

ПРАВОВА ОСБИТА

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Nataliia Vasylyshyna,
Dr. Sc. in Pedagogy, Professor
ORCID ID: <https://orcid.org/0009-0007-8844-6128>

INTEGRATING CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN THE “INTERNATIONAL AEROSPACE LAW” MODULE FOR DEVELOPING SPECIALIZED ENGLISH AVIATION COMPETENCIES FOR ACADEMIC SEEKERS OF THE SPECIALTY 293 “INTERNATIONAL LAW”

State University «Kyiv Aviation Institute»
Liubomyra Huzara Avenue, 1, 03058, Kyiv, Ukraine
E-mail: nataliia.vasylyshyna@npp.kai.edu.ua

Purpose: the study aims to substantiate the effectiveness of the Content and Language Integrated Learning (CLIL) approach within the "International Aerospace Law" module for third- and fourth-year law students specializing in 293 "International Law" specialty. It seeks to define specific pedagogical strategies that simultaneously cultivate legal analytical skills and specialized aviation English proficiency, ensuring students can operate fluently within international aerospace legal discourse. **Methods:** the research implements CLIL into the curriculum, transforming the classroom into a dual-focused learning space. Key pedagogical strategies include: Content-Language Scaffolding: Complex legal concepts (e.g., state sovereignty in airspace vs. the *res communis* principle in space) are introduced using visual aids and bilingual glossaries to reduce cognitive load. Task-Based Learning: Students participate in simulations, such as drafting bilateral air service agreements or debating liability in commercial space launch failures, to reinforce specialized vocabulary in context. Cognitive Development: The approach encourages higher-order thinking skills, requiring students to analyze the legal implications of technical aviation standards (SARPs) in English rather than performing simple translations. **Results:** findings indicate that students taught via the CLIL methodology demonstrate a 25% higher retention rate of specialized terminology compared to those in traditional English for Specific Purposes (ESP) tracks. The integration provides a holistic educational experience that meets modern labor market demands by merging linguistic development with rigorous legal content. **Discussion:** the globalization of the aviation industry and the increasing complexity of space exploration necessitate high communicative competence for legal professionals. Traditional ESP often lacks the subject-matter depth required to navigate the nuances of the Chicago Convention or the Outer Space Treaty. Integrating CLIL addresses this gap by simulating the authentic professional environment of international regulatory bodies. While standard aviation English focuses on ICAO levels for pilots, legal professionals require a broader "Aviation English for Law" centered on treaty interpretation, liability litigation, and regulatory drafting.

Keywords: Content and Language Integrated Learning (CLIL); international aerospace law; aviation english; specialized competencies; higher education; specialty 293 "International law"; active methods of teaching foreign language competence.

Problem Statement and its Significance Relevance. The globalization of the aviation industry

and the increasing complexity of space exploration necessitate a high level of communicative compe-

tence from legal professionals [1]. For students of specialty 293 "International Law," mastering English is no longer an auxiliary skill but a core professional requirement [3]. Traditional English for Specific Purposes (ESP) often lacks the depth of subject-matter integration needed to navigate the nuances of the Chicago Convention or the Outer Space Treaty [1, 3].

Integrating CLIL (Content and Language Integrated Learning) into the "International Aerospace Law" module addresses this gap by teaching the subject through English, thereby simulating the authentic professional environment of international regulatory bodies [1, 2].

Analysis of Recent Research and Publications. The CLIL methodology, pioneered by David Marsh and Do Coyle, emphasizes the "4Cs" framework: Content, Communication, Cognition, and Culture [2]. Recent studies by Ukrainian and European scholars highlight the effectiveness of CLIL in technical and legal fields [3, 4]. However, research specifically targeting the intersection of aerospace law and aviation English for lawyers remains sparse. Current publications emphasize that while aviation English is standardized for pilots and controllers (ICAO levels), legal professionals require a broader "Aviation English for Law," focusing on treaty interpretation, liability litigation, and regulatory drafting [4, 5].

Purpose of the Study. This study aims to substantiate the effectiveness of the CLIL approach in the "International Aerospace Law" module for third- and fourth-year law students. It seeks to define specific pedagogical strategies that simultaneously develop legal analytical skills and specialized aviation English proficiency, ensuring students can operate fluently in international aerospace legal discourse.

Key Research Findings. The integration of CLIL in this module transforms the classroom into a dual-focused learning space.

Content-Language Scaffolding: Complex legal concepts (e.g., state sovereignty in air space vs. the principle of "res communis" in space) are introduced using visual aids and bilingual glossaries, reducing cognitive load [2, 5].

Task-Based Learning: Students engage in simulations, such as drafting a bilateral air service

agreement or debating liability in a commercial space launch failure [1]. This reinforces specialized vocabulary (e.g., cabotage, vicarious liability, interoperability) in context [3].

Cognitive Development: CLIL encourages higher-order thinking skills. Students do not merely translate texts; they analyze the legal implications of technical aviation standards (SARPs) in English, fostering a "legal mindset" in their second language [2, 4].

The results indicate that students taught via CLIL demonstrate a 25% higher retention rate of specialized terminology compared to those in traditional ESP tracks [5].

Language Integrated Learning Practice #1: Discussion Questions about Aviation.

General Air Travel Experiences

- How has air travel changed the world, and what is its future?

- Do you agree that air travel is the safest form of travel?

- What are the advantages and disadvantages of flying compared to other

- modes of transport?

- How do you feel about airport security measures – are they too strict?

- What is your best or worst experience at an airport?

- Do you prefer sitting in a window or aisle seat, and why? [11; 15]

Pilot and Crew Perspectives

- What are the biggest challenges in training enough pilots for future demand?

- What makes a good pilot, and what are the primary responsibilities?

- How do pilots handle emergencies, such as an incapacitated crew member?

- What are the risks of ignoring crew resource management (CRM)?

- What is the most difficult part of being a flight attendant? [7; 20]

Safety and Technical Aspects

- What are the primary threats during take-off and landing?

- How does severe weather, such as heavy rain or wind shear, affect flights?

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- What is the role of automation in modern cockpits?
 - How do pilots navigate and maintain safety in international airspace?
 - What are the most crucial safety procedures that passengers often overlook? [5; 18]
- Future of Aviation Environment*
- How can the aviation industry become more environmentally friendly?
 - Will electric or supersonic planes become mainstream in the next decade?

- What are the benefits and drawbacks of using drone technology in commercial airspace? [9; 22]
- How will artificial intelligence change pilot training and flight operations?

Language Integrated Learning Practice #2: Accumulation Aviation-Related Glossary from Various Sources (Table 1).

Table 1

Aviation Vocabulary List

AVIATION TERM OR PHRASE	EXPLANATION IN ENGLISH	UKRAINIAN EQUIVALENT
ATC (Air Traffic Control)	Service that manages aircraft movement in the air and on the ground	Управління повітряним рухом
Runway (RWY)	A strip used for aircraft takeoff and landing	Злітно-посадкова смуга
Taxiway (TWY)	Path for aircraft to move between runway and apron	Руліжна доріжка
Apron	Area where aircraft are parked and serviced	Перон
Gate	Boarding area for passengers	Вихід на посадку
Check-in	Passenger registration before flight	Реєстрація на рейс
Boarding Pass	Document allowing boarding the aircraft	Посадковий талон
Baggage Claim	Area for collecting luggage after flight	Видача багажу
Cockpit	Compartment where pilots control the aircraft	Кабіна пілотів
Cabin Crew	Staff responsible for passenger safety	Бортпровідники
Takeoff	Moment when aircraft leaves the ground	Зліт
Landing	Moment when aircraft returns to the ground	Посадка
Altitude	Height of aircraft above sea level	Висота польоту
Airspace	Controlled area of the sky for flights	Повітряний простір
Turbulence	Irregular air movement causing shaking	Турбулентність
Navigation	Planning and controlling the flight path	Навігація
Radar	System detecting aircraft position	Радіолокація
Flight Plan	Detailed route and flight information	План польоту
Emergency Landing	Unplanned landing due to a problem	Аварійна посадка
Holding Pattern	Circular path while waiting to land	Зона очікування в повітрі
IFR (Instrument Flight Rules)	Flying using instruments in low visibility	Польоти за приладами
VFR (Visual Flight Rules)	Flying using visual reference	Польоти за візуальними правилами
SID	Standard route for aircraft departure	Стандартний маршрут вильоту
STAR	Standard route for aircraft arrival	Стандартний маршрут прибуття
METAR	Current airport weather report	Метеозвіт аеродрому
TAF	Airport weather forecast	Прогноз погоди аеродрому
NOTAM	Official notice with flight safety information	Повідомлення для льотного складу
APU (Auxiliary Power Unit)	Provides power when engines are off	Допоміжна силова установка
PAX	Airline term for passengers	Пасажири
Mayday	International distress signal used in emergencies	Міжнародний сигнал лиха

Language Integrated Learning Practice # 3. Following the link <https://www.ieltsjacky.com/ielts-opinion-essays.html> study the main peculiarities and structure of opinion essay and

write one of your own covering some of the topic given further.

Functional, Personal, and Physical Scope of the UAE Space Law: The focus of this paper is to examine the extent to which the UAE space law clarifies the functional, personal, and physical scope of the application of the UN space treaties [6].

Risk Management in the International Space Station: ISS is faced with various threats and risks, which could be classified into three major categories: i) those that could cause the destruction of the Station, ii) risks that could compromise the health.

International Space Station: Origin, Purpose, Structure, Power Supply: The international space station program is a joint venture between the National Aeronautics and space administration of the United States of America, Russia Federal Space Agency of Russia, Japan Aerospace Exploration Agency of Japan [12].

The Challenger Space Shuttle Disaster: The case of the space shuttle Challenger is, probably, one of the biggest disasters in the history of American space exploration.

Space Debris Problem: They cause collision dangers to other satellites and spacecrafts in the orbit and have the potential of increasing debris in space, which would increase the likelihood of collision and hence affect the normal operation.

Space Travel and Its Impact on the Planet: In addition to sending humans into space on the New Shepard, the company is working on reusable liquid rocket engines, space inhabitation programs and orbital launch vehicles.

Architecture of the Air and Space Museum in Washington, DC: As the most prolific work of architecture, the National Air and Space Museum is considered to be one of Washington DC's most important displays of the current modern architecture.

The concept of space and time: In 1986, Szamosi delved into the subject again this time round detailing how the perceptions of space and time developed from earlier attempts of primitive life forms to understand their world.

The Challenger Space Shuttle Accident Analysis: In sum, the implementation of an effective SMS safety management system will enable NASA to "avoid" accidents like the Challenger accident.

India's Space Race Relevance: The case is similar to that of the United States and the Soviet Union in the 1990s. The leaders should consider investments to ensure the peaceful coexistence of people [9].

Conclusions. Integrating CLIL into the "International Aerospace Law" module provides a holistic educational experience that meets the demands of the modern labor market for specialty 293. By merging linguistic development with rigorous legal content, academic seekers gain the "specialized aviation English competence" necessary for international practice. This approach shifts the focus from passive language learning to active professional communication, effectively preparing future lawyers for the complexities of the global aerospace legal regime [7; 14; 18].

The incorporation of CLIL into the "International Aerospace Law" module for Specialty 293 "International Law" students provides a robust framework for developing specialized aviation English competencies. The study confirms that when language is treated as a vehicle for professional content rather than a standalone subject, students achieve higher cognitive engagement and better retention of complex legal terminology. This methodology effectively bridges the gap between academic knowledge and the practical demands of the international aerospace industry, producing graduates who are both legally proficient and linguistically fluent in global regulatory environments.

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**ІНТЕГРАЦІЯ ПРЕДМЕТНО-МОВНОЇ ІНТЕГРОВАНОЇ МЕТОДИКИ (CLIL) У
МОДУЛЬ «МІЖНАРОДНЕ ПОВІТРЯНЕ ТА КОСМІЧНЕ ПРАВО» ДЛЯ
ФОРМУВАННЯ СПЕЦІАЛІЗОВАНОЇ АНГЛОМОВНОЇ АВІАЦІЙНОЇ
КОМПЕТЕНТНОСТІ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ СПЕЦІАЛЬНОСТІ
293 «МІЖНАРОДНЕ ПРАВО»**

Державний університет «Київський авіаційний інститут»
проспект Любомира Гузара, 1, 03058, Київ, Україна
E-mail: nataliia.vasylyshyna@npp.kai.edu.ua

Метою цього дослідження є обґрунтування ефективності підходу інтегрованого навчання предмету та мови (CLIL) у модулі «Міжнародне повітряне та космічне право» для студентів третього та четвертого курсів спеціальності 293 «Міжнародне право» (рр. 1-2). Дослідження спрямоване на визначення конкретних педагогічних стратегій, які одночасно розвивають юридичні аналітичні навички та спеціалізоване володіння англійською мовою в авіації, гарантуючи, що студенти зможуть вільно орієнтуватися в міжнародному аерокосмічному правовому дискурсі. **Методи дослідження:** у дослідженні використовується інтеграція CLIL у навчальну програму, перетворюючи аудиторію на навчальний простір із подвійним фокусом. Використовуються такі педагогічні стратегії: Змістовне та мовне рихтування: Складні правові концепції, як-от державний суверенітет у повітряному просторі проти принципу «res communis» у космосі, запроваджуються за допомогою візуальних засобів та двомовних глосаріїв. Навчання на основі завдань: Студенти беруть участь у симуляціях, як-от розробка двосторонньої угоди про повітряне сполучення або дебати про відповідальність у разі відмови комерційного космічного запуску. Когнітивний розвиток: CLIL заохочує навички мислення вищого порядку, спонукаючи студентів аналізувати правові наслідки технічних авіаційних стандартів англійською мовою. **Результати дослідження** показують, що студенти, які навчалися за методикою CLIL, демонструють на 25% вищий рівень запам'ятовування спеціалізованої термінології порівняно зі студентами, які навчалися за традиційними програмами англійської мови для спеціальних цілей (ESP). Інтеграція CLIL забезпечує цілісний освітній досвід, який відповідає вимогам сучасного ринку праці, поєднуючи мовний розвиток із суворим правовим змістом. **Обговорення:** глобалізація авіаційної галузі та зростаюча складність дослідження космосу вимагають високого рівня комунікативної компетентності від фахівців у галузі права. Традиційним програмам ESP часто бракує глибини інтеграції предметної області, необхідної для навігації в нюансах Чиказької конвенції або Договору про космос. Інтеграція CLIL у модуль «Міжнародне повітряне та космічне право» усуває цей недолік, викладаючи предмет англійською мовою, тим самим імітуючи автентичне професійне середовище міжнародних регуляторних органів. Хоча авіаційна англійська стандартизована для пілотів та диспетчерів (рівні ICAO), юристи потребують ширшої «Авіаційної англійської для права», яка зосереджується на тлумаченні договорів, судових процесах щодо відповідальності та розробці нормативних актів.

Ключові слова: предметно-мовно інтегроване навчання; міжнародне повітряне та космічне право; авіаційна англійська мова; компетентності; вища освіта; спеціальність 293 «Міжнародне право»; активні методи навчання іношомовної компетентності.

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