

РАЗДЕЛ III
ИССЛЕДОВАНИЕ СИСТЕМ
ОБРАЗОВАНИЯ ВОСТОКА И ЗАПАДА

**Part III. THE STUDY OF THE EDUCATION
SYSTEMS OF THE EAST AND WEST**

Философия образования. 2024. Т. 24, № 4
Philosophy of Education, 2024, vol. 24, no. 4

Научная статья

УДК 372.016+378(517)

DOI: 10.15372/PHE20240406

EDN: DHECQN

**Вопросы разработки и внедрения предметно-языкового
интегрированного обучения в вузах Монголии (опыт
Монгольского государственного университета образования)**

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Аннотация. *Введение.* Целью исследования является анализ законодательных актов и документов для внедрения предметно-языкового интегрированного обучения в систему высшего образования Монголии. Ставится вопрос о кадровой возможности преподавания предметов на английском языке в университетах страны. Для общепедагогической аналитики представлены результаты опроса студентов и преподавателей Монгольского государственного университета образования. *Методологической основой* стали социально-педагогические, эмпирические и аналитические подходы в исследовании документации, изучении теоретического материала и обработке данных, проведении экспериментов по внедрению предметно-языкового интегрированного обучения в неязыковых предметных группах. Математические расчеты использовались для выводов и последующей рефлексии. *Обсуждение.* Обсуждается потенциал методологии предметно-языкового интегрированного обучения для решения образовательных проблем, подчеркивается его положительное влияние как на овладение языком, так и на «нелингвистическое понимание предметов». Чтобы оценить возможность внедрения предметно-языкового интегрированного обучения, проведен опрос будущих студентов

и преподавателей. Данные опроса позволили обнаружить положительное влияние на овладение языком в так называемом «нелингвистическом понимании предмета». В Национальной программе преподавания английского языка также подчеркивается необходимость обновления содержания подготовки учителей английского языка и обеспечения соответствия соответствующих программ международным стандартам. Результаты указывают на высокую заинтересованность учащихся изучать английский язык, использовать в практике англоязычные материалы. Однако проблемы с навыками письма, особенно с грамматикой и научным стилем, указывают на области, требующие улучшения. *Заключение.* Полученные результаты опроса и эксперимента подчеркивают необходимость внедрения предметно-языкового интегрированного обучения на всех уровнях образования в Монголии в соответствии с национальными целями развития и международными образовательными стандартами. Устранение пробелов во владении языком среди преподавателей будет иметь решающее значение для успешной языковой интеграции в монгольских университетах.

Ключевые слова: предметно-языковое интегрированное обучение (ПЯИО), мотивация, неязыковый предмет, преподаватель-предметник

Для цитирования: Ариунцэнгэл Мижидорж, Бадамгарав Дуламжав, Цигулема О. В. Вопросы разработки и внедрения предметно-языкового интегрированного обучения в вузах Монголии (опыт Монгольского государственного университета образования) // Философия образования. 2024. Т. 24, № 4. С. 84–96. DOI: <https://doi.org/10.15372/PHE20240406>

Scientific article

Implementation and development issues of introducing Content and Language Integrated Learning in High School of Mongolia (experience of Mongolian National University of Education)

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Abstract. *Introduction.* The study's purpose is to analyze legislative acts and documents for the introduction of subject-language integrated learning into the higher education system of Mongolia. The question is raised about the personnel possibility of English teaching subjects at universities in the country. For general pedagogical analysis, the results of students and teachers survey of the Mongolian University are presented. *Methodology.* The methodological basis was socio-pedagogical, empirical and analytical approaches in the documentation study, theoretical material and data processing study, conducting experiments on the introduction of subject-language integrated learning in non-linguistic subject groups. Mathematical calculations were used for conclusions and subsequent reflection. *Discussion.* The article discusses the methodology potential of subject-language integrated learning for solving educational problems, emphasizes its positive impact on both language

acquisition and “non-linguistic understanding of subjects”. To assess the possibility of introducing subject-language integrated learning, a survey was conducted among future students and teachers. The survey data found a positive effect on language acquisition, in the so-called “non-linguistic understanding of the subject.” The National English Language Teaching Program also emphasizes the need to update the content of English teacher training and ensure that relevant programs comply with international standards. The results indicate a high interest of students in English learning and using English-language materials in practice. However, problems with writing skills, especially grammar and scientific style, indicate areas that require improvement. *Conclusion.* The survey results and experiment emphasize the need to introduce subject-language integrated learning at all levels in Mongolia education in accordance with national development goals and international educational standards. Addressing gaps in language proficiency among teachers will be crucial for successful language integration at Mongolian universities.

Keywords: content and language integrated learning (CLIL), motivation, non-linguistic subjects, subject teacher

For citation: Ariuntsengel Mijiddorj, Badamgarav Dulamjav, Tsiguleva O. V. Implementation and development issues of introducing Content and Language Integrated Learning in High School of Mongolia (experience of Mongolian National University of Education). *Philosophy of Education*, 2024, vol. 24, 24, no. 4, pp. 84–96. DOI: <https://doi.org/10.15372/PHE20240406>

Introduction. Globalization has profoundly affected the skill sets needed by professionals in almost every field. Foreign languages knowledge once considered a niche skill, is now a critical asset in the global economy. The rapid development of international relations, tourism and commercial enterprises has led to an increase in demand for specialists who can navigate intercultural communication. Higher education institutions recognize this shift and are revising their curricula to produce specialists who are linguistically and professionally prepared for a globalized workforce¹.

The European Union countries have long recognized the multilingualism value. In these countries, it is standard practice to train specialists in at least two foreign languages², reflecting the linguistic diversity in Europe and, since the 1990s, many EU countries have adopted Content and Language Integrated Learning (CLIL) programmes. CLIL combines subject teaching with language learning, allowing students to develop both academic and linguistic competencies simultaneously. These programmes have been implemented at all educa-

¹ Government of Mongolia. “Measures to Support English Language Learning for All (2022–2025)”. Appendix to Government Resolution. 2021. No. 372. P 1.

² *Content and Language Integrated Learning (CLIL) at school in Europe* // Directorate-General for Education, Youth, Sport and Culture. Publications Office of the European Union, 2006, P. 10–11. URL: <https://op.europa.eu/en/publication-detail/-/publication/756ebdaa-f694-44e4-8409-21eef02c9b9b> (date of access: 06.08.2024).

tion levels, from primary to tertiary, and have shown a steady increase in effectiveness³.

The success of CLIL programmes goes beyond language acquisition. They also promote critical thinking, improve cognitive flexibility and better prepare students for the professional demands of a globalised world. The programmes' spread over the past decade has demonstrated their effectiveness in achieving both language and academic goals.

Mongolia, like many other countries, is experiencing a growing need to align its educational policies with global trends. The number of bilingual schools in Mongolia is rising, indicating a growing demand for teachers proficient in both foreign languages and other academic disciplines. The country's changing demographics and growing international involvement have contributed to this trend⁴.

However, Mongolia's education system faces challenges in meeting this demand. Currently, the emphasis on foreign language teaching in Mongolia remains largely focused on general education purposes, often leaving students with only the basics. As the country expands its participation in global markets and international relations, the need for teachers who can teach subjects in a foreign language, such as history or science in English, is becoming increasingly pressing.

This changing labor market need highlights the inadequacy of teacher training solely in foreign language teaching. To effectively prepare students for global challenges, it is necessary to develop teachers who are proficient in both a foreign language and another academic discipline. This dual specialization model can improve the overall educational experience by equipping students with the skills needed to succeed in the international labor market.

For example, a history teacher who is also fluent in English, or an elementary school teacher who can teach in both Mongolian and English, can provide students with a more comprehensive and engaging learning experience. This approach not only improves language acquisition but also deepens subject knowledge, thereby improving student outcomes. Motivation for foreign language learning has changed significantly over the past 50 years. Historically, especially in Mongolia, the motivation concept in language learning was rarely discussed, mainly due to ideological constraints. It was only in the early 2000s that motivation began to be recognized as a critical factor in pedagogy.

³ *Content and Language Integrated Learning* // European Commission for Languages. 2012. P. 19. URL: <http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-> (date of access: 06.08.2024).

⁴ Mongolian National Council for Education Accreditation Report. Ulaanbaatar, 2023. URL: Mongolia. <http://mncea.edu.mn> (data of access: 09.08.2024); Statistical Report for 2022–2023 Academic Year. General Authority for Education. Ulaanbaatar. URL: <https://edu.gov.mn/public/article/1789> (data of access: 06.08.2024).

Previously, foreign language education in Mongolia focused on general topics such as introductions, family, and basic transactions, limiting students' language proficiency to everyday situations. This traditional approach gradually led to a decrease in student motivation, as the topics covered had little relevance to their professional aspirations. Today, there is a growing awareness that foreign language education must evolve to meet the globalized workforce needs.

Unlike earlier methods, the ability of foreign language communication in a professional context has now become a priority. Foreign language knowledge is no longer just an advantage; it is a necessity in many fields. Employers increasingly expect graduates to have the language skills needed to communicate professionally in sectors such as construction, education, medicine, culture, and the arts. Unfortunately, many young professionals still struggle with language skills⁵.

According to the Accreditation Center of Education report⁶, the average of the national test score in English (2012 – 72.4; 2013 – 72.3; 2014 – 72.2; 2015 – 69.5; 2016 – 64.7 out of 100) does not satisfy the desired level. Most English teachers in secondary schools associate this indicator with an insufficient number of hours (3-6 academic hours per week) devoted to English, and the financial opportunities lack and free time for extracurricular activities and English courses. In addition, the difference in the students average scores in private and public schools (49:32) indicates that the more hours of English classes students have, the better they do on the general exam⁷.

Methodology. It is used various research methods to comprehensively explore the research objectives. These methodologies included document analysis, which played an important role in conducting a thorough literature review and examining legal and methodological documents. We used questionnaires and interviews to collect and refine the research material. Mathematical calculations were then used to analyze the data of the research results, and experiments served as a means of thoroughly testing the hypotheses. In addition to these main methods, various other research approaches were also included to ensure a robust and multifaceted investigation process.

Discussion. In order to solve the above problems, we believe that it is necessary to introduce CLIL in the curriculum of secondary schools and univer-

⁵ Alumni Employment Report (Year 2017). Employment Survey System // Ministry of Labor and Social Protection. URL: <https://mlsp.gov.mn/report/30> (date access: 03.09.2024).

⁶ Report of the Accreditation Center of Education. 2017 // Ministry of Education, Culture and Science of Mongolia. URL: <http://mncea.edu.mn/%D0%B1%D0%BC%D0%B8%D2%AF%D0%BD%D1%82%D0%B0%D0%B9%D0%BB%D0%B0%D0%BD-2023/> (date of access: 03.09.2024).

⁷ Report of the Accreditation Center of Education. 2023 // Ministry of Education, Culture and Science of Mongolia. URL: <http://mncea.edu.mn/%D0%B1%D0%BC%D0%B8%D2%AF%D0%BD%D1%82%D0%B0%D0%B9%D0%BB%D0%B0%D0%BD-2023/> (date of access: 03.09.2024)

sities in Mongolia, as we believe that CLIL will help pupils and students learn English in a short time for professional consumption.

At the study's initial stage, we identified the following objectives:

- 1) To analyze legislative projects and documents related to CLIL in Mongolia.
- 2) Determine the personnel and professional capabilities of the Moscow State University of Education.

Subject-language integrated learning

Subject-language integrated learning is a teaching method in which some subjects are taught in foreign languages. Thus, teaching students in their native and foreign languages constitutes a single whole [1].

Teaching takes place in two languages to ensure that the language used is appropriate to the learning situation and objectives. In the CLIL method, the foreign language is used in all subjects except for lessons devoted to the native language. This approach shifts the foreign language role from the topic of learning to a tool for its delivery [2].

Lessons with this method are taught in different ways depending on the age, location and characteristics of the learners. Lessons can be taught by subject teachers, foreign language teachers or with joint participation at an early stage⁸.

One of the CLIL approach founders, D. Coyle, defined the elements of a successful CLIL lesson based on the 4C curriculum⁹:

- Content – progress in knowledge, skills and understanding related to specific elements of a particular curriculum.
- Communication – using language for learning and simultaneously teaching how to use the language.
- Cognition – developing thinking skills that link concept formation (abstract and concrete), understanding and language.
- Culture – exposure to alternative viewpoints and shared understandings that deepen awareness of one's otherness and oneself.

Good language teaching practice helps to develop a range of skills such as listening skills, concentration skills, memory skills, problem-solving skills, communicative competence, social skills, self-esteem, and can therefore contribute to both the overall the child development and the entire curriculum [3, p. 4–12].

When we talk about language competence, we often think about what children can say and then what they can write. For this reason, in the early stages of our research, we focused primarily on developing students' receptive skills. It was important for us to find what they could understand, first by listening and

⁸ Laletina T. A. Integrated approach and use of subject-language integration in teaching a foreign language. P. 2. URL: <https://elib.sfu-kras.ru/handle/2311/8574> (date of access: 25.08.2024).

⁹ CLIL-A Pedagogical Approach from the European Perspective // Encyclopedia of Language and Education. 2008. P. 1200–1214.

reading with the teacher, and then by reading independently. In terms of long-term progress, we believe that receptive skills are more desirable.

The difference between CLIL methodologies and more traditional language teaching methods such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL) is that FL methodologies teach something else through the target language as a medium of instruction. Thus, as in L. S. Vygotsky¹⁰, language is used as a “tool” through which other goals and objectives are achieved, and knowledge is socially constructed [see: 4].

The idea of CLIL principle using arose as a result of the increasing demands on the foreign language proficiency level with the limited time available for its study. This is a problem that teachers in almost all countries face¹¹.

Authenticity is often cited as the defining CLIL aspect¹². Christiane Dalton-Puffer (S. Dalton-Puffer) explains that one of the CLIL main advantages is that the content items promote “real communication” by drawing on the vast reservoir of ideas, concepts and meanings that allows for the natural use of the target language (TL)¹³.

CLIL technology also helps to provide authentic material and an authentic situation. Authenticity bridges the gap between students and teachers, facilitating learning and teaching. If the bridge is successfully built, it is authentic, but without the bridge, only the authenticity gap remains. When authenticity bridges the gap in the classroom, teachers and students feel motivated. Authenticity and motivation are inseparable¹⁴. In terms of academic issues, CLIL students cover the same curriculum content as students in the corresponding monolingual program, with an emphasis on grade/age-appropriate knowledge, skills, and concepts rather than “dumb” units of work. However, despite studying the same curriculum in their native language, CLIL students still perform, on average, at least as well on content knowledge tests as those who study the same course material in their native language [5, p. 5].

¹⁰ Vygotsky L. S. *Mind and society: The development of higher mental processes*. Cambridge (Mass); London: Harvard University Press, 1978. P. 45.

¹¹ Content and Language Integrated Learning (CLIL) at school in Europe // Directorate-General for Education, Youth, Sport and Culture. Publications Office of the European Union, 2006, P. 3. URL: <https://op.europa.eu/en/publication-detail/-/publication/756ebdaa-f694-44e4-8409-21eef02c9b9b> (date of access: 06.08.2024).

¹² Richard Pinner. Article CLIL teaching: Authentic language learning to motivate students. P. 8. URL: <https://www.sophia.ac.jp/eng/article/feature/the-knot/the-knot-0081/> (date of access: 26.08.2024).

¹³ Dalton-Puffer C. *Discourse in content and language integrated learning (CLIL) classrooms*. Philadelphia, PA: John Benjamins, 2007. 330 p.

¹⁴ Coyle D., Hood P., Marsh D. *CLIL: Content and Language Integrated Learning*. Cambridge University Press, Cambridge. 2010. 184 p.

The topic of introducing the CLIL method in Russian schools and universities has been studied by a number of scientists such as P. V. Sysoev [6], A. G. Solomatina [7], A. V. Medvedev, T. N. Sukhareva [8], A. G. Bushmeleva [9], S. V. Feopentova, I. M. Lyamina, T. K. Belyaeva [10] and others. For Soviet and Russian secondary comprehensive schools, the idea of subject-language integrated learning is not new and innovative. During the USSR, foreign language textbooks were published in the country, in which the subject (cultural) component, reflecting the social and socio-cultural spheres of communication, was integrated into the teaching of speech activity types [11]. However, the CLIL approach is new because, despite its "25-year history", CLIL remains in practice a "capricious" approach, largely dependent on the national context, including of the educational system specifics and even country-wide goals. The approach ambivalence is also explained by its potential to be used to cover the different goals of different educational stakeholders, such as students, subject teachers and languages. Therefore, finding a balance between them remains a subject of debate [12].

Since the 16th century, Buddhist monastic schools in Mongolia have provided instruction in Tibetan, Sanskrit and other foreign languages. These languages were central to the monastic education system, as they were the main means of transmitting religious and philosophical knowledge. The use of Tibetan and Sanskrit in particular connected Mongolian scholars with the wider Buddhist tradition, allowing them to access sacred texts and teachings from other regions. This multilingual approach played a crucial role in the spread and preservation of Buddhism in Mongolia at that time.

Today, there are many bilingual schools in the country with instruction in such foreign languages as Russian, English, Chinese, etc. But the issue of subject-language integrated learning has not yet been addressed.

Undoubtedly, the CLIL method allows solving a significantly expanded range of educational tasks. Studying a foreign language and a non-linguistic subject is simultaneously an additional means for achieving educational goals and has positive aspects for both studying a foreign language and a non-linguistic subject. In addition, it is necessary to note the social psychological and economic aspects of this method, which correspond to the political goals of the world community.

The appendix to Resolution No. 12 of the Great Khural of Mongolia from 2008 "Comprehensive National Development Policy Based on the Millennium Development Goals of Mongolia" states that "... the policy of training highly qualified personnel and providing higher education will meet international standards..." and "... by 2021 will be transferred to an education system that meets international standards..." And in order to successfully implement these tasks, it was decided to implement the plans in two stages. In the first stage (2007-2015), it was planned to "... make English the main foreign language

for everyone..." and "... improve the quality of teaching English for professional work..." And in the second stage (2016–2021), "... employees of the state administrative organization must be able to conduct work in English..."¹⁵.

In addition, in paragraph 3.3.2. of the "National English Language Teaching Program" by Resolution No. 293 of the Government of Mongolia (2008), it was approved "... to update the content and program of English language teacher training, conduct a series of professional courses in English...", and (in paragraph 6.1.7.) to prepare "... by 2020, at least 50% of all English language teachers with an English language teaching certificate that meets international standards..."¹⁶.

Further, the "Long-Term Development Policy of Mongolia "Vision 2050" approved by the Parliament of Mongolia aims to create a higher education system capable of preparing graduates with knowledge and skills that meet international labor market standards (Stage 1). In addition, it aims to increase the number of higher education institutions that adhere to international standards (Stage 2), emphasizing the urgent need to increase the number of subject teachers who are proficient in English¹⁷.

In addition, in 2021, the Mongolia Government issued Resolution 372 mandating the provision of professional English language training for teachers who will teach certain subjects (elective courses, science and mathematics) in English at the senior secondary and higher education levels (paragraph 4.3.1). The resolution also calls for the implementation of professional English language training programs tailored to workplace needs for students studying in vocational education and training institutions (paragraph 4.3.3)¹⁸.

From the above objectives of the Mongolia Government, we can conclude that there is an urgent need to implement the CLIL in all educational institutions levels in Mongolia. In order to determine the feasibility and readiness to implement the PLE in higher education institutions in Mongolia, we conducted a survey of future teacher-students of the Mongolian National University of Education. According to the survey, 95.6% of students consider it possible to teach non-linguistic subjects in English and 23.7% of students answered that they have a sufficient level of English necessary to teach their subject in English in secondary school¹⁹. And from a survey of 72 teachers from eight institutes of the MGOU, it was revealed that the teachers have sufficient reading skills, an

¹⁵ A comprehensive national development policy based on the Millennium Development Goals of Mongolia. Appendix to Resolution No. 12 of 2008 of the Great Hural of Mongolia. 2008.

¹⁶ The National English Language Training Program. Resolution-293 of the Government of Mongolia. 2008.

¹⁷ Parliament of Mongolia. "VISION 2050" Long-term development policy of Mongolia. Appendix 1 to the Resolution of the State Great Khural 52 of 2020. 2020. P. 6.

¹⁸ Там же.

¹⁹ Ariuntsengel M. The Possibility of Implementing Content and Language Integrated Learning at MNUE // ELTAM International Conference. Ulaanbaatar, 2018.

average level of speaking and listening skills, and a low level of writing skills (which is not particularly important in teaching a subject in English). The majority of teachers (64 %) responded that they use English-language materials to some extent, while 83.3 % (60 people) claim that they have above-average reading skills. Furthermore, 22.3 % (12 people) of the teacher's total number believe that they are able to teach their subjects fully or partially in English. The weakest foreign language skill among teachers was the ability to write, or more precisely, knowledge of grammar and the ability to write in a scientific style.

Conclusion. Our study leads us to compelling conclusions that lay the foundation for CLIL implementation in secondary and higher education institutions in Mongolia. First, the data confirms the existence of a solid legal basis, confirming that we have the necessary legal basis to initiate CLIL in these educational institutions.

Second, the study highlights the compelling motivation and commitment shown by both students and faculty at the National University of Education of Mongolia to learn specialized subjects in a foreign language. This enthusiasm is a promising indicator of the potential success of CLIL implementing in the educational environment.

Furthermore, our investigation shows that the National University of Education of Mongolia has sufficient human resource capacity to effectively teach non-language subjects in English. This human resource capacity serves as a critical component for the smooth CLIL implementation by ensuring that the necessary human resources are available to facilitate the transition. We strongly believe that the ILEP successful implementation in the Mongolian education sector requires immediate action. In particular, we advocate the early implementation of short-term in-service training courses for subject teachers. These courses should prioritize improving English speaking and pronunciation skills at the initial stages of the integration process, as our findings show that the main obstacle to the confidence of our professional subject teachers lies in their pronunciation and speaking skills. And once they gain confidence in these areas, coupled with their accumulated methodological skills and teaching experience, they will undoubtedly be ready and enthusiastic to teach classes in English.

Furthermore, we propose the creation of short methodological courses dedicated to Teaching English as a Second Language (TESL), equipping teachers with the pedagogical tools needed to effectively implement the CLIL. In the future, we believe that large-scale studies are needed to examine the effectiveness of the CLIL using approach and methodology in non-language subjects in senior secondary schools, as well as in non-language programs in higher education institutions. Such experiments can potentially provide valuable information for the CLIL successful implementation and the improvement of English language teaching in various educational institutions, thereby consistent with the goals set out in the Mongolian government educational policy.

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Вклад авторов: все авторы сделали эквивалентный вклад в подготовку статьи к публикации.

Authors' contribution: All authors have made an equivalent contribution to the preparation of the article for publication.

Авторы заявляют об отсутствии конфликта интересов.

The authors declare that there is no conflict of interest.

Поступила: 06.09.2024

Received: September 06, 2024

Одобрена после рецензирования: 01.10.2024

Approved after review: October 01, 2024

Принята к публикации: 18.11.2024

Accepted for publication: November 18, 2024