

Implementation of CLIL in language learning and teaching process

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ABSTRACT: In this article the author investigates researches carried out by scientists in application of CLIL in Central Asian republics. It was revealed that though in most higher educational establishments CLIL is used as an effective method but little researches were made. Besides contributions and benefits of CLIL in teaching ESP are discussed in this article.

Key words: CLIL, integration, contribution and benefits of CLIL, survey, titular language, cultural awareness, internationalization, language competence, motivation, language development, content comprehension, proficiency level.

Introduction

Rapid changes underwent in the system of education of our country during last decade. A lot of Decrees of the President of Uzbekistan are aimed to perfect learning foreign languages at primary school, vocational colleges and tertiary education. Decree of the first President of The Republic of Uzbekistan adopted on 10.12.2012 № 1875, 26.01.2018, “Strategy of development of Higher Educational System of the RU till 2030” was developed reasoning from the needs of social sphere and branches of economy on the basis of providing strong integration of science, education and industry aimed to improve the quality of education, preparing of competitive staffs, effective organization of scientific and innovational activity, development of international cooperation, Decree of the President of Uzbekistan issued on 25.09.2018, about Organization of foundation “El-yurt umidi” which grants young scientists and researchers, and recent order of the President to establish 39 specialized schools for learning German, French, Korean, Spanish and Chinese languages are all targeted to prepare highly qualified specialists who will greatly contribute to the development and integration, prosperity of our

country. The responsibility which is laid on teachers is their loyalty to their mission in preparing such staffs.

Main part

Nowaday different approaches are used in teaching foreign languages and we want to discuss Content and Language Integrated Learning (CLIL) , recent teaching approach in second language education, which enjoys great popularity and has already been introduced in many Asian countries including Uzbekistan.

Researches on contribution and benefits of CLIL were carried out , a lot of articles were published.

“The Content and language integrated learning(CLIL) is a plurilingual approach to learning and teaching in formal context that creates a space which naturally leads to the implementation of Halliday’s triadic perspective on language learning by placing the language learning continuum at its very heart”¹The European Centre of Modern languages developed a European Framework for CLIL teacher Education worked out by Marsh.,P.Mehisto.,D.Wolff, Maria Jesus, Frigols Martin ,the aim of which was professional development curricula. Why are we convinced that the CLIL approach is beneficial? On the one hand, there are theories of second language research supporting the CLIL approach; on the other hand so called outcome-oriented studies investigating the achievements of CLIL students also demonstrate the positive impact of CLIL on language skills.

The benefits of CLIL may be seen in terms of cultural awareness, internationalization, language competence, preparation for both study and working life, motivation. I looked through several sources to find information about applying CLIL in Central Asia. Though the information is scanty , still I managed to get some. information. It was research carried out by our colleagues in Turkmenistan, Kirgizistan and Kazakhstan also have rich experience in using CLIL. But there little information about such kind of research. The European Centre of Modern languages developed a European Framework for CLIL teacher Education worked out by D.Marsh.,P.Mehisto.,D.Wolff,Maria Jesus,Frigols Martin ,the aim of which was professional development curricula.

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¹Escobar Urmeneta, C. (2019). An Introduction to Content and Language Integrated Learning (CLIL) for Teachers and Teacher Educators. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 2(1), 7-19. DOI: <https://doi.org/10.5565/rev/clil.21>

titular language education to all, and developing proficiency in Russian as a second/foreign language and in global languages such as English.

Accordingly, bi-/multilingual education is increasingly recognized as having enormous potential as a means to achieving this balance in Central Asia.

Our government paid great attention to teaching foreign languages schools, colleges, higher educational establishments. Foreign language teachers looked for better ways and methods to teach English and other languages. It was that time when CLIL entered into its active phase in our country and since that time it has been used effectively by foreign language teachers. Almost all non-philological institutes in Uzbekistan teach English through content.

Material and methods:

I was interested in teachers' attitudes towards CLIL and conveyed a survey to find out what is the contribution of CLIL in teaching languages for ESP. The survey included three questions:

1. Do you use CLIL (Content Language Integrated Learning) approach in your lessons?

2. Do you think it is effective?

3. In your opinion, what are the advantages and disadvantages of CLIL?

Teachers of different subjects took part in our survey and here are **teachers' attitudes towards CLIL opportunities** .

Most the teachers said that it was a good practice for students to learn English in addition to Uzbek/Russian language subject while studying their specific subjects.

Fayziyev Sh. (Information science teacher).

“The CLIL approach gives opportunity to students to attain content goals of the subject and at the same time to develop their language skills. Students develop their language skills through speaking with each other, listening to each other and discussing particular topics of their lessons. It is possible to use student collaboration by mixing students who know the language well with those who do not know it at all. May be weak students are the major disadvantage of CLIL. May be it would be better to divide them according to their level for gaining better results”

One teacher related his first experience with the CLIL subject.

Jumayeva Z (Teacher of Management subject). “At first, it seemed like a paradox to teach Management subject to Uzbek classes using the CLIL approach. If honestly, at first I was scared that I won't gain the result. But the students were so active while doing different activities and expressing their own ideas. It seemed to me they even were more active than at the lessons with L1. As for disadvantages of using CLIL is lack of handouts as we spent time to create them ourselves, and textbook. Generally speaking we work at creating material so that our classes could be interesting with CLIL.”

Some teachers revealed that he could not see the language proficiency of his/her students.

Mustafayeva M. (the English language teacher)

1 I apply CLIL to my class because I teach non-linguistic students

2 They can revise their knowledge on their specialty and study terms in English. And I give them new information .It is very interesting for them to learn their specialty in foreign language

3. Advantages: The use of innovative methods and materials

Disadvantage :lack of linguistic competence in English, lack of materials

Norova R. (the English language teacher)

CLIL approach-Content language integrated learning approach is good for the foreign language learners. As they master not only the science as the 2nd language, but also gain relevant vocabulary and language skills. The advantage of using CLIL approach gives opportunity to the learners to increase knowledge and practice the language skills by using language in different contexts of their specialty. This is a great connection to be bilingual and then trilingual. A common speaker would just have a "normal" conversation.

On the contrary, there are some drawbacks too:

1. It is not easy for the students to understand some authentic materials in their specialty.
2. Teachers must work on the manuals which could be interpreted by the learners easily.

Sayitova K.(the English language teacher)

1. As we teach English for non-linguistic students, we always have to apply CLIL.
2. Yes, definitely. Students do not only learn the terms of their sphere, but also they can be aware of the news about foreign experience
3. Advantages: Students learn a foreign language and their specialty simultaneously.

Disadvantages: As CLIL is subject-focused it can be somehow problematic for language teachers. So they may also have to develop their own knowledge of new subjects in order to teach effectively. It's therefore important to consistently concept check and scaffold the materials to be sure both the language and content are being learned.

Isayeva D.(Teacher of Social sciences subject)

1. Yes, I use CLIL methods in the process of teaching such subjects as: "Philosophy", "National Idea", "Religious Studies". One of the requirements of higher education in Uzbekistan for teachers and students today is knowledge of one or more foreign languages. The English language throughout the world for many years serves as a means of intercultural, inter-educational connections, therefore its integration into the educational process is a natural need. The introduction of English in the process of teaching special subjects, contributes to the training of specialists, highly qualified personnel of international level.

2. I think the CLIL approach is effective, since fluency and fluent use of special terms (whether technical or philosophical) in English provides opportunity to listen to lectures or read relevant literature on special subjects. CLIL allows students to study not only the subject, but also master the conceptual apparatus in English. In addition, in the process of applying CLIL in the lessons, you can use such innovative teaching methods as: lecture - conference, lecture with elements of conversation; presentation ; filling in the table, compiling a cluster; film lecture, etc.

3. The disadvantage of teaching using CLIL methods is the insufficient number of class hours, difficulties in forming groups with English as the language of instruction, high requirements for knowledge of the English language, and the lack of continuity in the application of this approach.

According to the results of survey we can see mixed attitudes of five teachers who treat CLIL positively.

Results:

The teachers acknowledged that the aim of CLIL was to teach the content and language at the same time during their subjects. However, it seems that they face difficulties with regards to the language development and content comprehension because of low proficiency levels of their students.

However, there are “transition issues” regarding teaching and learning social science subjects in English as a second language, such as unprepared students, a lack of vocabulary, particularly by the weak students, and a lack of study resources in English language.

This finding aligns with previous finding of the researchers that low proficiency will lead student to difficulties (Ellis, 2003; Robinson, 2001; Skehan, 2001). In this case, teachers could provide low-proficiency learners with such CLIL assignments, as simple listening tasks with meaning-centred activities by focusing first on developing the proficiency that can be used later in output tasks (Ellis, 2003).

Conclusion

We can say now that all researches underline that students learn a second language more effectively in CLIL classrooms, while content learning is at the same or better level than their non-CLIL fellows .Thus, teachers and students should be aware of common CLIL approach in order to

establish a comfortable school environment for acquiring an additional foreign language not only for general but for specific use also.

Acknowledgement

I want to express my gratitude to all the teachers to participated in survey and gave their shared with us their experience of using CLIL in their teaching process. It was not only survey , but exchange of opinions with each others. I strongly believe that it is such teachers who are greatly contributing to improvement of the system of education in Uzbekistan.

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