

# CLIL as a Key Method of Developing Multicultural Competence of Pre-Service English Language Teachers at Primary School

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## ABSTRACT

The article looks into the theoretical study of the development of multicultural competence of pre-service English language teachers at primary school and experimental verification of the effectiveness of CLIL implementation as a key method for developing multicultural competence. Based on the theoretical analysis of the latest researches, the definition of multicultural competence of pre-service English language teachers at primary school is made. CLIL is presented as a key method that involves the socio-cultural component, which defines the strategies of planning pre-service teachers' communicative behaviour in multicultural environment, integrates into the content of the academic disciplines of pre-service English teachers' professional linguistic training. The experimental research is carried out at the Faculty of Primary, Technological and Vocational Education at SHEI "Donbas State Pedagogical University". Based on the data gained from the experimental research, the feasibility and effectiveness of the CLIL implementation is proved.

**Keywords:** *multicultural competence, pre-service English language teachers at primary schools, CLIL, socio-cultural content, teachers' professional training.*

## 1. INTRODUCTION

The relevance of the issue of pre-service English language teachers' developing multicultural competence is caused by the globalization processes which are civilization dominants of modern development of humanity and imply strengthening the intercultural integration. Changes in the sphere of communication means have resulted in the crisis that is typical for the previous monocultural models of understanding social processes, turning multiculturalism into the value criterion of social development. Ukraine is engaged in the processes of integration into the world community that causes the increasing interest in learning foreign languages and, as a result, the requirements to teachers' professional training have changed. They should both know the foreign languages well and build their own strategies of intercultural interaction with representatives of various foreign language cultures.

The language education contributes to developing culture identity and improves the level of social mobility in multicultural society. The language policy

is one of the key landmarks in the European Union programs. In 2009, the European Commission Department in Education, Youth, Sport, and Culture approved EU Strategic Framework for European cooperation in education and training. This strategic document emphasises the priority strategy of learning at least two foreign languages, starting from the early age at comprehensive schools, further at vocational training schools, and higher education institutions. At the EC meeting in 2008, White Paper on intercultural dialogue "Living Together as Equals in Dignity" was published where the role of language learning for developing cultural and social identity of a person, enriching his / her inner world and developing multicultural competence was revealed.

Another significant document of European Commission is "Skills Agenda for Europe" was adopted on the 10th of June 2016. Its key objective is ensuring the proper training and developing citizens' skills to successfully perform their professional activities. These skills in the document are defined as "soft skills" which include communication skills, teamwork skills, leadership and creative skills,

decision-making, problem-solving, and time-managing skills. Also, the list of soft skills includes the skills of intercultural interaction as an ability to understand human cultural diversity and to effectively interact in various cultural environments. So, the scientists R. Soldi, S. Cavallini, J. Friedl, M. Volpe, and C. Zuccaro stress the importance of developing teachers' soft skills, paying the special attention to the fact that teachers can't know the features of all cultures and understand all the languages, however, they have to be able to create favourable environment for the interaction of all the learning process participants, based on sympathy, empathy, and tolerance [2].

After signing the Association Agreement between Ukraine and the European Union, illuminating the language barrier, which is present between Ukraine and other European countries, is the country's priority objective at the regulatory level. The purpose of the complete secondary education is defined in the Law of Ukraine "On Education" as educating and socializing of a personality who is able to live in the society. This purpose can be achieved by developing key competences, such as an ability to communicate in native and foreign languages. In July 2019, the Ministry of Education and Science of Ukraine developed and adopted "The Conception of Development of the English Language at Universities", whose implementation focuses on improving the level of the English language knowledge of the specialists of different spheres, including teachers [3].

"The Conception of Development of the English Language at Universities" emphasises the necessity of teaching professional disciplines in the foreign (English) language. This recommendation corresponds to the world trend in education that is called Content and Language Integrated Learning (CLIL) which implies the foreign language integration into the content of other academic disciplines. The main purpose of this integration is not to learn the foreign language, but to develop a great number of life competences, such as: lifelong learning, culture competence, strategies of professional and personal development in the civil society [3].

In this paper, we will outline some ways of implementing CLIL for developing multicultural competence of pre-service English language teachers at primary school. The objectives of the research are to theoretically justify the opportunities of developing pre-service English teachers' multicultural competence by implementing CLIL in their professional training and to empirically verify the

efficiency of implementing CLIL into primary English teachers' training.

## **2. METHODS**

### ***2.1. Design and Process***

This paper is a part of a larger research devoted to building the intercultural dialogue and developing intercultural communication competence of pre-service English language teachers at primary school. Data collection was made from a survey, based on applying both qualitative and quantitative methods. The survey consisted of open questions and closed questions for exploring the pre-service teachers' cultural knowledge, motivation to developing the multicultural competence and their thoughts about the relevance of developing teachers' multicultural competence, as well as the skills to build the strategies of verbal and non-verbal communication.

The process of developing the multicultural competence of pre-service English teachers at primary school was made according to three stages designed. They were motivational and value-based, operational and cognitive, and reflectional-evaluative. At each of the stages CLIL method was implemented.

At the motivational and value-based stage, the implementation was made through using authentic socio-cultural information in the content of academic disciplines of pre-service primary school teachers' professional training. The authentic information sources included materials that native speakers used in real life situations. To foster pre-service teachers' knowledge on the concept of multiculturalism, the socio-cultural context was integrated into the content of such academic disciplines: "Practical Phonetics of the Foreign Language", "Practical Grammar of the Foreign Language", "Practice of Oral and Written Speech", "Country Study", "Methods of Teaching the Foreign Language", and "Literature of Foreign Language Speaking Countries".

At the operational and cognitive stage, the CLIL method was represented in the socio-cultural content that comprised knowledge about the geographic features, nature, climate, everyday life, history, religion, art, science, features of the national mentality, knowledge of rules of behaviour, norms and etiquette in the structure of academic disciplines "Practical Phonetics of the Foreign Language", "Country Study", "Practice of Oral and Written Speech", and "Methods of Teaching the Foreign Language". At this stage, we also used interactive methods whose essence lay in considering a lecturer

and students as equal learning process participants. Their interaction took place in comfortable environment where every student was aware of his or her success and showed the intellectual potential.

At the reflectional-evaluative stage, the system of assignments for further improvement of multicultural competence was designed for two academic disciplines “Methods of Teaching the Foreign Language” and “Practice of Oral and Written Speech”. While studying the course “Practice of Oral and Written Speech”, the emphasis was made on enhancing communication skills for successful participation in multicultural interaction. The special attention was paid to fostering the tolerant and empathetic attitude to other cultures representatives and improving skills of dialogic interaction.

The main purpose of the academic discipline “Methods of Teaching the Foreign Language” in the prospects of multicultural competence development was to model conditions, content and dynamic of primary school English teachers’ professional activities which were based on quasi-professional activities.

The effectiveness of implementation of CLIL method was verified by carrying out the surveys and tests, which corresponded to each stage presented above.

## **2.2. Participants**

The research sample consisted of 38 pre-service primary school teachers who were studying at the Faculty of Primary, Technological and Vocational Education of State Higher Educational Institution “Donbas State Pedagogical University” between the academic years 2017 and 2020. The students were selected in according to their study year, they were two-year, three-year, and four-year students who were studying to obtain a qualification of English teachers at primary school. The sample included different academic year students as it was a complex process that comprised several stages, starting with enhancing the deeper understanding the urgency of developing multicultural competence for second-year students and proceeding to the development of the skills to implement the gained knowledge in professional teaching activities.

## **3. RESULTS**

### ***3.1. Defining multicultural competence of pre-service English teachers at primary school***

The theoretical analysis of the concept “multicultural competence” reveals a great number of researches where different views of scientists at its meaning are presented. V. Domina defines the multicultural competence as an ability to adapt to changing social conditions. Ya. Tsekhmeister thinks that an essential component of teachers’ multicultural competence is the experience in doing social activities. J.-Y. Jo and J. Kwon define the content of this concept as an ability of a specialist to do the certain actions in different professional situations [5]. A. Markova considers the multicultural competence to be a component of teacher’s professional competence which characterises the degree of the personal responsibility according to the profession requirements [6]. Ye. Stepanov emphasises the role of developing a teacher’s personal characteristics (decency, honesty, courtesy, responsibility, tolerance, etc) as a basis for his or her professional behaviour [7].

Following the findings of N. Velychko on the interrelation of foreign language teachers’ professional and multicultural competence, two basic assumption has been made: firstly, multicultural competence is a component of life competence, secondly, it’s a constituent part of teachers’ professional competence. The efficiency of teachers’ professional activities depends upon the skills to select, to structure the content of foreign language learning, to make a culture and ethnical effect in the learning process, using technologies that take into consideration students’ individual peculiarities, world trends and national priorities in language education [8].

The tripartite model of multicultural competence, developed by M. D’Andrea [9], A. Miranda [10], and L. Spanierman [11] is often regarded as the theoretical foundation for determining its essence. They describe the multicultural competence as a unity of three components – awareness, knowledge and skills, taking into account the traditional competence structure, which is generally accepted in foreign pedagogical and psychological science. A. Miranda asserts that awareness is the understanding of a person’s native culture and its influence on comprehending other cultures. The scientist also emphasises the importance of understanding the fact that each culture has its own values, standards, and beliefs that can contradict other cultures [10]. So, a teacher’s role is to make

comfortable conditions for students' joint learning in the multicultural environment. The knowledge in the structure of multicultural competence is closely interconnected to the awareness and implies obtaining the theoretical comprehension about the features of interpersonal and intergroup relationships in the conditions of the polycultural environment. The skills include obtaining the practical experience to implement the knowledge while interacting with other culture representatives. A. Miranda thinks that teachers also should master the skills of self-reflection and self-education to successfully carry out their professional activities in the fleeting demographic conditions of modern society [10].

Based on the analysis of the definition "multicultural competence" and its structure, in our research we determine the multicultural competence of pre-service English teacher at primary school as *an integrated characteristics of a personality that comprises the system of multicultural knowledge, skills, awareness, values, and social experiences which can be developed in the process of professional training through getting acquainted with other peoples' culture and participating in the continuous communicative practice.*

### ***3.2. Defining the role of CLIL in the development of multicultural competence of pre-service English teachers at primary school***

Content and Language Integrated Learning (CLIL) is a didactic method which is recognised at the symposium on "The Changing European Classroom Potential of Plurilingual Education" (2005) as a priority trend of language learning in most European countries (Belgium, Germany, France, Spain, Poland, Hungary) [11]. The integration processes, which are typical for modern society, and a desire to improve the level of language knowledge require returning to the question of implementing CLIL in the educational process of higher education institutions.

In Europe, CLIL is widely used in the context of bilingual education and scientists (T. Nikula [13], D. Coyle [14] and others) claim that language is used as a tool for acquiring the content of non-language academic disciplines. Whereas J. S. McDougald describes an experience of implementing CLIL in studying the courses of foreign linguistic cycle and especially for developing intercultural competence.

From a research perspective, we consider the fact that language learning is a multifaceted process that presents different language aspects (phonetics,

vocabulary, grammar) in an integrated manner while communicating in the socio-cultural context. That means that the specificity of any language learning reveals the need of inner integration whose essence lies in supporting the use of different language aspects and types of communication activities in the socio-cultural context.

As J. S. McDougald rightly claims [15], a foreign language can't be the learning content, it should be a means of communication in the socio-cultural context. Taking into consideration this fact, we regard CLIL as a key method for developing multicultural competence. The learning content, which gets into all the linguistic disciplines, is socio-cultural content. From the research prospective, the socio-cultural content includes not only knowledge about national traditions of foreign countries, but also the information for developing social experience and awareness to successfully interact in different intercultural situations. This method doesn't exclude a need to deeply understanding the native culture. Studying the foreign culture encourages students to think about their native culture and vice versa – understanding the native culture contributes to comprehending foreign cultures.

The integration of language and socio-cultural content in an academic discipline assists to build multicultural dialogue, which provides a personality with the interest in communication with other people, becoming aware of system of cognition, values, and thinking, specific for foreign culture, and projecting the gained experience on the native culture system.

Studying the advantages of CLIL, S. Ioannou-Georgiou and P. Pavlu [16] distinguish its three specific features:

- 1) foreign language learning occurs through integrating with any content (historical, cultural, scientific, etc.);
- 2) CLIL can be applied in various socio-cultural contexts while learning any foreign language;
- 3) CLIL is a method that enables the development of social, cultural, cognitive, and linguistic skills.

J. S. McDougald describes 4C (Content, Communication, Cognition, Culture) parameters that should be implemented in the learning process:

- 1) "Content" contributes to the realisation of contextual component through constructing knowledge and developing skills.

2) “Cognition” is closely connected to the development of the creative approach to learning process and to broadening the way of thinking. That is why reading texts for developing analytical and critical thinking, tasks for generalising, comparing, guessing, and establishing causal relationships should be widely used.

3) “Communication” implies that foreign languages are learned through the communication, transforming the content and cognitive process. Language material should be understandable and accessible, as well as the interaction in educational process is of the greatest importance. So, in classes the communicative tasks for realising verbal and non-verbal, oral and written speech (interactive group assignments, pair work, creative assignments, etc.) are used.

4) “Culture” means that intercultural knowledge is a basis for CLIL, as understanding the features, similarities and differences of cultures helps students quickly adopt in modern multicultural environment, become aware of their native culture and preserve it [15].

Thus, in the research on the development of multicultural competence CLIL, is thought to be the key method which involves the socio-cultural component and defines the strategies of planning pre-service teachers’ communicative behaviour in multicultural environment, integrates the language material of professional linguistic training.

### ***3.3. Implementing CLIL in the development of multicultural competence of pre-service teachers’***

Based on the analysis of scientific literature which made it possible to define the concept of multicultural competence and to specify the role of CLIL in the process of its development, we distinguished three stages of implementing CLIL in the development of multicultural competence of pre-service English teachers at primary school: motivational and value-based, operational and cognitive, and reflectional-evaluative.

**The motivational and value-based stage** aims at developing cognitive component of multicultural competence that involves enhancing the skills to operate language units in the socio-cultural context, to identify cultural diversity and designate the links between the native culture and culture of a country whose language the students learn, to argue their own position, to make the prudent generalisation and conclusions about social norms and rules of behaviour

in multicultural environment. These skills are essential as they focus on fostering conscious and positive intercultural interaction.

At this stage the students studied theoretical material that was aimed at activating their subjective position, encouraging them to consciously understand their native and foreign country. This stage also included the mastering of multicultural knowledge that was the theoretical background of professional training of pre-service English teachers at primary school. The important aspect of enhancing multicultural competence was developing pre-service teachers’ value orientation that defined their self-awareness and positive attitude towards other cultures. Basic values of democratic society were integrated with the national culture, corresponded to the democratic principles of humanism, and stimulated positive cultural self-identity and tolerance to other cultures representatives. Tolerance is a significant quality of value-based component of multicultural competence as a multifaceted phenomenon which contains a great number of interrelated constituents.

The special attention at this stage was paid to students’ skill of cultural self-identification – understanding their belonging to certain culture, the interiorisation of values, having an appropriate lifestyle and behaviour. Moreover, the classes (“Practical Phonetics of the Foreign Language”, “Practical Grammar of the Foreign Language”, “Practice of Oral and Written Speech”, “Country Study”, “Methods of Teaching the Foreign Language”, “Literature of Foreign Language Speaking Countries”) included the familiarisation with the processes of globalization in the European educational environment.

At this stage, CLIL was implemented by using a great number of authentic information sources while studying the academic disciplines of pre-service English teachers’ professional training. According to O. Beskorsa’s point of view, the content of authentic information sources reflects the main features of applying both everyday social and special concepts which contribute to deeper understanding of foreign culture specificity. The scientist also emphasises that the issue of using authentic sources in the training of pre-service English teachers at primary school isn’t new although it gets new forms, being influenced by the development of information and communication technologies and their implementation in the educational process of higher education institutions [17].

Studying the academic disciplines “Practical Phonetics of the Foreign Language”, “Practical

Grammar of the Foreign Language”, “Practice of Oral and Written Speech” was aimed at developing the system of language knowledge about its phonetical, lexical, and grammatical structure, as well as skills to use language units in different spheres of communication. So, CLIL was implemented by using open Internet resources, such as: the collection of *TED Talks*, *Country Insights* ([http://www.intercultures.ca/cil-cai/country\\_insights-en.asp?lvl=8](http://www.intercultures.ca/cil-cai/country_insights-en.asp?lvl=8)) that had information about history and culture of most world countries, the collection of podcasts in intercultural communication *Cross Cultural Communication Podcasts* (<https://player.fm/podcasts/Intercultural>), web-pages of the world famous news resources *CNN World News* (<http://cnn.com>), *ABC News* (<http://www.abcnews.go.com/>), *BBC World Service* (<http://www.bbc.co.uk/>), *the Washington Times* (<http://www.washtimes.com/>) and others.

To consolidate knowledge gained while working with open resources at tutorials, students presented the reports on the topics “Multicultural Personality”, “Pre-service Teachers’ Multicultural Competence – the Necessary Condition for Humanisation of Educational Process”, “Tolerance is a Modern Requirement”, “I’m a Participant of Intercultural Communication”, “Multicultural Family”, “Religion as a Form of Culture”.

According to the requirements of CLIL method which focused on the activity-based approach, the active methods were included in the process of developing multicultural competence, they were discussion, business game, role play, and dramatisation. The method of dramatisation was considered to be one of the most effective for developing multicultural competence, as it allowed student to experience a certain situation at an emotional level, to feel in the place of characters, to follow their behaviour, taking into account the system of values inherent in characters’ culture, to model their reaction to the situation, using a set of verbal and nonverbal means. N. Seeley calls this method “cultural mini-dramas” [18], she asserts that the main effect of these mini-dramas is achieved in confrontation with oneself and by getting aware of the fact that a person can have different feelings and experience. Dramatisation approaches a person to the learning object through the emotional engagement.

In our research, we used the dramatisation method in the classes of the academic discipline “Literature of Foreign Language Speaking Countries”. The example of the assignment is a seminar on the topic “Literary Fairy Tales” where students had to read different

variants of fairy tale “Cinderella” – the Irish version “*The Irish Cinderella*” by Sh. Climo, American Indians version – “*The Rough-Face Girl*” by R. Martin, the USA version – “*Bubba the Cowboy Prince: A Fractured Texas Tale*” by H. Ketteman, Middle East version – “*The Golden Sandal: A Middle Eastern Cinderella Story*” by R. Hickox. The students had to analyse one version of the fairy tale plot and complete the table that included the information about the character, the main helper, the problem, gathering, the identifier, and the prize. This assignment made it possible to distinguish the features that were characteristic for the certain culture. Having completed the table – features analysis chart, students worked in groups of 4 or 5, creating their own fairy tale and preserving the main elements of the plot and adopting it to the native culture. The final stage was to act their own version of the fairy tale “Cinderella”. To make conclusions after dramatizing, the following questions were discussed: Which national features does the fairy tale plot reflect? Is stepmother or another character an avenger? Who and why? How did you feel acting the role of one of the characters? What made you act in such a way?

Such assignments were aimed at solving several problems: firstly, they encouraged students to discuss the cultural heritage of different nations; secondly, they fostered students’ sensitivity to cultural diversity, encouraged them to emotionally experience certain situations and to act as a person with different system of values that was typical for foreign culture.

At the **operational and cognitive stage**, CLIL was implemented for achieving the following goals while developing the multicultural competence of pre-service English teachers at primary school: improving the system of multicultural knowledge, enhancing skills and experience of intercultural relations through integrating sociocultural content in the curriculum of pre-service teachers’ professional training; developing skills to conduct verbal and non-verbal communication, based on the participation in continuous communicative activities, using the principle of culture dialogue; fostering the skills to plan and choose communicative strategies for certain situations in multicultural environment.

CLIL was integrated into the syllabi of the academic disciplines “Practical Phonetics of the Foreign Language”, “Country Study”, “Practice of Oral and Written Speech”, “Methods of Teaching the Foreign Language”.

So, while studying practical phonetics, which was essential for developing skills to conduct verbal communication, as auditory-pronunciation and

rhythmic-intonation skills positively influenced both the realisation of speakers' communicative strategies and the development of communicators' emotional attitude to presenting information or accepting information that was expressed by other communication participants.

We have also taken into consideration the viewpoints of J. Starynets and O. Huslysty, who claim that the development of the phonetic skills is more complicated than the vocabulary and grammar ones as they require a higher level of automatization for excluding the influence of native phonetic skills [19].

For improving the foreign language phonetic skills to effectively communicate, the students were involved in doing activities in the distance course on the LMS platform Moodle of SHEI "Donbas State Pedagogical University", which was developed according to the objectives of the academic discipline "Practical Phonetics of a Foreign Language" and CLIL requirements for developing multicultural competence.

The course was also designed on the basis of the famous model of developing educational scenario of a learning course for electronic learning environment ADDIE, which included:

- the analysis of the content, a learning environment, defining the academic subject and the opportunities of the hardware and software;
- the designing (determining the learning outcomes, teaching methods and ways of assessing, detailing the content and the topics);
- the development (preparing all the learning materials, assignments, topics, projects, etc., planning the course organisation and its uploading in the learning management system);
- the implementation (conducting the learning, organisation of the interaction with students);
- the assessment (defining if the aims are achieved and if the content and learning methods require being adjusted) [20].

Starting studying a new topic, the students learned the theoretical information about a phonetic item, later they proceeded to the practical activities for training auditory-pronunciation and rhythmic-intonation skills at the reproductive level. The last stage of every topic contained communicative assignments on enhancing

the language competence in listening, reading, and speaking.

Sociocultural content was presented by using authentic audio and video texts, as well as the tests for assessing the understanding of the texts for improving listening skills. To improve speaking skills, students actively performed the dialogue acting, which highlighted different cultural features that comprised the system of background knowledge about the foreign country. The dialogues had to be recorded and uploaded into the distance course. We noticed while working in the distance course that it was often difficult for students to understand the realia, the students often some difficulties translating phraseology units, aphorisms – language units with national and cultural semantics. So, having analysed the syllabi, we decided to introduce more complicated topics in the syllabus of the academic discipline "Country Study", they were "Sociocultural Background of the English Language Development", "Realia of Mass Media in the USA and UK", "Realia of Education System in the USA and UK". Each topic contained learning and practical use of the lexical units with the national and cultural coloration.

**The reflectional-evaluative stage** was aimed at further deepening of theoretical knowledge and developing professional communication skills to perform the intercultural communication in multicultural environment. While realising this stage, special attention was paid to improving the pre-service teachers' professional skills to implement methods of teaching the English language, to rethink the actions of carrying out the cultural interaction, and to evaluate their own experience of such interaction.

The method of reflexive circle was applied at the seminars of the course "Practice of Oral and Written Speech" for improving communicative skills in the context of multicultural relationships. The communicative and reflexive tasks "Interview", "I'm a star", "Imagine", "What has happened?" contributed to developing tolerant relationships between communicators, expressing their thoughts according to the norms and rules of behaviour in a foreign country.

Multilevel feedback made it possible to understand how every student was precepted by others, to get the information about how their behaviour was understood in different situations, to be aware of limitation or incorrectness of the interpersonal communication strategies.

At this stage, CLIL was used in the content of the course "Methods of Teaching a Foreign Language"

through introducing the topics (Working with Culture Materials, Teaching Grammar and Vocabulary in Culture Context, Language Skills – Teaching Listening, Speaking, Reading, and Writing in Culture Context) that implied the socio-cultural component of learning a foreign language.

The first topic “Working with Culture Materials” was focused on pre-service teachers’ familiarisation with the problem of developing multicultural competence in foreign language classes. While processing the first topic, the lecture-discussion was conducted where the questions of the relevance and necessity to implement culture content into the school curriculum were considered. The pre-service teachers got interested in the specificity of conducting the learning activities among pupils of different ages for comprehending their culture identity. Lectures-discussions enabled to organise the educational process in the form of dialogical interaction that contributed to getting the experience in discussing the problem and scientific-practical questions. All the discussions were established in English that promoted the improvement of students’ language skills, the building of communicative strategies for achieving the maximum effectiveness from this dialogical interaction.

The lectures on other topics were carried out with the use of innovative forms and methods, such as: problem lectures, lectures-conferences, video-lectures, and distance lectures. The pre-service teachers were also widely engaged in the participation in webinars, especially those organised on the information portal “Linguist” for foreign language teachers and by Cambridge University Press. These activities were the favourite ones among the students as they included their synchronic interaction with the specialists from foreign countries, as well as the culture content which was presented by foreign speakers.

After lectures students made the self-analysis of their multicultural competence development, answering the questions: What is the essence of the multicultural competence? What are the ways of developing primary school students’ multicultural competence? How do you assess the development of your multicultural competence? How do you think which problems you will have to solve for improving your multicultural competence?

When doing the tasks of self-study block in the course “Methods of Teaching a Foreign Language”, CLIL should broaden the pre-service teachers’ mindset through acquiring country study, civil and political, and special scientific knowledge, which

contributed to getting to know the foreign experience of organising the learning activities in foreign language classes and applying different methodological approaches to developing multicultural competence.

During the seminars, the introduction of socio-cultural content was combined with language content. Also, the pre-service teachers studied the principles, methods and techniques of developing pupils’ multicultural competence. So, they designed lesson plans where the development of foreign language competence was accompanied with the enhancement of multicultural competence. Designing the lesson plans, the severest requirement was the use of information and communication technologies and authentic open information resources. At seminars, pre service English teachers were immersed in quasi-professional activities due to the presentation of designed lesson plans, playing the role of a teacher, whereas the other students were playing the role of primary school pupils. These activities stimulated pre-service teachers to actively use the foreign language in the professional situations modelled and to analyse their professional teaching activities in the aspect of the development of both methodological and multicultural competence.

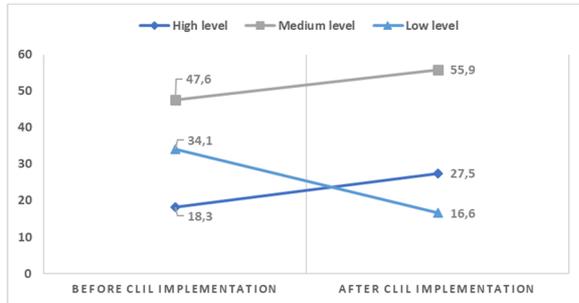
### ***3.4. The verification of the research results of developing multicultural competence of pre-service English teachers at primary school***

CLIL was regarded as a key method for developing multicultural competence of pre-service English teachers at primary school due to which socio-cultural content that defined the strategies of planning the pre-service teachers’ communicative behaviour in multicultural environment was studied integrated with the professional training material.

Some surveys and tests for evaluating the students’ attitude to developing multicultural competence were conducted before and after studying the integrated topics. To measure the students’ motivation, they should answer the questions about the role of multicultural competence for future English teachers at primary school, about their value orientations which were both professionally significant and universal values, and about the interest in studying foreign cultures. The compared results of the surveys before and after the implementation of CLIL in professional training are depicted in figure 1.

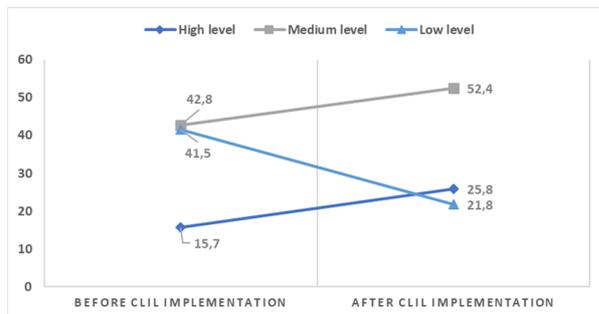
The analysis of qualitative results showed the significant changes in high and low levels. The

number of pre-service teachers who had a high level of the motivation development increased in 9,2% and comprised 27,5%. The percentage of students who had the low level of the motivation development decreased in 17,5%.



**Figure 1** The compared results of the surveys on defining the students' motivation to developing the multicultural competence before and after the implementation of CLIL

To measure the changes in the skills to conduct verbal and non-verbal communication and to plan and choose communicative strategies for certain situations in the multicultural environment, the pre-service teachers participated in testing on evaluating the level of multicultural knowledge and skills of carrying out verbal and non-verbal communication. The compared results of the testing are presented in figure 2.

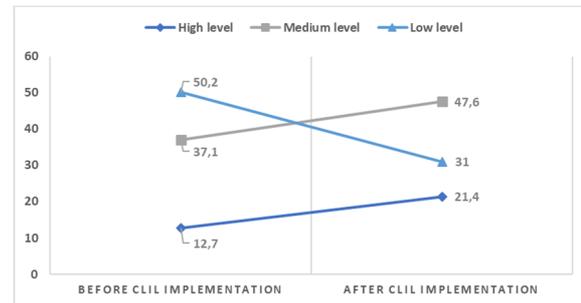


**Figure 2** The compared results of the testing on measuring the students' multicultural knowledge and skills of carrying out verbal and non-verbal communication

According to the percent data, the high level of development multicultural competence in the sphere of verbal and non-verbal communication doubled and comprised 25,8% of students that took part in the research. The positive dynamics was recorded in the indicators of multicultural competence of pre-service teachers who had the medium level, namely, the increase was 9,6%.

Also, the survey for determining the characteristics of a tolerant personality in the multicultural

environment was conducted before and after CLIL implementation (see fig. 3).



**Figure 3** The compared results of the surveys the level of the multicultural reflection before and after the implementation of CLIL

To involve students in the process of analysing and assessing their levels of the multicultural competence development, the discussion was chosen as the most acceptable form for this. Periodically (at the end of the studied topic), students were asked to reflect and self-assess their level of the multicultural competence development. The analysis allowed to realise the reflection, the ability to assess skills, and to single out difficulties that arose in the process of developing the studied phenomenon.

According to the data depicted, the number of students who had a high level of the development of multicultural competence greatly increased, namely, in 8,7%. The positive dynamics was seen in indicators of medium level which comprised 10,5%.

#### 4. CONCLUSIONS

The analysis of theoretical findings has proved that the development of the multicultural competence of pre-service English teachers is a crucial issue for modern higher education as the education should contribute to preserving the cultural uniqueness of every nation, providing pupils with the equal rights and opportunities for getting the education, and teach young generation on the basis of national ideas and values. So, the multicultural competence of pre-service English teachers at primary school is defined as a teacher personality's integrated characteristics that comprises the system of multicultural knowledge, skills, awareness, values, and social experiences which can be developed in the process of professional training through getting acquainted with other peoples' culture and participating in the continuous communicative practice. The purpose of the development of the multicultural competence of pre-service English teachers at primary school is maturing of future specialists who preserve their cultural

identity, have positive attitude to the foreign people's culture, and are able to interact with representatives of different cultures. There are two main requirements to the development of the multicultural competence of pre-service English teachers at primary school: firstly, creating the positive environment of interacting in the multicultural environment, secondly, organising an effective communication for acquiring the cultural diversity of the society, based on the culture dialogue.

The experimental research included three stages of multicultural competence development: the motivational and value-based stage, the operational and cognitive stage, the reflectional-evaluative stage. The CLIL was chosen as a key method for developing the multicultural competence as it could be inherently and effectively integrated into every topic of the academic disciplines of professional training. The foreign language was considered to be a tool for multicultural communication, so the integration of sociocultural content offered the pre-service teachers an opportunity to explore the foreign cultures.

The surveys and tests were conducted before and after the CLIL implementation for diagnosing the changes in the development of the multicultural competence of pre-service English teachers at primary school. They proved that the number of students who had the low level of multicultural competence development greatly decreased, whereas the number of students with the medium and high level increased. The gained results of theoretical and experimental research convincingly proved the effectiveness of CLIL implementation for developing the multicultural competence of pre-service English teachers at primary school during their professional training.

Prospects for further research in this area include developing and implementing CLIL digital resources in pre-service English teachers' professional training.

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