in order to understand and actualize themselves as individuals. Activity learning can be defined as the process in which a student gets knowledge by exploring a certain subject at his own pace through his cognitive activity rather than receiving ready-made knowledge.

Communicative competence is considered as system that performs functions of balancing of existing language forms, which are determined on the basis of the communicant's language competence in the context of certain social functions [European Recommendations on Language Education, 2003]. Communicative competence refers to the number of basic categories of the modern theory and practice of teaching foreign languages and, in particular, English as a foreign language. In the scientific literature, there are many definitions of communicative competence. There are different approaches to the structural analysis of the communicative competence [11].

The term “communicative competence” originated from the idea of the American linguist N. Chomsky on linguistic (or language competence). However, the first linguist who established the difference between language as a system, which he called “langue” and speech (“parole”) was Ferdinand de Saussure. According to F. Saussure, the concept “the language system” involves only language that can be learned, while the concept “the speech activity” refers to the product of a particular speaker.

The term “communicative competence” was also considered in the works of M. Canale, M. Swain, and S. Savignon, who defined “communicative competence as the ability to solve communicative problems in practice.” In 1980 the researchers developed the first model of communicative competence, consisting of four components: grammatical competence at the sentence level, sociolinguistic competence (understanding the social context in which language is used), discursive (ability to convey information), strategic competence (using strategies to interpret, discuss and express opinions in a particular context) [8, p. 18].

Celcia Murcia, Thurrel, and Dorney (1995) suggested their model that includes five components: “socio-cultural competence”, “linguistic competence”, and “discourse competence” along with “actional and strategic competence”. The researchers have placed the discourse competence at the central position in which “lexical and grammatical”, actional skills of communicative and socio-cultural and constitute discourse, which in turn, shapes each of the other three components [9, p. 8].

The structure of the communicative competence involves the following competencies: 1) language (possession of language material for use in the form of speech expressions); 2) sociolinguistic, sociocultural (ability to use language units according to communication situations); 3) discursive (ability to understand and achieve coherence in perception and production of individual

statements within communicatively significant speech formations); 4) strategic (awareness of the sociocultural context of language functioning); 5) social (ability and readiness to communicate with others) [2, p. 14].

The communicative approach in the educational process places the highest emphasis on oral communication as a form of language and mental activity. The process of learning a foreign language is designed properly to correspond to the real process of speech communication, i.e., the learning process is a model of the process of speech communication, according to the communicative approach. The development of communicative competence can be achieved due to the modelling of typical real-world communication situations that occur in many professional areas.

Professional competence formation in a future specialist during practical training is connected with the system, which includes: the integration of personal, professional, financial, technical, and educational backgrounds; the innovative approach to the training process of highly-qualified specialists; and the adaptation of educational programs in response to requirements of our modern society. N. Nychkalo also claims that professional competence is “not only professional knowledge, skills, and experience in this specialty, but also an attitude to business, shown (positive) inclinations, interests, and aspirations, the ability to effectively use knowledge and skills, as well as personal qualities to ensure the necessary result at a particular workplace in a given work environment” [4, p. 34].

Professional competence is the ability of a specialist from the beginning of his professional activity to meet the social requirements of the profession through effective professional activities and show appropriate personal qualities, mobilizing the relevant knowledge, skills, abilities, and emotions based on intrinsic motivation, attitudes, moral and ethical values, and experience, while being aware of the limitations of their knowledge and accuracy [5, p. 100].

The professionally oriented training of future professionals involves teaching professionally-oriented academic disciplines to students to acquire professional knowledge, as well as the formation of their ability to use this knowledge in a foreign language. Thus, teaching foreign languages to students of non-linguistic specialties aims to develop students’ professional communicative competence that is required for both their real-life situations and in their specific professional field.

We consider foreign language communicative competence as the ability and readiness of undergraduate students for foreign language communication with native speakers, their perception and understanding of partners, and the adequate and timely expression of their mental intentions. It is an integral characteristic of the professional activity of the specialist. It has the following substructures: professional activity, which includes knowledge, skills, abilities, and methods of professional activity performing; communicative activity, which includes knowledge, skills, abilities; methods of implementation of professional communication.

In practice, the significant attention in the process of developing the communicative competence of undergraduates of non-linguistic specialties is being paid to four language skills: reading, speaking, listening, and writing. Possession of foreign linguistic skills determines the future professionals’ effective communication with their foreign colleagues both in written and oral form. At the same time, the process of foreign language teaching in the twenty-first century no longer focuses on grammar, memorization, and rote learning, but rather on employing communicative approaches and cultural knowledge in real-life situations.

It is necessary to note that the distant teaching and learning of foreign languages has already been done prior to the COVID-19 outbreak, and some foreign language teachers and learners have become accustomed to lessons in online courses. In fact, Computer Assisted Language Learning (CALL) has been used for foreign language teaching and learning purposes for more than 40 years. With the advances in technology, foreign language teaching and learning evolved considerably lately, which paved the way for online language learning. Thus, the teaching of foreign languages through online or distance courses is not a new phenomenon.

The urgent transition to emergency online language teaching has exhibited certain problems for teachers and students: the insufficient knowledge and experience of teachers to provide online learning, the lack of their technological literacy, the inability of students to afford buying a computer or smartphone, certain technical problems (e.g. with internet access), misconceptions of students about online learning and their inability to concentrate on online learning, and so on.

At the same time, online teaching of foreign languages during the pandemic offers a number of opportunities. Particularly, for disabled students, who need special care, this transition has contributed positively as they have gained the access to education: they can study from any place at their own pace; students learn to work independently and use their creative skills in solving tasks. Besides, teachers are becoming more and more acknowledged with new language teaching platforms (like Zoom, Moodle, Google Meet, WhatsApp, Facebook, Blackboard and others), technologies and social media applications for smartphones. The findings show that platforms have been commonly used for delivering the courses and providing intra-communication during the pandemic.

As the practice has proved, the online or blended form of foreign language teaching allows students to participate in a variety of problem-solving activities in which they will use the target language in a real-world setting. Thus, for example, the students, who major in Tourism, can be given a task to find an appropriate dwelling for a traveller for a certain date and price. They should describe such details as the location, and amenities and the nearest places of interest. After that, they have to represent it to the client and discuss the details. The task of such a type allow students to refresh their vocabulary and practice functional language for agreeing-disagreeing situations. Moreover, they are able to use the information from the Internet and demonstrate pictures or videos due to the option "Share screen" to the whole class.

Online language teaching can satisfy the same criteria as face-to-face language training in terms of offering task-based instruction. Teaching foreign languages online can meet these requirements after analysing the main communicative approach concepts of learner-centered instruction, cooperative and collaborative learning, interactive learning, whole language education, content-based instruction, and task-based instruction.

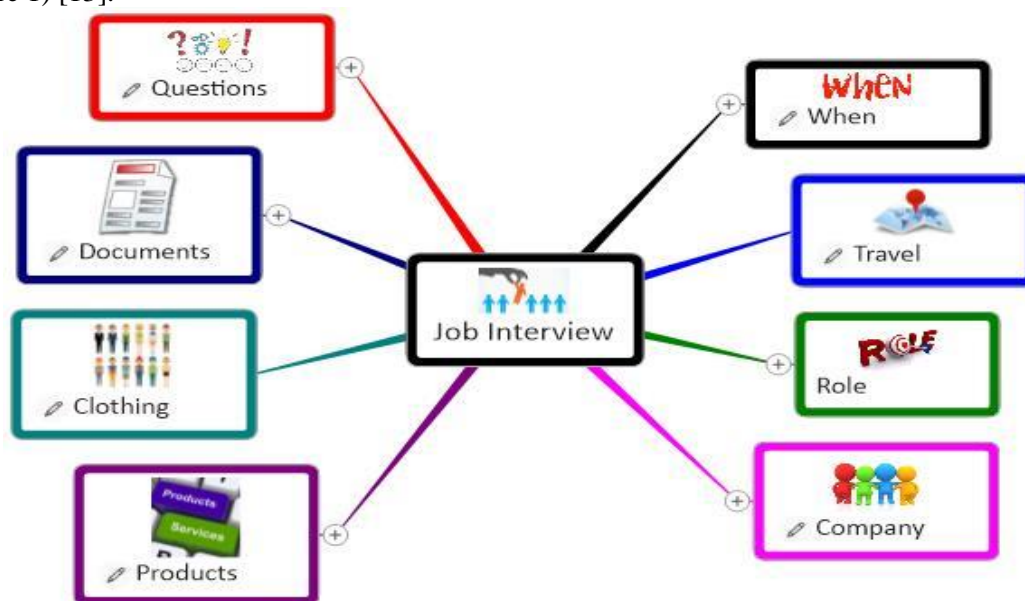
In October 2021, we proposed a survey for several groups of undergraduate students of non-linguistic faculties in Ternopil Volodymyr Hnatiuk National Pedagogical University in order to determine the most problematic aspects of the foreign language communication process for students. In total, 56 undergraduates, specializing in Geography, Tourism, Biology and Chemistry (38 girls and 18 boys) were interviewed. It was found that 38 (68%) of all interviewed students felt fear or uncertainty, when it came to starting or joining a conversation. 35 (62%) of the undergraduates answered that they experienced a lack of vocabulary or grammar during the conversation. 17 (32%) of the interviewed stated that they had problems when it was necessary to refute the opinion of the interlocutor or agree with it. 32 (58%) students agreed that it was difficult for them to stimulate the interlocutor to speak, and 25 (46%) of them stated that they could respond quickly and adequately to the interlocutor's remark.

Taking into account the revealed results, we concluded that professional foreign language communicative competence was insufficient for undergraduate students. Therefore, we faced the task of finding effective ways to develop the foreign language competence of masters of non-linguistic specialties in terms of distance learning. The effectiveness of the communicative approach in the process of teaching foreign languages depends, of course, on external pedagogical conditions, namely: individual readiness of students for speech activity, their level of motivation, material equipment for the educational process, and professional training of the teacher.

In order to raise the undergraduate students' vocabulary during the conversation and develop their lexical skills, connected with a certain professional field the relevant lexical-grammatical exercises covering corresponding general and specialized vocabulary are usually suggested at the beginning of each unit. With the help of some digital tools (Kahoot!, Quizizz, Quizlet Live, and Gimkit and others) it became possible to enhance learning new vocabulary through the games. The usage of these tools helped us to create an electric atmosphere for answering questions, provide fun, interesting repetitions, and make in-the-moment feedback possible. We found them as one of the very effective ways to enlarge students' vocabulary and rise their motivation to learn foreign vocabulary.

In order to expand the vocabulary, memorize effectively, and establish associative connections, it is possible to offer intelligence maps (mind maps) online. The eminent English psychologist Tony Busan developed such types of mental maps. The idea of this technique is that the subject of study, in the form of a drawing or inscription, is located in the centre of the sheet. The main ideas are depicted in the form of branches emanating from the central figure. Mental maps connect the processes of memory and creativity together, which is especially important for the organization of the process of

learning foreign language vocabulary, and linking the words logically while making up sentences (picture 1) [13].



Picture 1. An example of the mind map “Job Interview” [13].

Reading as a type of speech activity helps in mastering the language material and in its consolidation and accumulation. Thus, mnemonic activity that accompanies the reading process provides memorization of lexical units and connections between them, as well as grammatical phenomena like filling in grammatical structures, word order in structures, and others. Reading helps to improve the skills of oral speech: while reading aloud and about yourself, there are two leading language analyzers: auditory and speech-motor, which are characteristic of speaking. The ability to read makes it possible, if necessary, to select the necessary printed materials and prepare them in order to prepare an oral presentation [3, p. 28].

In foreign methodology, W. Greib and F. Stoller distinguish six types of reading, which are presented in our terminology as: searching (reading to search for simple information), introductory (reading to skim quickly), learning (reading to learn from texts), integrating (reading to integrate information), critical (reading to critique texts and reading to write) and reading for general comprehension [1, p. 72].

The engagement of scientific or professionally related and authentic literature makes up the basis of a professional foreign language-training program. For this purpose, a teacher provides students with texts and activities that are required for the development of corresponding skills and abilities.

We believe that one of the effective ways in the process of developing communicative competency is the usage of “reciprocal reading” method, which is traditionally used as a form of cooperative learning. The term comes from the Latin “*reciprocus*” and generally means “mutual”. First, the teacher selects a text and divides it into four parts. Then the text is suggested to students, who work in a four mini-groups. Each mini-group is responsible for completing a certain task. Thus, the first group has to explain new words or grammar rules that are used in the given passage, the second group asks questions to this passage, the third group answers the questions and the fourth group summarizes the passage and makes assumptions about the further development of events. Then they move on to the next passage of text and change their responsibilities. In such a way, every student has the opportunity to test himself in all four roles. All participants learn to cooperate with each other and to work in a team. Such method develops students' language and speech competence and implements a student-centered approach in the process of teaching foreign languages.

While doing listening, undergraduate students can be suggested online records or short films from YouTube with their further discussion or essay writing. In our opinion, one of the ways to motivate students to express their own ideas in a foreign language is to switch off the sound while

watching the film and allow students to guess what might happen at that time when the film was without the sound.

Another set of exercises had to ensure the development of students' communicative skills through the speaking activities (commenting, reasoning, and conducting conversations, etc.). For example, the exercise, that develops to establish the logical connections in speaking.

Exercise. Match the phrases to the following functions:

<i>Apologizing</i>	<i>Refusing/Agreeing to a request</i>	<i>Making suggestion/ making arrangements</i>
<i>I'm really/ awfully sorry</i>	<i>(No), I can't really...</i>	<i>Do you fancy (a walk/ going for a walk)?</i>

Suggested phrases:

- 1 – *Do you fancy (a walk/ going for a walk)?*
- 2 – *Can/Could you...?*
- 3 – *It would be great if we ... (had dinner somewhere).*
- 4 – *I'm really/ awfully sorry*
- 5 – *Would you mind (doing sth)?*
- 6 – *(No), I can't really...*
- 7 – *I was wondering if you'd like to (play sth)?*
- 8 – *Will (would) you please...?*
- 9 – *Do you think you could (possibly)...?*
- 10 – *I'm sorry for (he delay/ being late)*
- 11 – *Yes, sure...*

The use of such interactive teaching methods as presentation, heuristic conversations, role plays, round tables, discussions, “brainstorming” or competitions with practical tasks and their further discussion allows to bring the learning process as close as possible to real life situations in the field of professional activity. Undergraduate students not only acquire professionally significant skills (make decisions independently, work in a team, work under pressure, enter competitions, etc.) but also in creative competition learn to enter into conversation, agree or reject certain ideas, seek compromise. All this contributes to the development of spontaneous speech skills, overcoming the language barrier between the participants of the dialogue and, in general, to the improvement of professional communicative competence.

The essence of professionally oriented training of future professionals involves teaching professionally oriented academic disciplines to students to acquire professional knowledge, as well as the formation of their ability to use this knowledge in a foreign language. Foreign language at a non-linguistic institution is regarded as an essential component of professional training. Foreign language communicative competence demonstrates the ability and readiness of undergraduate students for foreign language communication with native speakers, their perception and understanding of partners, and the adequate and timely expression of their mental intentions. We believe that the professional communicative competence of undergraduates as future professionals can be developed due to the use of means of modern information technology, and interactive teaching methods that help students to develop their creative approach to learning a foreign language and improve their attitude to the subject.

The theoretical analysis of the raised problem and the practical findings have outlined the prospects for further research, in particular the application of interactive teaching methods, which will develop foreign language competency of undergraduates of non-linguistic specialties in the conditions of distance learning.

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CONTENT-LANGUAGE INTEGRATED LEARNING IN THE CONTEXT OF EUROPEAN INTEGRATION

The conditions of formation of content-language integrated learning (CLIL) have been characterized with a number of theoretical and methodological factors, that have influenced the process of development from different perspectives. The origin of CLIL is connected with the prior methodological approach to second language acquisition – content based language instruction. It has been established with aim to reduce the gap in knowledge of English learners between spoken everyday English and Academic language. The reflection of the psycholinguistic views in CBI led to adoption of concepts of comprehensive output, input hypothesis and proximal zone of development in its subsidiary method (CLIL). Besides this, another methodology affecting formation of content-language integrated learning, known as “English for special purposes”, is also contextualized by specialty content, and they share common goals of learning. However, ESP keeps its focus on language, not content. The comparative analysis of CBI and ESP key features reveals the theoretical and methodological conditions of CLIL formation.

The modified variations of CLIL approach, applied all over Europe like Bilingual Content Teaching, Bilingual Subject Teaching or Content-Based Language Teaching, relied on a common concept of learning a foreign language with a shift of focus from the language itself to the content expressed in this language. The bilingual model of education in European countries adopted the provisions of content-language integrated learning methods at the mainstream level in school education in France, Ireland, Finland, Estonia, Latvia, Poland, the Czech Republic, and it has been partially implemented within pilot projects in the UK, Spain, Germany, Italy and Sweden. The method was strongly supported by policy of the European Union and European Commission with an aim of promotion of language learning and linguistic diversity. The support of the European language policy and ideology was reflected in a number of projects launched in order to promote methods based on international cooperation, such as “Content and Language Integrated Learning in Germany” (CLILiG), as well as with the support of the Council of Europe “CLIL Quality Matrix” (2004) and the European Regional Action Scheme for the Mobility of University Students (ERASMUS).

Keywords: *content-language integrated learning, content based language instruction, conditions of CLIL formation, European integration, European language policy.*

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