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INTEGRATED LEARNING OF ENGLISH LANGUAGE: DEVELOPING WRITTEN COMMUNICATION SKILLS AND CIVIC RESPONSIBILITY

The aim of this research is to investigate ways of the integration of the content line «Civic responsibility» and foreign language written communication skills development. In order to conduct the research we implemented the analysis of educational psychology literature, scientific observation, qualitative and quantitative analysis of modern English schoolbooks for high school students. Scientific novelty of the research is the integrated approach of the content line «Civic responsibility» and foreign language written communication skills development. We also suggest the stages and a sample of exercises, that could implement this approach. While conducting the research we studied the meaning of foreign language written communication and highlighted the components of competencies in writing – they are technical and language skills and the abilities of implementing linking words in a text. The role of writing in reading, oral communication, lexical and grammatical skill development is studied and the necessity of implementing writing during the assessment is highlighted. The meaning of integration while teaching subjects at school is analysed and elements of

civic responsibility are singled out – they are cognitive, social-emotional and behavioral. The features of a responsible citizen are also distinguished - this is a person who fulfills a certain role in society, is aware of how the world works, defends justice, able to work with others to improve life, and responsible for their own actions. While analyzing English schoolbooks of O.D. Karpiuk and L.I. Morska, we have come to the conclusion that the amount of exercises that develop skills of written communication and content line «Civic responsibility» are not enough to implement the integrated approach of these skills development.

Key words: written communication; content line; civic responsibility; stages of teaching writing; approaches; integrated learning

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ІНТЕГРОВАНЕ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ: РОЗВИТОК УМІНЬ ПИСЕМНОГО МОВЛЕННЯ ТА ГРОМАДЯНСЬКОЇ ВІДПОВІДАЛЬНОСТІ

Метою роботи даного дослідження є дослідити шляхи інтегрованого підходу до розвитку умінь іншомовного писемного мовлення та формування навичок учнів з змістової лінії «Громадянська відповідальність». Під час дослідження були використані: критичний аналіз психолого-педагогічної літератури, наукове спостереження, якісний та кількісний аналіз змісту діючих підручників з англійської мови для старших класів. Наукова новизна дослідження полягає у інтегуванні розвитку умінь іншомовного писемного мовлення та змістової лінії «Громадянська відповідальність», а також запропоновано етапи та зразок вправ, які могли б реалізувати даний підхід. Під час наукового дослідження нами було вивчено зміст поняття іншомовного писемного мовлення та виокремлено складники компетенції письма: технічні та мовленнєві навички, а також уміння використання слів-зв'язок у творі. Вивчено роль письма у розвитку умінь читання, усного мовлення та формуванні лексико-граматичних навичок, а також виокремлено необхідність застосування письма під час оцінювання учнів. Проаналізовано поняття *інтегрування* під час викладання предметів у школі, а також виділено елементи громадянської відповідальності: когнітивний, соціально-емоційний та поведінковий. Виділено якості, якими має володіти свідомий громадянин: людина, яка виконує певну роль у суспільстві, усвідомлює, як влаштований світ, захищає справедливість, здатна співпрацювати з іншими для покращення умов життя та несе відповідальність за власні вчинки. Проаналізовано шкільні підручники з англійської мови О.Д. Карпюк та Л.І. Морської та встановлено, що кількість вправ які б розвивали уміння писемного мовлення і громадянської відповідальності є недостатньою для реалізації інтегрованого формування таких навичок.

Ключові слова: писемне мовлення; змістова лінія; громадянська відповідальність; етапи навчання письма; підходи; інтегроване навчання

Relevance. Civic responsibility has always been considered an important feature of a responsible member of the society, but a significant development of this direction in Ukraine took place in 2017 after the Ministry of Education and Science of Ukraine approved a new curriculum (2017) for students in grades 5-11. In this regard, four integrated content lines appeared in the curriculum, which run through all topics that high school students study in the English language: «Civic responsibility», «Health and safety», «Environmental safety and sustainable development», «Entrepreneurship and

financial literacy». According to Ukrainian law (2023) on education after completing general secondary education students have to be able to express their thoughts and ideas in written and oral forms, think critically and systematically, justify the position logically, control emotions, evaluate the risks, make decisions, solve problems, collaborate with others showing creativity and initiative. In our opinion, integrated approach of written communication and civic responsibility skills development may contribute to formation abovementioned skills.

Problem formulation. For today, there is not enough amount of theoretical studies and practical recommendations of integration mechanisms of the content line «Civic responsibility» and foreign language written communication skills development while studying the subject «English language». It determines the relevance of the topic under discussion.

Analysis of recent researches and publications. The meaning of foreign language written communication was studied by S.Y. Nikolaeva (2002), O.B. Bigych, O.F. Borysko, G.E. Boretsko (2013). The stages of foreign language written communication skills were investigated by N.Y. Sklarenko, O.M. Ustymenko (2013), O.B. Bigych (2013) and S.Y. Nikolaeva (2002). The problem of the implementation of the content line «Civic responsibility» in foreign language learning was highlighted in theoretical researches of O.M. Lyubchenko (2018), C. Diaz (2017), S.L. Pereira Faria (2020) who point out the constituents of civil responsibility. V. Samoilukevich, L.O. Zabello, I.A. Hlibko, S.V. Dengayeva, O.A. Zymovets, O.P. Mazko, S. M. Prokhorova in «Methodical Express» (2017) suggest practical activities that aim at developing the skills of a responsible citizen.

Purpose. The aim of this research is to investigate ways of the integration of the content line «Civic responsibility» and foreign language written communication skills development. To achieve this aim there have been set the following objectives:

- to give a definition of foreign language written communication;
- to clarify the meaning of the content line «Civic responsibility» and its component composition;
- to analyze the content of modern English language textbooks for secondary schools for the presence of activities and materials for the formation of the content line skills and written communication skills development;
- to investigate approaches and stages of teaching written communication skills;
- to suggest a set of activities that aims at acquiring written communication skills and developing features of a responsible citizen.

Results. Firstly, we have to define the meaning of written communication. S.Y. Nikolaeva (2002) says that written communication is a specific code of a speech act, the coding of information that takes into account the graphic method of communication (Nikolaeva, 2002, p.206). According to O.B. Biych's (2013) definition «written communication is a productive speech act that provides the expression of thoughts in graphic form» (Biych, Borysko, Boretska, 2013, p.390). The competence of writing is based on the interaction of appropriate skills and abilities. The skill of writing means being able to express thoughts in written form. There are

technical (graphic and orthographic), speech (lexical and grammar) skills of writing and the skills of implementing linking words in a text (Bihych, Borysko, Boretska, 2013).

O.B. Bihych defines the competence of writing as «the ability to implement the communication in written form in vital areas and situations of communication for certain age according to the communicative activity, it means that a student must be able to plan and correct his/her own communicative behaviour in different types of statements according to the communicative situations (Bihych, Borysko, Boretska, 2013).

In general, teaching written communication includes the work on writing techniques: graphic, orthographic, punctuation; and on thought expression in written form: the product of written communication. Traditionally there are three stages of teaching writing: acquirement of orthographic skills, studying the sentence structure models and the combination of them in written communication; studying writing as a mean of communication. In the first stage, we learn sound-letter correspondences, in the second stage we develop writing as a mean of formation of oral communication skills. On the third stage, all these skills improve (Bihych, Borysko, Boretska, 2013).

Writing plays an important role in reading, oral communication, lexical and grammatical skill development. Researchers believe that expressing thoughts in written form has its educational benefits. Such process is slowed down comparing to oral communication. It gives possibility to concentrate on separate stages and leads to creating such conditions that allow using language form and functions, which are not automatized and cannot be used in oral communication yet (Skliarenko, Ustymenko, 2013). According to S.Y. Nikolaieva (2002): «the usage of these forms in written communication guarantees freer operation of them in oral communication» (Nikolaieva, 2002, p.220).

During the formation of lexical and grammatical skills, the written fixation of material has the following advantages: the organization of written activities, that promotes sharpening grammar and lexical skills; the repetition of material that is fixed in student's copybooks; the organization of oral and written activities, that relies on fixed language elements in books or on boards (Nikolaieva, 2002).

S.Y. Nikolaieva (2002) believes, that one of the most important functions of writing in education is the ability to serve as an effective mean of assessment in all the stages of teaching English. Written tests, including progress and final tests, are applied to assess knowledge of language material, practical skills of listening, oral expression and reading.

The proper selection of written activities aligns with the current conditions and trends. If written activities focus on the current issues and encourage students to look for the suitable solutions, it helps to develop skills that the curriculum points out in the content line «Civic responsivity». In order to create written activities that focus not only on the development of written skills, but also on the acquisition of civic responsibility skills, it is essential to study the meaning of civic responsibility and its constituents.

The English curriculum for students of grades 5-11 considers the concept of «content line» as a supra-subject topic, which is socially important, as it contributes to the formation of the necessary skills for life in a team and society in general (Liubchenko, 2018, p.2). O. M. Liubchenko (2014) gives an explanation of the concept of «integrated», emphasizing the possibility of interdisciplinary connections, the combination of key and interdisciplinary competencies, which becomes possible thanks to the implementation of content lines (Liubchenko, 2014, p.4). Thus, conditions are created for the gradual development of students' competencies.

Colombian researcher K. Diaz (2017) in the field of education defines three elements of civic responsibility: cognitive, social-emotional and behavioral. The cognitive component involves gaining knowledge about global and state events, the ability to understand and critically analyze them, which is a very important feature. The socio-emotional component is characterized by respect for cultural diversity, empathy and mutual assistance. As for the behavioral component, it means an active civic position and the ability to bear responsibility (Diaz, 2017, p.155). Therefore, the combination of these three elements is the basis for the formation of citizenship of students.

In the guidelines for teachers «Citizenship in the classroom», the concept of «citizenship» is revealed as a set of knowledge, skills and values that contribute to the prosperity of students as citizens of society. The features of a responsible citizen are also distinguished - this is a person who fulfills a certain role in society, respects and appreciates differences, is aware of how the world works, defends justice, is able to work with others to improve life, and is responsible for his own actions (Global citizenship in the classroom, 2015). The listed characteristics of a responsible citizen echo the components defined by K. Diaz, but an important element is added, namely teamwork.

Since the opinions of researchers differ regarding the components of citizenship, it is worth clearly formulating them now in order to create exercises that will be aimed at developing the components, in particular, and accordingly, civic responsibility in general and written communication skills. According to the curriculum, a responsible citizen: understands family values, treats others tolerantly, expresses his emotions while viewing works of art, discusses relationships with peers, looks for ways to counter aggression in the school environment, treats different points of view with understanding, demonstrates knowledge of international educational programs, is aware of the peculiarities of his character traits and the need to work on himself, knows how to set priorities and plans his way to the set goal, expresses and justifies his own opinion. The listed components should be developed in students during the study of the corresponding topic, which is an end-to-end approach in education.

Almost all researchers highlight speaking and reading as the most common ways of developing the skills of the content line. But the involvement of receptive and productive skills contributes to the successful implementation of the content line «Civic responsibility». Researchers determined that favorable conditions for the development of civic responsibility together with foreign language skills arise in English language classes due to their intercultural nature (Pereira Faria S.L., 2020, p.6).

Already developed examples of tasks for the development of civic responsibility focus on written communication is not enough. It has been concluded from the analysis of the content of English language textbooks for students of grades 10-11 (Karpiuk, 2018, 2019). The textbook O.D. Karpiuk was chosen for the analysis, since secondary school students use the textbook quite often. In the pie chart below the green color indicates the general number of activities and the red one stands for the number of activities that focuses on developing skills in the content line «Civic responsibility». The quantitative characteristics of the tasks of the English language textbook indicate the need to find additional educational tools for the implementation of the content line «Civic responsibility».

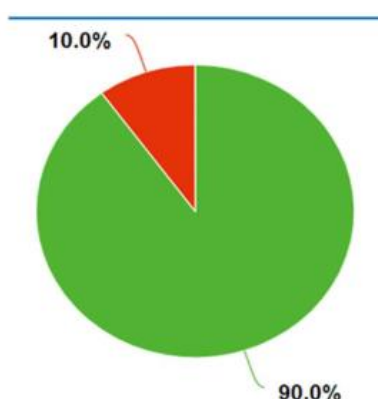


Chart 1. Pie chart of exercise percentage in the textbook for 10-11th forms by O.D. Karpiuk

In addition, the authors L.I. Morska and O.D. Karpiuk use the same technology of teaching writing communication skills (Karpiuk, 2018, 2019). According to their methodology, primarily students discuss a certain topic, familiarize oneself with the example of an essay and complete activities that develop the usage of linking words skills. Then, students exchange the ideas that they could use in their writings and individually write a text.

The analysis of the abovementioned technology shows that these textbooks lack the activities aimed at developing the following skills:

- writing complex sentences with linking words that show cause and effect relationships in the sentence for example, although/though, since, if, because in order to teach students to express their thoughts in written form argumentatively;
- writing sentences that strengthen and give examples to arguments in the texts;
- writing introduction and conclusion to the text.

It is also worth to mention that such technology does not provide the stage of peer-correction. In our opinion, peer-correction develops analytical thinking skills and improves written communication skills. Therefore, it is necessary to include this stage in written communication skills development.

The process of written communication skills development is known for its complexity and duration. Researchers describe a variety of methods and techniques of teaching

writing. Modern methodology of teaching writing is based on three main approaches. They have been formed during certain time and have a number of differences: genre-based, text-based and process-based. Sometimes the fourth directive approach is singled out, that was introduced and explained by V. Rivers in 1968, but it lost its relevance over time (Bebykh, 2010). To highlight the differences between abovementioned approaches we are to analyze each of them separately.

Directive approach means teacher's constant control over students' written communication process during the lesson. Written communication skills are developed gradually and for a long period of time. According to this approach, text structure takes the first place, but text content plays a secondary role (Moroz, Trofimchuk, 2018).

According to text-based approach written communication is the productive activity. The finale result is a text. The peculiarities of a text-based approach is its connection to the students' occupation. Students study to write those types of texts or essays that are necessary for their profession. For example, students that study economics or related specializations learn how to deal with such writings as a resume, review or a letter of complaint (Strukevych, Ishchuk, 2019).

The disadvantage of a text-based approach is that it is a teacher-centered approach. Group-work discussions are not provided and there is no feedback from a teacher. When a teacher assesses the students' writings, he/she does not give commentaries on them, but gives only a mark. And in this way students can't analyze their mistakes (Dubko, 2010).

Process-based approach differs completely from previous ones: the process of writing a text, the original written product of the author, the application of studied English lexical and grammar material are in the centre. Students and their communicative needs are in the foreground of a process-based approach. Considerable attention is paid to expression and organization of thoughts. It is important, that students learn how to evaluate their works critically and independently. In addition, they study the ways of improving their writings (Strukevych, Ishchuk, 2019).

If above mentioned approaches are teacher-oriented, then process-based approach is student-oriented, the teacher is a facilitator in the classroom. He/she has to encourage students to study during the lesson and adjust their work in the right direction (Badger, White, 2000).

The creation of texts according to process-based approach includes the following steps: 1) choosing a topic (group discussion); 2) process of writing (both in a group and independently); 3) analysis of the writing and error-correction; 4) the presentation of the final draft. Such approach provides students with possibilities to self-expression, group-work, exchanging of thoughts and ideas (Vasilieva, 2009).

English writing development can be carried out according to three approaches. We believe, that in order to develop writing skills in high schools we should use a process-based approach, because in the foreground there are students and their communicative needs, a lot of attention is paid to the expression and organization of students' thoughts. A process-based approach develops creativity. Students express their ideas, thoughts and create a new product of writing. This particular approach is required, as it is the

most relevant one that encourages students to think critically, express and justify his own opinion, suggest solutions to problems and be active in the process of tackling the challenges which are the features of the responsible citizen.

After analyzing the stages of teaching writing, we offer the following steps of integration of written communication and the content line «Civic responsibility» skills development: a) to brainstorm the ideas that can be used in the text; b) to practice writing on sentence-level; c) to practice writing on paragraph-level; d) to practice writing on text-level; e) peer-correction.

According to the national curriculum by the end of the 11th form, students have to be able to write an opinion essay, explaining advantages and disadvantages of different notions, synthesizing information and arguments from various sources. Therefore, as a final product, we suggest students to write an opinion essay (Curriculum of foreign languages for general educational institutions and specialized schools with in-depth study of foreign languages, 2017). We offer a sample of exercises that, in our opinion, might develop written communication skills and boost knowledge of civic responsibility. Our exercises are dedicated to the topic «Nature and Environment» that is studied in the 11th form in secondary schools in accordance with the national foreign language curriculum:

Step 1. Brainstorming.

Aim: generate the ideas that can be used in the essay later.

Express your thoughts in groups and present your ideas to the class «*Do you agree that only scientists can decide environmental problems?*»

Step 2. Practicing writing on sentence-level.

Aim: to develop skills of using linking words in complex sentences to show causative-consecutive coordination.

Fill in the gaps with *although, and, if, while, because*.

1. _____ installing solar panels is expensive; we can reduce the monthly bills.
2. We have to buy an electric car, _____ petrol-cars pollute the air.
3. _____ we use reusable shopping bags, we can reduce the amount of plastic in the oceans.
4. People cut down a great square of forests _____ a lot of animals lose their homes.
5. Shops should use more paper packets, _____ to produce them from renewable material.

Step 3. Practicing writing on paragraph-level.

Aim: to develop students' skills of writing supporting sentences.

Write the supporting sentences.

1. Citizens should start using public transport instead of cars or drive electric cars.
2. Renewable energy may slow down the global warming.
3. Environmental issues are related to everyone, it is not only scientists' concern.
4. Deforestation is dangerous not only for animals but also for citizens.

Step 4. Practicing writing on text-level.

Aim: to develop students' skills of writing introduction and conclusion to a for and against essay.

Write the introduction and conclusion.

Firstly, they allow one to get directly from A to B. Sometimes in a big city you have to change the buses to get from one point to another.

Secondly, people feel comfortable in their cars. They can relax, put on comfortable clothes and have snack during the trip.

However, in the long term, we obviously need to find alternatives to the car. Otherwise, there will be terrible environmental damage. For example, cars generally produce a lot of waste, which could hurt people's health and the environment. Toxic waste may end up polluting the air, water and soil (Dellar, Walkley, 2011, p.132).

Step 5. Writing a text.

Aim: to develop written communication skills.

Write an opinion essay on the following topic «*Do you agree that only scientists can decide environmental problems?*»

Step 6. Peer-correction.

Aim: to develop skills of analytical thinking.

Exchange your unsigned essay with your groupmates. Students have read the essays and leave feedback. (Each student writes down one thing he/she would change.)

Conclusion. Written communication skills perform a significant role in reading, oral communication, lexical and grammatical skill development. Being able to communicate in writing involves the knowledge of graphic, orthographic, punctuation; and means expressing thoughts clearly and logically. Acquiring writing skilled can be linked to developing features in the content line «Civic responsibility» awareness of global and state issues, critical thinking, respect for cultural diversity, empathy and mutual assistance, having an active civic position, expressing and justifying an opinion and responsibility.

The analysis of the textbooks of L.I. Morska and O.D. Karpiuk demonstrates that they lack activities that focus on the acquisition of above-mentioned skills together with writing skills. In order to develop the written communication and civic responsibility skills, a set of activities has been created based on the process-based approach to teaching writing. The suggested set of activities requires their application in practice to check whether the activities are effective and help to achieve an objective of developing writing and civic responsibility skills.

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ПРОБЛЕМИ ФОРМУВАННЯ АУДИТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ