володіння певним мовним матеріалом. Завдання з вибором однієї правильної відповіді на разі є найпоширенішим. Такі види завдань на контрольному етапі значно легше використовувати на практиці.

Варто звернути увагу на те, що тестові завдання дозволяють перевірити лише деяку обмежену частину знань і не можуть повністю замінити інші форми перевірки знань з іноземної мови в студентів першого року навчання.

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# CONTENT AND LANGUAGE INTEGRATED LEARNING: UNIVERSITY PERSPECTIVE

At the university level there are two other types of content-language blends: a) ESP courses the aim of which is to train students to communicate in their professional field and make a rich input of the respective terminology; b) EMI courses in which English is used to teach academic subjects in countries or jurisdictions in which the majority of the population's first language is not English. To paraphrase, EMI courses are typically professional degree courses taught in English. If we regard these two course types from the point of view of content-language ratio, we will clearly observe a self-sufficient construct in which ESP caters for the language acquisition and EMI for content learning. In this seemingly exhaustive scheme of content-based courses at the university level is CLIL to be perceived but as an unnecessary redundancy? The answer to this question naturally comes from an even superficial course content analysis. As an example, an EMI course of Political Science largely and primarily pertains to professional themes modified and changed with different frequency and intensity as well as expert knowledge acquisition. ESP courses involve miscellaneous text material for teaching grammar and terminology, but with a less heavy focus on in-depth profession-specific training and actually without the objective to ensure it as the main consideration is language. However, students of Psychology doing an ESP course learn the same type of content as those doing EMI: the knowledge essential for their degree qualifications, i.e. knowledge not provided to students majoring in Geography or Primary Education.

The specificity of CLIL is not only in the double content-language focus but also in the fact that it should be introduced only as interdisciplinary subject matter. If the content suggested relates directly to the students' degree specialization, it automatically becomes ESP or EMI. This may either be a comprehensive course not referring to any concrete specialty (e.g. "Media Literacy", "Academic Mobility" etc.) or a thematic complementation to the EGP or ESP courses providing extra-syllabus content r elevant for any modern information consumer as well as information creator, regardless of which degree course they are doing. Importantly, CLIL content is to be viewed as *non-major* and *cross-curriculum* content.

As CLIL is not to refer to students' professional field it is only possible in the format of soft CLIL. To this format we may refer the recently created psychological, biological, economic and historic content, principally new and engaging, which supplements the background knowledge of a specific topic as well as of a specific subject. Generally, the content base of the existing EGP university courses are subdivided into the so-called "topics" the major aim of which is to enrich the students' vocabulary for them to be able to name things and phenomena that they already tacitly know. That is to re-teach them the subject matter that they previously learnt. CLIL offers the type of knowledge that is still to be learnt, explicated and introduced into students' picture of the world. In this regard namely CLIL may constitute the developmental aspect of language education at tertiary level.

The major challenges CLIL implementers currently face related to the course structure and also chronology of language learning occurrences. ESP courses are taught primarily in the first two years of a degree course while the disciplines referring to students' professional domain and thus the specific content with its terminology that can be used for ESP practices appears later, in the third year, for example. This means that if CLIL should be implemented in Ukrainian tertiary education, the scheduling of the curricula should be done in correlation between degree and ESP courses. To further on, the frequently mentioned dilemma of who should teach CLIL – a subject or a language teacher has an outcome in the English teacher having to master professional trivia of the field their students major in. CLIL endeavors are not submitted to a local board of experts for approval, thus the schools and universities that propose them are essentially self referential or rely heavily on the set book CLIL content. On account of this situation, any teacher, also in collaboration with students, can decide to set up CLIL in this or that variation. It has

not been specified what kind of assessment system is to be applied concerning language vs. content point distribution.

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## VISUALISIERUNGEN BEIM INTERAKTIVENFREMDSPRACHENLERNEN

Grammatik nimmt einen großen Platz in fremdsprachendidaktischen Diskussionen über ihre Rolle beim Sprachenerwerb, sowie die Art und Weise ihrer Vermittlung ein. Auch Lernende verstehen die Bedeutung grammatischer Kenntnisse für eigene Fremdsprachenkompetenzen, obwohl gerade dieser Teil des Lernens häufig langweilig und/oder kompliziert scheinen mag. Deswegen wird versucht, die Erklärungen von grammatischen Phänomenen und die Übungen zu den jeweiligen grammatischen Themen zugänglich und interessanter zu gestalten. Besonders wichtig ist die Zugänglichkeit für die Lernenden in der Anfangsphase des Fremdsprachenlernens, da die vorhandenen Sprachkenntnisse unzureichend für das Verstehen komplizierter Grammatikregeln sind. Hier können visuelle Darstellungen eine große Hilfe sein [1, p. 570].

Ziel des Fremdsprachenunterrichts ist vor allem der mündliche Sprachgebrauch, das Sprachkönnen in Alltagssituationen. Verwendung der