NARRATIVE OF EU HERITAGE DIPLOMACY IN THE CLIL CLASSROOM: A COGNITIVE LINGUISTIC APPROACH

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Abstract
Done from the standpoint of applied linguistics, this study demonstrates convergence of ideas and findings served by political narratology, cognitive linguistics, and CLIL methodology (Content and Language Integrated Learning), where the foreign language of instruction is English. The study shows how the topic "European Union (EU) heritage diplomacy", important for today's narrative space of European politics, can be taught in the CLIL classroom that uses cognitive ontologies as a scaffolding technique. The development of cognitive ontologies proposed in this enquiry grounds on the algorithmic 'modelling grammar' of basic propositional schemas (BPSs) defined in Semantics of Lingual Networks (Zhabotynska, 2019) – a cognitive linguistic conception focused on structuring information delivered with language. As a scaffolding device for arranging the topic "EU heritage diplomacy" taught to students of International Relations, a cognitive ontology provides this topic's systematization and narrative cohesion, thus contributing to students' understanding of WHAT to say. Besides, an ontological arrangement of the topic supplies rationale behind its division into educational modules and their constituents. A cognitive ontology also becomes the means for arranging phrasal sets of the authentic English expressions featuring the topic, thus facilitating acquisition of the language and enhancing students' 'HOW to say' proficiency. The study argues that cognitive ontologies are not only an efficient tool of teaching, but also a useful instrument for developing students' ability to adequately process professionally relevant content, and create coherent and cohesive narratives of this content – the skills that the modern society, immersed in information and communication flows, badly needs.
    Key words: *EU heritage diplomacy, narrative, CLIL methodology, scaffolding, cognitive ontology.*

1. Introduction. Strategic narrative

In the nowadays political, diplomatic and public discourse one of the most frequently used terms is *narrative*. As Geoffray Roberts (2006) notes, talk about the value of narrative as a mode of explanation and understanding is ubiquitous, and it is possible to speak of a 'narrative turn' in human sciences, where we see a significant embrace of narrative as a fundamental research tool (p. 703). The 'narrative turn' in humanities and social sciences extends narratology beyond its traditional boundaries of literary studies and fiction, to become a broader science with universal laws (Gang, 2022, p. 258).

A host of competing definitions of narrative generated by the 'narrative turn' can be simply reduced to the practice of telling stories about connected events of human actions. "The aim of this storytelling activity is not only to explain the action in question but to enhance and extend understanding, comprehension and experience" (Roberts, 2006, pp. 703-704). In International Relations (IR) theory, narrative is understood as a structured story that conveys meaning, shapes perceptions, and influences behavior in international politics. Storytelling in diplomatic communication helps to frame issues, build alliances, and persuade audiences by creating relatable and compelling narratives ("Narratives and story-telling", n.d.). Narratives are complex, sense-making constructs used to gain legitimacy and trigger action and participation in IR concerned with such important contemporary issues as security, war, justice, migration, inequality, race and gender, among others (Chaban et al., 2023, p. 1).

Endowed with a persuasive and mediational potential, political narratives are frequently used strategically. Strategic narratives are stories featuring an official political strategy via constructing "a shared meaning of the past, present and future of international politics to shape the behaviour of domestic and international actors" (Miskimmon et al., 2013, p. 7). Strategic narratives mold the identities, interests, and actions of states and non-state actors, guiding their responses to global events ("Narratives and story-telling", n.d.). More specifically, political actors use strategic narratives for changing the discursive environment in which they operate, managing expectations, and extending their influence. These are narratives about states, political systems, and political issues, about 'who we are' and 'what kind of order we want' (Miskimmon et al., 2013). The study of strategic narratives "is not merely an exercise in heuristics, but a powerful tool for understanding broader geopolitical phenomena in a world in flux – where the multilateral IR are at risk of failing vis-a-vis the 'great power' politics" (Chaban et al., 2023, p. 1).

This article discusses the strategic narrative of "European Union (EU) heritage diplomacy" which is evolving at present in IR discourse and which has acquired particular relevance in times of today's international conflicts and crises, including the war unleashed by Russia against Ukraine. The discussion evolves at the intersection of political narratology (providing understanding of the narrative's content), foreign language teaching (showing how this content can be taught to university students), and cognitive linguistics (furnishing technologies for teaching and learning). The study aims to show how the findings of several seemingly distant theoretical disciplines can make their integral applied contribution to CLIL methodology (Content and Language Integrated Learning), with language being English taught primarily to students of IR and political science (C1-C2 levels). In the university context, CLIL is "a relatively new area where many important aspects of language acquisition and learning could be researched" (Fajardo-Dack et al., 2010, p. 49), among them the aspects interwoven into multidisciplinary contexts.

Further, we start with a brief outline of CLIL methodology, its objectives and the scaffolding means of their attainment. Then we proceed to one of such means – cognitive ontologies developed in cognitive linguistics for structuring information delivered with language. Next, we demonstrate how cognitive ontology applied to the information obtained from diverse resources (official documents, scholarly papers, and popular articles) structures the topic of "EU heritage diplomacy" thus providing its narrative coherence, or the "logical consistency and clarity of a narrative, which enhances its persuasiveness and acceptance by audiences" ("Narratives and story-telling", n.d.). Finally, we show application of cognitive ontology to the arrangement of linguistic data that communicate the content and must be acquired by students together with it. The concluding remarks summarize the results of the study and sketch its further perspectives.

2.   CLIL methodology in language teaching and learning

The term CLIL (Content and Language Integrated Learning), first employed by David Marsh (1994), denotes a dual-purpose educational approach which involves learning to use language appropriately whilst using language to learn effectively (Coyle et al., 2010, p. 42). In CLIL, a foreign language is a

means to expand students' knowledge horizons and learn about the world around them. At the same time, the study of a new subject in a foreign language aims to improve students' knowledge of this language. Thus, CLIL methodology intends to build bridges: between language and content; between the learner and the new subject knowledge; between the language teacher and the subject teacher (Cinganotto et al., 2019, p. 4). CLIL grounds on the 4Cs Framework integrating four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship). In the 4Cs Framework, the terms 'language' and 'communication' are used interchangeably (Coyle et al., 2010, p. 41-42).

While combining language practice and specific content delivery, CLIL classroom activities may encounter a gulf between theory and practice, where "so often 'communication' in formal language learning settings is reduced to language practice based on grammatical progression rather than meaning-making" (Coyle et al., 2010, p. 33). Practice, as an important part of language learning, involves understanding grammatical progression. However, unless learners are not also encouraged to use language for content learning, then CLIL cannot succeed. This brings to the fore the tensions in language learning between focus on meaning and focus on form (Coyle et al., 2010, p. 33).

Importantly, language teaching/learning in CLIL does not follow the traditional course from simple to complex; rather, language elements are introduced whenever they are related to the content (Cinganotto et al., 2019, p. 7). Besides, language is viewed from three interwoven perspectives: 'language of learning', 'language for learning', and 'language through learning' (Cinganotto et al., 2019, pp. 3–4):

- *language of learning* (focused on content) refers to the essential vocabulary and grammar associated with the communicative topic. Meanwhile, the language is used in authentic interactive contexts in order to develop communicative skills, rather than focusing exclusively on grammar;
- *language for learning* (focused on meta-cognition and grammar system) is needed to operate in a foreign language environment. Learners need skills for pair work, cooperative group work, asking questions, debating, enquiring, thinking, memorizing, etc.;
- *language through learning* (focused on cognition) means that new meanings would require new language which is to be acquired during the learning process, then recycled and developed later.

Integrated teaching / learning of content and language involves a number of technologies, many of which (using visual aids, providing language frames, encouraging peer collaboration among others) are subsumed by the term *scaffolding*. In CLIL it denotes the temporary support provided by teachers to help students learn new content and language simultaneously. Scaffolding makes difficult tasks accessible to students, so they can learn the content and language effectively, eventually becoming more autonomous learners (Mahan, 2022). Scaffolding is a temporary support system, like a physical scaffold, that is built to prop up a structure but is removed once it is stable. Similarly, CLIL teachers gradually remove this support as students become more proficient in the content and language.

This study argues that the role of scaffolding can be successfully played by cognitive ontologies that arrange the content and its linguistic representation.

3. Cognitive ontology as scaffolding in CLIL

Of late, the term *ontology* has acquired a new interpretation different from, although related to, its conventional philosophical sense of "the branch of philosophy which deals with the nature and structure of 'reality', … and focuses on the nature and structure of things per se, independently of any further considerations, and even independently of their actual existence" (Guarino et al., 2009, p. 1). In experimental sciences concerned with information processing and modelling reality from a certain perspective, the term *ontology* (pl. *ontologies*) starts to mean (a) a special kind of *information object* or computational artifact – that which 'exists' is that which can be represented (Guarino et al., 2009,

p. 2); (b) a *means* to formally model the structure of a system, i.e., the relevant entities and relations which emerge from its observation, and which become useful to our purposes (Guarino et al., 2009, p. 2); (c) the *science* of "the kinds and structures of objects, properties, events, process, and relations in every area of reality" (Smith, 2003), or the study "of what might exist" (Banirostam et al., 2012, p. 3).

In information science, the term *ontology* is most often used in the meaning of an 'information object' defined as an "explicit specification of a conceptualization" (Gruber, 1993). An ontology is also a "formal specification of a shared conceptualization" (Borst, 1997), or group's perception (Shanks et al., 2003, p. 85), which means that conceptualization should express a shared view between several parties, a consensus rather than an individual view. The merged definition states that: "An ontology is a formal, explicit specification of a shared conceptualization" (Stude et al., 1998, as cited in Guarino et al., 2009, p. 2). The ontology's components are objects, qualities, relations, and processes, and the operations allied to them (Li et al., 2009). The backbone of the ontology is a generalization / specialization hierarchy of concepts, i.e., a taxonomy (Guarino et al., 2009, p. 2).

In the target information domain that has to be ontologically arranged, some types of phenomena classified as things, properties of things, states of things, laws, events in things, or couplings, are likely to be more common or more important than others. Therefore, the development of ontologies for target domains may require different conceptual modelling grammars that faithfully represent these key phenomena (Shanks et al., 2003, p. 87). In the definition of ontology, such grammars are mentioned as "a catalogue of the types of things that are assumed to exist in a domain of interest D from the perspective of a person who uses a language L for the purpose of talking about D" (Sowa, 2001).The choice of 'modelling grammar' implies that composites and aggregates should be modelled as entities, not as relationships; relationships should not be modelled with attributes; entities should not be modelled with optional attributes; conceptual models should clearly distinguish between classes and instances, things and their properties (Shanks et al., 2003, p. 88).

The above theses, formulated within information science, are also relevant for cognitive ontologies employed in language theory for structuring meanings and forms of linguistic expressions. Cognitive ontology associates with linguistically-accessed information (shared conceptualization) arranged according to a particular pattern (conceptual form, or model, represented in terms of some 'grammar' featuring the links between thematic 'nodes'). Depending on the particulars of the target domain, and on the purpose of its structuring, cognitive ontologies brunch into relational, entity-focused, and event-focused ones. (a) *Relational ontologies* demonstrate the types of node's (things' or actor's) properties, and the types of relations in between nodes. (b) *Entity-focused ontologies* highlight a particular node (thing or actor) which becomes a target concept, with its relations viewed as subordinate to the target. (c) *Event-focused ontologies* feature a particular event bounded by time limits and populated by several actors / things whose properties are specified with regard to this event. The three types of ontologies interplay: a relational ontology may develop into an event-focused one, and both of them may develop into entity-focused ontologies (Zhabotynska, 2020, p. 21).

The building of the relational ontology, which underlies the other ontological types, employs the modelling language of basic propositional schemas (BPS) inferred from diverse linguistic data and described in Semantics of Lingual Networks (SLN) – one of cognitive linguistic conceptions that develops the principles of structuring information delivered with linguistic and other semiotic means (Zhabotynska, 2019). The BPS, which represent the most abstract conceptual categories and their relations, are thematically grouped into being schemas (*quantitative*: "X is THAT MANY-quantity", *qualitative*: "X is SUCH-quality", *locative*: "X exist THERE-place", *temporative*: "X exists THEN-time", and *mode of being*: "X exists SO-mode"), action schemas (*state/process*: "Agent acts", *contact*: "Agent acts upon Patient [contact entity] / Affected [contact entity that changes due to the action]", and *causation*: "Causer makes Factitive [entity created due to the action]"), possession schemas (*part-*

whole: "Whole has Part", *inclusive:* "Container has Content" / "Content has Container", and *ownership*: "Owner has Owned" / "Owned has Owner"), <u>identification schemas</u> (*classification:* "Identified-individual / kind is Classifier-kind / type [introduced with the indefinite article *a*]", *characterization*: "Identified-individual is Characteriser [introduced with the definite article *the*]", and *personification:* "Identified-individual is Personifier [a proper name]"), and <u>comparison schemas</u> (*identity / metamorphosis*: "Comparative is /as/ Correlate-MA [another category of the same entity]", *similarity / analogy*: "Comparative is as Correlate-AN [an entity from the same category]", and *likeness / metaphor*: "Comparative is as if Correlate-MT [an entity from a different category]". The BPSs may be extended with additional argument roles: Circumstant (attendant, assistant, counter-agent, instrument, mediator, means, and mode), Stimulus (cause and goal), Prerequisite (condition and concession), Recipient (addressor, benefactor, and malefactor), Place, and Time. The number of BPSs is limited, but, arranged in various configurations, they structure an unlimited number of conceptual networks organizing an ontology of the target information space (Zhabotynska, 2018, pp. 111-112; Zhabotynska & Plakhotniuk, 2020, pp. 96-97).

On the one hand, BPSs structure a cognitive ontology of the linguistically represented content. The diversity of BPSs allows for the extension and particularization of "a generalization – specialization hierarchy of concepts, i.e., a taxonomy" considered to be the backbone of an ontology (see (Guarino et al., 2009, p. 2) above). In SLM, "generalization – specialization hierarchy" associates with the classification BPS. The other schemas specify conceptual hierarchies, and represent a rather wide range of relations between conceptual entities. On the other hand, BPSs furnish schematic, or generalized, meanings of linguistic forms, phrases in particular. Pairings of linguistic forms and their schematic meanings are known as constructions, which cognitive linguistics (Construction Grammar) considers to be the main system-forming factor of language. Several phrasal constructions, with BPSs as their schematic meanings, may be linked together to form a *phrasal set* (see for detail (Zhabotynska, 2019; Zhabotynska & Plakhotniuk, 2020) – Figure 1.
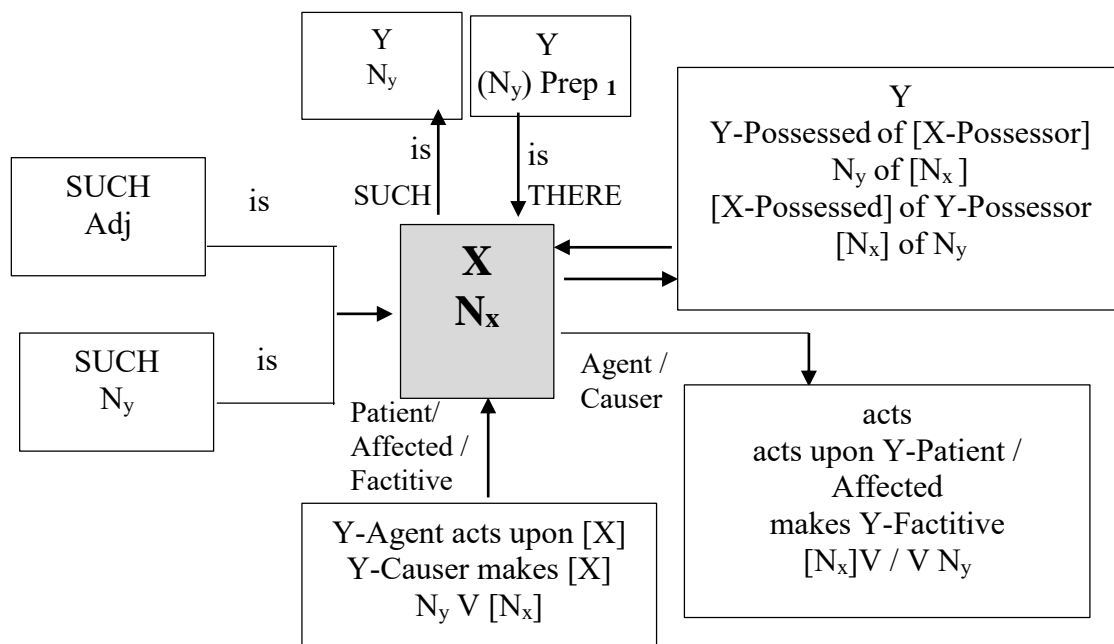

Figure 1. Typical arrangement of a phrasal set (an entity-focused ontology).

A phrasal set grounds on an entity-focused ontology featuring the target concept X named with a noun (N_x), and the properties of X exposed in the phrasal satellites of $\mathbf{N_x}$: Adj/N_y $\mathbf{N_x}$ (SUCH X), $\mathbf{N_x}N_y$ ($SUCH_x$ Y), Prep $\mathbf{N_x}$ (Y is $THERE_x$), N_y of $\mathbf{N_x}$ ($Possessed_y$ of $Possessor_x$), $\mathbf{N_x}$ of N_y ($Possessor_y$ of Possessed $_x$), $\mathbf{N_x}$ V / $\mathbf{N_x}$ V N_y ($Agent_x$ acts; $Agent_x$ acts upon Patient / $Affected_y$; $Causer_x$ makes $Factitive_y$), V $\mathbf{N_x}$ ($Agent_y$ acts upon Patient / $Affected_x$; $Causers_y$ makes $Factitive_x$) – where Y is any other 'thing' different from X.

In CLIL approach to teaching, a cognitive ontology becomes scaffolding for processing, understanding, and memorizing the studied content (WHAT to say), and phrasal sets with the key words describing this content become scaffolding for its discussion in a foreign language (HOW to say). Below, we show how cognitive ontologies that arrange content and language can be employed as scaffolding in teaching "EU heritage diplomacy" topic in the CLIL classroom.

4. "EU heritage diplomacy" topic: cognitive ontology for the narrative content

To define the content of the topic "EU heritage diplomacy" to be taught in a CLIL classroom, we used various information sources – EU legal acts, scholarly papers, popular articles and videos available on the Internet platforms – where EU heritage diplomacy is featured against the background of EU cultural diplomacy. The obtained information has been represented as a relational ontology where, according to part-whole BPS, "Heritage diplomacy" is Part of "Cultural diplomacy", and "EU heritage diplomacy" is Part of "EU cultural diplomacy". Respectively, classification BPS represents "EU cultural diplomacy" as Kind of "Cultural diplomacy" (Type), and "EU heritage diplomacy" as Kind of "EU cultural diplomacy" (Type). "EU heritage diplomacy", in its turn, becomes Type, whose Kind is "EU heritage diplomacy in conflicts and crises", which, considered as Type, has its Kind "EU heritage diplomacy in Ukraine" (Figure 2).
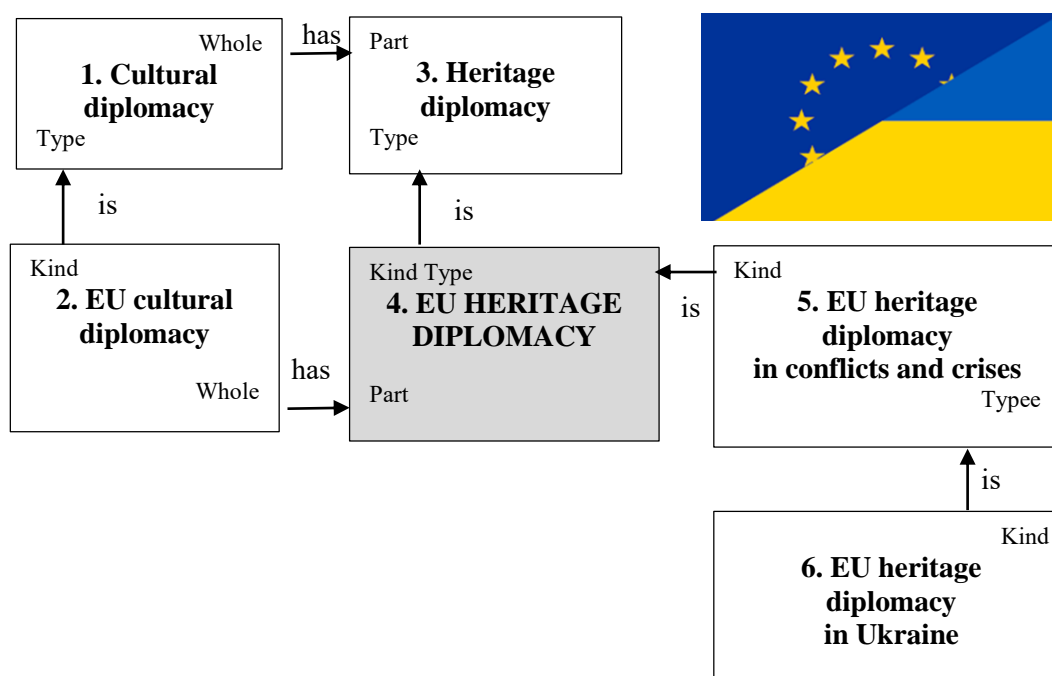
Figure 2. EU HERITAGE DIPLOMACY: thematic domains of the cognitive ontology

The constituents of the cognitive ontology are *thematic domains*, which in educational setting become teaching modules in the syllabus of the course "EU heritage diplomacy" taught to Intranational Relations students with an advanced level of proficiency in English (C1-C2). The teaching modules are studied in the sequence prompted by the cognitive ontology (Figure 2).

Within each domain, information has similar arrangement of thematic nodes. Since both cultural and heritage diplomacy is activity performed by the Actor (WHO: Agent – country, organization or political union, such as the EU) with regard to Patient / Affected (WHAT: culture / cultural and historical heritage), such arrangement is prompted by the Contact BPS with the extensions Time (WHEN), Place (WHERE), Cause (WHY), Goal (FOR WHAT), Circumstance (WITH WHOM: assistants and allies), Mode (HOW: means) – Figure 3. Cf. The principle of "the 5Ws and 1H" (Who, What, Where, When, Why, How) employed in journalism (Waisbord, 2019).
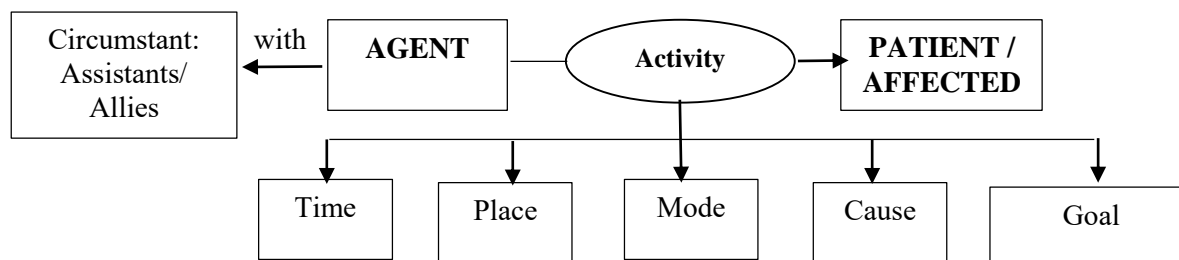
Figure 3. EU HERITAGE DIPLOMACY: arrangement of thematic nodes within domains.

The work with the content of each thematic domain splits into three consecutive stages – those of focalization, narrativization, and finalization.

- *Stage 1: Focalization* includes: (1) a brief description of the domain's nodes, which is provided by the teacher; (2) contextualization and elaboration of this description via addressing the materials proposed by the teacher, and expanded by students (such materials may potentially be updated or substituted with the resources that suggest a better interpretation of an issue); (3) students' extended description of the issues featured in the thematic nodes. Since the thematic domains overlap, the content of the nodes in a domain may be completely or partially imported from the previously studied domain. In this case, the same information, already familiar to students, is revisited and thus better assumed.
- *Stage 2: Narrativization* trains students to compile cohesive and coherent narratives of the domain's theme via combining its nodes in different configurations with increasing complexity.
- *Stage 3: Finalization* intends to integrate the content of all relevant thematic nodes into practical communicative assignments (essays, classroom presentations, pair work, group debates, role play, etc.) requiring students' in-depth exploration of the studied topic and application of their respective communicative skills.

Below, these stages are illustrated with teaching Module 4 "EU heritage diplomacy". The contexts of the referenced information sources are exemplified with the thematic node "PATIENT / AFFECTED: Historical and cultural heritage".

Module 4. "EU HERITAGE DIPLOMACY"
Stage 1. Focalization

AGENT: The European Union – *EU institutions (Council of the EU, European Commission, European External Action Service (EEAS), EU Member States, governmental and non-governmental organizations, policy makers. experts and expert committees, etc.).*

    (a)   Use the text (Jurkiewicz-Ecker, 2024, pp. 3, 6, 7, 9) to provide the contexts in which the 'actors' of EU heritage diplomacy are featured.

    (b)   Describe the role of each 'actor' in EU heritage diplomacy.

PATIENT / AFFECTED: Historical and cultural heritage – *Definition. Tangible, intangible, and digital cultural heritage. Heritage as representation of history and culture. Heritage as the grounds*

of national identity. Heritage and today's life. Political sensitivity of cultural heritage (materials imported from the domain "Heritage diplomacy").

(a) In the texts (EEAS, 2021, p. 3; Clarke, 2018; European Commission, 2024; Jakovljević, 2025) find the contexts describing the aspects of historical and cultural heritage enumerated above.

Example of the contexts:

o *… cultural heritage encompasses the resources inherited from the past in all forms and aspects – tangible, intangible and digital, including monuments, sites, landscapes, skills, practices, knowledge and expressions of human creativity, as well as collections conserved and managed by public and private bodies such as museums, galleries, libraries and archives. It originates from the interaction between people and places through time and it is constantly evolving* (EEAS, 2021, p. 3).

o <u>*Tangible Cultural Heritage*</u> *refers to physical artefacts produced, maintained and transmitted intergenerationally in a society. It includes artistic creations, built heritage such as buildings and monuments, and other physical or tangible products of human creativity that are invested with cultural significance in a society.* <u>*Intangible Cultural Heritage*</u> *indicates the practices, representations, expressions, knowledge, skills, as well as the instruments, objects, artefacts and cultural spaces associated therewith, that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. Examples of intangible heritage are oral traditions, performing arts, local knowledge, and traditional skills* (EEAS, 2021, p. 3).

o *Europe's cultural heritage is a shared source of remembrance, understanding, identity, dialogue, cohesion and creativity. It encompasses a broad spectrum of resources inherited from the past in all forms and aspects. Cultural heritage is* <u>*tangible*</u> *(castles, museums, works of art),* <u>*intangible*</u> *(songs, traditions, etc.), and* <u>*digital*</u> *(born-digital and digitised). It includes monuments, sites, landscapes, skills, practices, knowledge and expressions of human creativity. Collections conserved and managed by public and private bodies – such as museums, libraries and archives – and film heritage are also part of cultural heritage* (European Commission, 2024).

o *Cultural heritage enriches the lives of people. It is also* <u>*a driving force for the cultural and creative sectors, and plays a role in creating and enhancing Europe's social capital/ … Cultural heritage is an important resource for economic growth, employment and social cohesion.*</u> *It helps revitalise urban and rural areas and promote sustainable tourism. In the European Union, over 300,000 people are employed in the cultural heritage sector and 7.8 million jobs are indirectly linked to heritage (e.g. hospitality, interpretation and security)* (European Commission, 2024).

o *Heritage is valued because* <u>*it represents a peoples' history and culture, and because it speaks to a sense of identity or belonging upon which a community, nation or state is founded.*</u> *This makes it a powerful bargaining chip in a diplomatic setting* (Clarke, 2018).

o *Heritage – and therefore* <u>*history and cultural identity*</u> *– is an undeniable facet of diplomatic relations that historians, heritage practitioners and policy-makers cannot ignore* (Clarke, 2018).

o   *The dominant narrative of cultural heritage shapes <u>personal and collective identity</u>, deeply integrated values, and collective memory. It defines individuals, communities, and nations, i.e. they are using these manifestations to identify themselves and present themselves to the world in a certain (wanted) way. While these processes may have been unconscious in the past, they are now highly professional, with strategies created in advance, with specific target audience in mind* (Jakovljević, 2025).

o   *Cultural heritage <u>is very much alive, constantly being recreated, and spread across the communities and people.</u> … it can also be commercialized, homogenized, and used for touristic purposes, as well as a tool for fulfilling political and diplomatic goals* (Jakovljević, 2025).

o   *Cultural heritage is by nature politically sensitive, highly complex with a high degree of symbolic significance, emotionally charged and with a risk of political manipulation concerning its history, ownership and use. <u>Cultural heritage can be a driver of conflict but also a vector for peace, reconciliation and development.</u> This heralds a new opportunity to develop a concept on cultural heritage as a powerful and complementary component for the revitalisation of the EU approach to peace, security and development* (EEAS, 2021, p. 3).

(b)   Use the above contexts to write a brief essay **c**haracterizing cultural and historical heritage as an object of diplomacy.

ACTIVITY: EU's heritage diplomacy: *A form of diplomacy that involves exchange, cooperation, and joint governing of mutual histories, cultures, and nature, shared by the people. Heritage in diplomacy and heritage as diplomacy. Three main lines in heritage diplomacy (research on cultural heritage, combat trafficking of heritage,* and *protection of heritage). Combating illegal excavation, looting and trafficking of cultural property. Protection, preservation and promotion of cultural heritage as a dimension of external relations activities. Preservation and reinterpretation of historical and cultural narratives. Reinforcing cooperation on cultural heritage, strengthening cooperation on the protection of cultural heritage, fostering the implementation of the legal framework. Integration of cultural heritage in EU's political and diplomatic engagement* (materials partially imported from the domain "Heritage diplomacy").

(a)   The above directions of cultural diplomacy are discussed in (Jakovljević, 2025; Winter 2015, p. 1007; Clopot, n.d.; EEAS, 2021, pp. 9-10; Jurkiewicz-Ecker, 2024, pp. 4, 8; Čeginskas and Lähdesmäki, 2022, p.1). Find the reference to these directions in the text and provide their extended explanation.

CIRCUMSTANT: Assistants and allies – *UNESCO and the Council of Europe, bilateral partners, the UK, international organisations and international foundations,*

(a)   In the texts (Jurkiewicz-Ecker, 2024, pp. 4, 5, 7; Jakovljević, 2025), find the mentions of the EU's assistants and allies.

(b)   Describe their role in EU heritage diplomacy.

CAUSES: Internal, external, and global factors – (i) *The acceleration of globalization, non-traditional security challenges (cyber warfare, climate change, radicalization, refugee and economic migration and energy insecurity).* (ii) *The EU's idea of a common Foreign Policy between the EU institutions and the individual member states. Necessity for the EU to "enhance unity in diversity".* (iii) *The need to strengthen the EU's position as a global actor.*

(a)   The further explanation of the three issues given above is available in the texts (McMillan, n.d.; Jurkiewicz-Ecker, 2024, p. 3). Use these texts to continue the story of the EU's challenges to which EU heritage diplomacy responds.

(b)   Divide the challenges into internal, external, and global. Explain your rationale.

GOALS: Within and outside the EU. _Within the EU_ – _to create stronger bonds between its members, balance the powers, foster a sense of unity, and create a shared identity; to shape new cultural values through the interaction of various cultural traditions, nurturing common values among all members; to bring about community building, social participation, and dialogue; to promote job creation and competitiveness._ _In foreign affairs_ – _to foster international relations and disseminate knowledge about European nations and cultures; to disseminate values and shape a certain picture on the global stage; to promote intercultural and international relations, to contribute to peacebuilding and security, reconciliation, mutual understanding, intercultural dialogue and sustainable development._

(a)   The multiple goals pursued by EU heritage diplomacy are featured in (Jakovljević, 2025; "Building peace by cultural heritage", 2021; "Cultural heritage at the heart of ", 2016; Čeginskas. and Lähdesmäki, 2022; Jurkiewicz-Ecker, 2024, p. 7). Refer to these works to learn more about this topic.

(b)   Divide the goals into several groups representing their major directions.

MODE: Projects, activities, platforms, delegations – _The EU-Western Balkans Cultural Heritage Route; the European Heritage Label (EHL), the European Capital of Culture, European Heritage Days, among others._

(a) The considered projects are described in (Jurkiewicz-Ecker, 2024, p. 4; Council of Europe, 2025; Jakovljević, 2025). Read the texts and explain what these projects mean.

(b) In the Internet, find the information about other EU initiatives implementing its heritage diplomacy. Present them in the classroom.

PLACE: Location of diplomatic activities –_Activities organized on the soil of the European Union or outside its borders._

(a)   Different places of the EU diplomatic activities are detailed in (Jakovljević, 2025). Use this text to describe these places.

(b)   In the Internet, find the information about the other such places.

TIME: Temporal milestones in the development of EU heritage diplomacy (materials partially imported from the domain "Heritage diplomacy").

(a)   In the texts (Clarke, 2018; Clopot, n.d.; Jurkiewicz-Ecker, 2024, pp. 3-7) you will find the major milestones in the timeline of EU heritage diplomacy. Read these texts and fill out the table below:

Year (time)	Document / Event / Activity
Before the modern diplomatic system	
1980s, 1993, 2007	
Until 2016	
2016	
2018	
2021	

(b)   Use the materials, which are sequentially arranged in the table, as the framework for your classroom presentation "Timeline of EU Heritage Diplomacy".

Stage 2. Narrativization

(1) Make up stories arranged according to the following narrative lines: (a) Heritage + Heritage diplomacy + Actors and their allies; (b) Causes (today's challenges) + Goals + Heritage diplomacy; (c) Heritage + Temporal milestones in the development of EU heritage diplomacy + Causes (today's challenges).

(2) Make up your own narrative line and use it in the story about EU heritage diplomacy.

Stage 3. Finalization

Write a paper featuring EU cultural and historical heritage diplomacy (about 4,000 words). Make references (APA6 style) to the information resources which are used in this module and which you have found on your own.

The illustrated pattern of content arrangement is shared by all six domains (educational modules) of the topic "EU heritage diplomacy". In all domains, learning of the content integrates with acquisition of English as students' professional language and the language of instruction.

5. "EU heritage diplomacy" topic: cognitive ontology for linguistic data

In this study, the scaffolding for language learning is a cognitive ontology that structures phrasal sets with the collocations describing the content (see Figure 1 "Typical arrangement of a phrasal set" in section 3 of this article). The illustrative phrasal set is the one with the nucleus word *(cultural and historical) heritage* relevant for all six thematic domains / teaching modules. The collocations of the phrasal set, which have been borrowed from the texts employed as teaching materials, and from the *Oxford Collocations Dictionary for Students of English* (2012), have the formal structures: Adj + *heritage*; *heritage* + N; Prep + *heritage*, *heritage* + V (+N); V + *heritage* (Figures 4a and 4b).
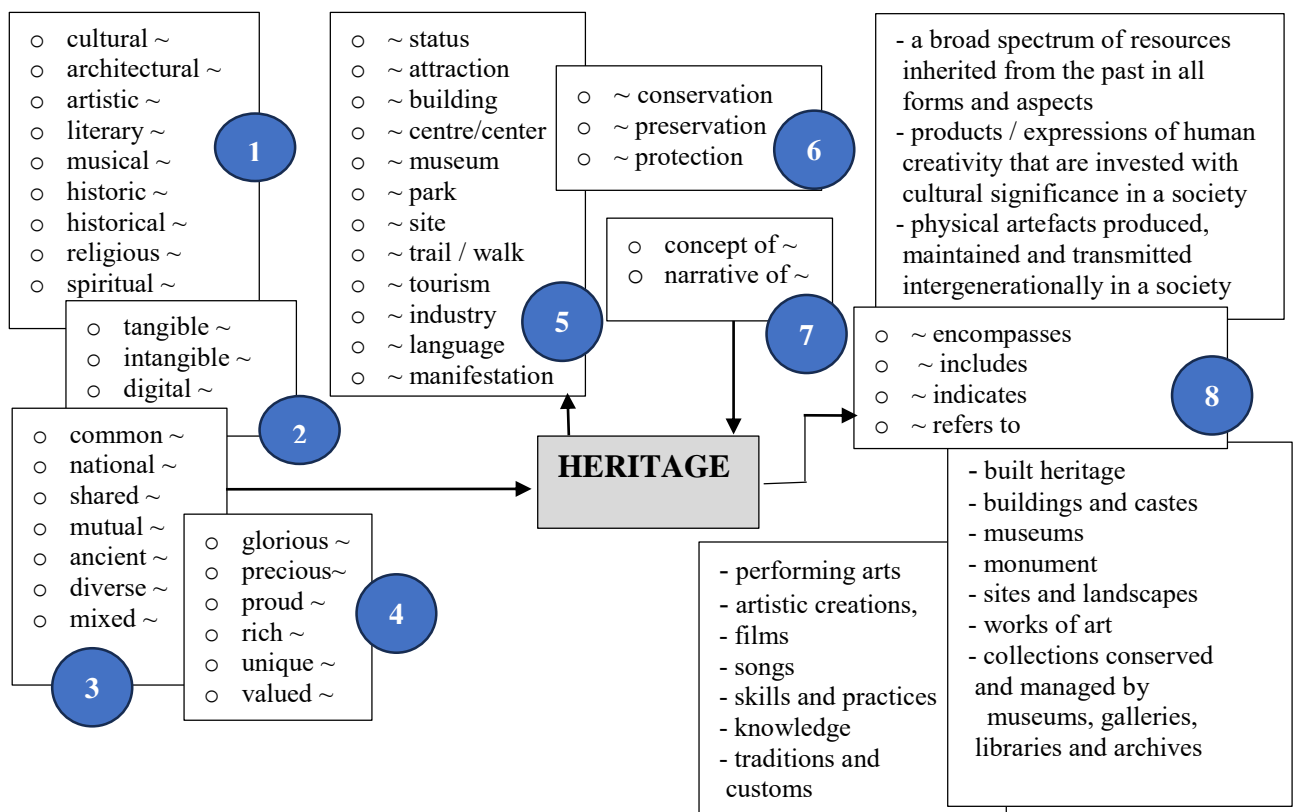

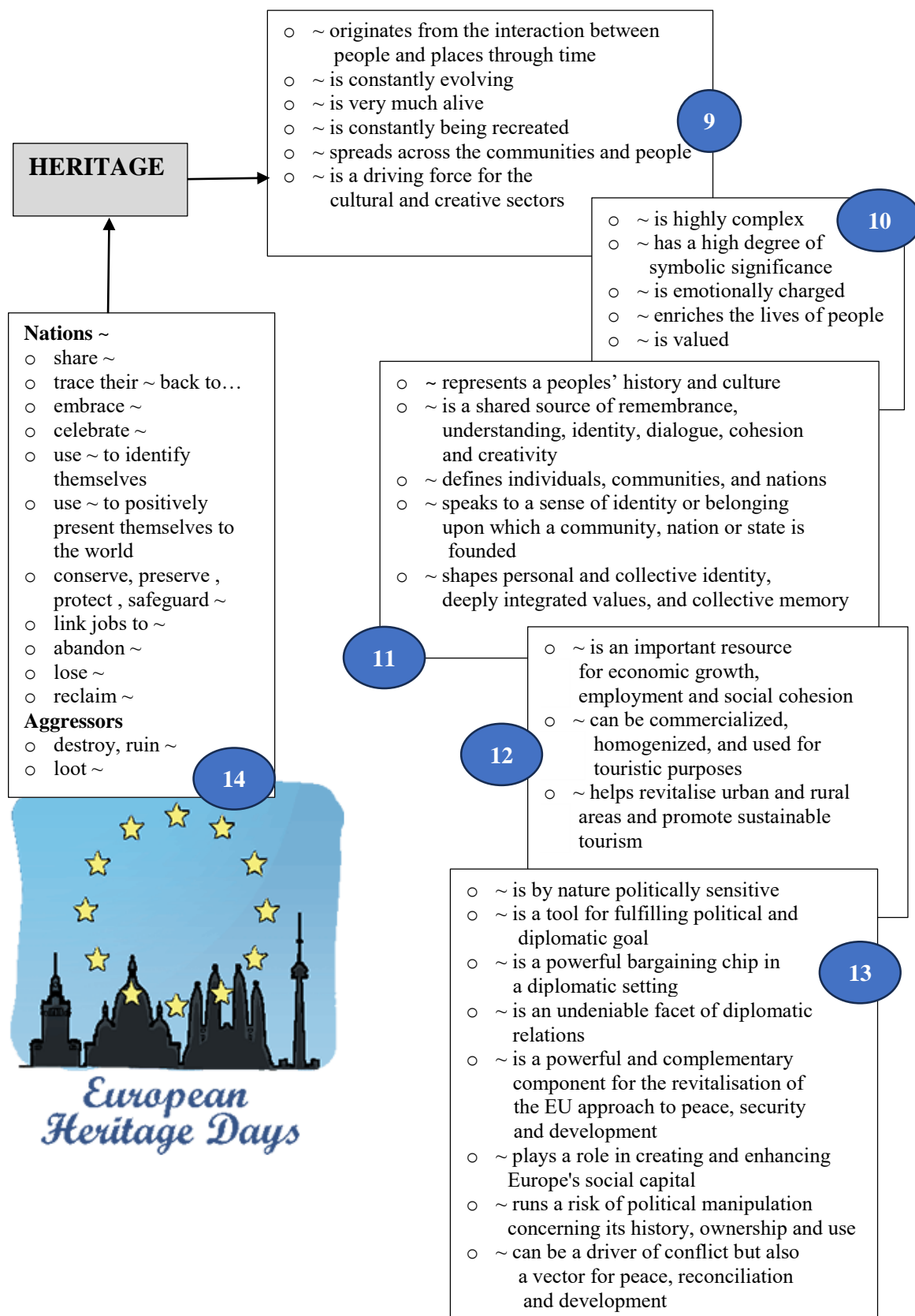Figure 4a. HERITAGE: phrasal set (part 1).

HERITAGE

- o ~ originates from the interaction between people and places through time
- o ~ is constantly evolving
- o ~ is very much alive
- o ~ is constantly being recreated
- o ~ spreads across the communities and people
- o ~ is a driving force for the cultural and creative sectors

9

- o ~ is highly complex
- o ~ has a high degree of symbolic significance
- o ~ is emotionally charged
- o ~ enriches the lives of people
- o ~ is valued

10

- o ~ represents a peoples' history and culture
- o ~ is a shared source of remembrance, understanding, identity, dialogue, cohesion and creativity
- o ~ defines individuals, communities, and nations
- o ~ speaks to a sense of identity or belonging upon which a community, nation or state is founded
- o ~ shapes personal and collective identity, deeply integrated values, and collective memory

Nations ~
- o share ~
- o trace their ~ back to…
- o embrace ~
- o celebrate ~
- o use ~ to identify themselves
- o use ~ to positively present themselves to the world
- o conserve, preserve , protect , safeguard ~
- o link jobs to ~
- o abandon ~
- o lose ~
- o reclaim ~

Aggressors
- o destroy, ruin ~
- o loot ~

11

- o ~ is an important resource for economic growth, employment and social cohesion
- o ~ can be commercialized, homogenized, and used for touristic purposes
- o ~ helps revitalise urban and rural areas and promote sustainable tourism

12

14

European Heritage Days

- o ~ is by nature politically sensitive
- o ~ is a tool for fulfilling political and diplomatic goal
- o ~ is a powerful bargaining chip in a diplomatic setting
- o ~ is an undeniable facet of diplomatic relations
- o ~ is a powerful and complementary component for the revitalisation of the EU approach to peace, security and development
- o ~ plays a role in creating and enhancing Europe's social capital
- o ~ runs a risk of political manipulation concerning its history, ownership and use
- o ~ can be a driver of conflict but also a vector for peace, reconciliation and development

13

Figure 4b. HERITAGE: phrasal set (part 2).

In the phrasal set, according to "thematic tuning" (Zhabotynska & Plakhotniuk, 2020, p. 101), the collocations with one and the same formal structure are grouped into semantic blocks compatible with particular 'content' assignments. To fulfill them, students have to choose one or several blocks to describe the issues *"Definition of heritage", "Tangible, intangible, and digital cultural heritage", "Heritage as representation of history and culture", "Heritage as the grounds of national identity". "Heritage and today's life". "Political sensitivity of cultural heritage"*. A phrasal set links the vocabulary to a particular thematic issue and also serves as the resource of data for linguistic tasks proposed to students along with the content assignments. Such tasks integrate lexicon and grammar (see the types of tasks in (Zhabotynska, 2019)). For instance,

- To describe the issue *"Heritage as the grounds of national identity"*, compile 5 sentences with the expressions from blocks 10, 11, and 14. Use two, three or more phrases in a sentence. E.g. *Cultural heritage, with its high degree of symbolic significance, shapes personal and collective identity.*

- Paraphrase this sentence. E.g. *Cultural heritage shapes personal and collective identity, because it has a high degree of symbolic significance. Since cultural heritage has a high degree of symbolic significance, it can shape personal and collective identity.*

- Substitute one of the words by its synonyms. E.g. *Cultural heritage, with its high degree of symbolic significance, <u>shapes</u> (forms, builds, determines) personal and collective identity.*

- Change the initial sentence or / and its paraphrased versions into the Passive Voice. E.g. *Personal and collective identity is shaped / can be shaped (formed, built, determined) by cultural heritage which has a high degree of symbolic significance.*

Thematic stratification of linguistic expressions within a phrasal set facilitates their acquisition by students. The invariable graphics of the phrasal set (location of its blocks in the same particular places) prompts the sentence framework "Adj (SUCH) N (STH/SB) V (ACTS)", which helps students combine phrases into sentences, and sentences – into texts. Thus, a phrasal set becomes a foundation for text production (vis-à-vis the conventional teaching technology of text reproduction). A phrasal set, with its structurally and semantically diverse units, allows for building sentences of various degrees of complexity. Once built, such sentenced may be employed to work with the lexicon (synonyms, antonyms, word derivation, etc.), morphology (change of grammatical forms), and syntax (change of sentence structure). Meanwhile, the linguistic assignments remain content-focused and aimed at its efficient acquisition and communication.

6. Conclusions

It can be argued that application of cognitive ontologies to the arrangement of professionally relevant content and its linguistic manifestation demonstrates practical implementation of CLIL's postulates about the bridges between language and content (phrasal sets feature the content issues), between content and communication (cognitive ontologies underpin the creation of coherent narratives), between content and cognition (students acquire skills in processing information and become more autonomous learners), between the learners and the new knowledge they acquire (the content, having been properly structured, can be easily specified and extended; students can track new content-focused phrases and add them to the respective phrasal sets). All these are bridges to students' professional competence.

The professional topic discussed in this article was EU heritage diplomacy – a new evolving field requiring respective specialists in IR and European studies, who have a high level of professional expertise and communicative proficiency in English as the international language of diplomatic interaction. Training of such specialists in Ukraine (aspiring to join the EU) and in other European countries (current or potential members of the EU), could include a special "EU heritage diplomacy" CLIL course. This study broadly outlines its potential syllabus and lays the foundation for an interactive CLIL manual, where all educational modules employ cognitive ontologies as scaffolding

for content, cognition, and communication. Such manual is the focus of our future work, extending the ideas of this article.

Financial support

Declaration of competing interests
The authors report there are no competing interests to declare.

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НАРАТИВ «ДИПЛОМАТІЯ СПАДЩИНИ ЄС» У ПРЕДМЕТНО-МОВНОМУ НАВЧАННІ: ЛІНГВОКОГНІТИВНИЙ ПІДХІД

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Анотація
Це дослідження, виконане з позицій прикладної лінгвістики, демонструє поєднання ідей і здобутків політичної наратології, когнітивної лінгвістики і предметно-мовного навчання (CLIL), в якому іноземною мовою, що опановується, є англійська. Дослідження демонструє, як тема "Дипломатія спадщини ЄС", важлива для сьогоднішнього наративного простору європейської політики, може викладатися у предметно-мовному контексті із застосуванням когнітивних онтологій як техніки навчальної «підтримки» (скаффолдінгу). Побудова когнітивних онтологій, запропонованих у цій роботі, відбувається із залученням «граматики моделювання» за участі базисних пропозиційних схем (БПС), схарактеризованих у семантиці лінгвальних мереж (Жаботинська 2019) – лінгвокогнітивній концепції, спрямований на структурування інформації, що передається мовними засобами. Як механізм підтримки для вивчення теми «Дипломатія спадщини ЄС», що викладається студентам-міжнародникам, когнітивна онтологія забезпечує систематизацію контенту теми і його наративну когерентність, завдяки чому формується розуміння студентами того, ЩО казати. Крім того, онтологічне аранжування теми обґрунтовує її поділ на навчальні модулі та їхні складники. Когнітивна онтологія стає також засобом для впорядкування фразових сетів автентичних англійських словосполучень, які описують тему, що сприяє засвоєнню мови та підвищує у студентів розуміння того, «ЯК сказати». У дослідженні стверджується, що когнітивні онтології є не лише ефективним інструментом навчання, але й корисним інструментом для розвитку здатності студентів адекватно обробляти професійно релевантний контент та створювати зв'язні та цілісні наративи цього контенту – навички, яких конче потребує сучасне суспільство, занурене в інформаційно-комунікаційні потоки.
Ключові слова: *дипломатія спадщини ЄС, наратив, предметно-мовне навчання (CLIL), підтримка (скаффолдінг), когнітивна онтологія.*

Декларація про конфлікт інтересів
Автори заявляють, що не мають конфліктів інтересів**,** пов'язаних зі змістом цієї статті.