

**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) A
METHODOLOGY OF BILINGUAL TEACHING**

Khalilova Mohinurbonu Jalolovna

Student, Chirchik State Pedagogical University

E-mail: bonu22122@gmail.com

ABSTRACT

Global English language education is expanding rapidly. As a result, many approaches and strategies have been developed to improve the way to teach and learn languages. CLIL is a method of teaching a language by integrating non-language contents into the language lessons. The non-language content can be anything ranging from science, social science to literature. Moreover, CLIL can be implemented from elementary school to the university level. CLIL has been proven to be effective for students to learn a new language. At the same time, it helps to develop other skills such as cognitive, cultural awareness, and general academic knowledge. The literature also pointed out several barriers to broadly implementing the CLIL method which are lack of qualified teachers and relevant resources. As a result, it is recommended that school administrators and policymakers should focus on teachers and resources development.

Key words: Content and Language Integrated Learning, Foreign Language Learning, ESL, EFL, implemented, cognitive, relevant.

Content and Language Integrated Learning (CLIL) plays an increasingly important role in language education. As learners develop their language competences, they are able to deal with evermore complex topics, so teaching material needs to offer learners interesting and challenging subject matter.

The purpose of this article is to provide a summary of the current literature and geography subject on the development and application of CLIL. Also, basic guidance for language educator's and policymakers to consider applying this method to enhance the quality of language education.

LITERARY ANALYSIS AND METHODOLOGY

The term 'Content and Language Integrated Learning'(CLIL) was adopted in 1994 (Marsh, 2001) within the European context to describe and further design good practice as achieved in different types of school environment where teaching and learning take place in an additional language. Schools in very different contexts across the world had been finding their own ways to enrich learning, sometimes for many years. CLIL set out to capture and articulate that not only was there a high degree of similarity in educational methodologies, but also an equally high degree of educational

success. Identifying this success was one major driver within the education professions; mainstreaming the experience for a wider general public was the other.

CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content. The main goal of this research is to observe how CLIL contributes to the development of bilingual language competence of students of a bilingual study program in the secondary vocational school (business academy).

Bilingual education- Bilingualism refers to the ability to speak two languages. This could refer to someone who was brought up in two different languages (such as someone with parents from different countries).

The aim was to find out the extent, approaches, opinions, documents and materials which are used in the school to develop the foreign language competence of the students through CLIL methodology in particular. The secondary research aims were to describe the available literature on second language acquisition and on CLIL at European level in general and in particular, considering the application of CLIL methodology within secondary level of education, to find out how CLIL methodology is implemented in content subjects within the bilingual study program, to find out how implementation of CLIL methodology affects the students' performance in the bilingual program, and to find out how foreign language competence of students within the bilingual study program is enhanced and fostered in and outside the classroom.

The CLIL approach has gained popularity in language teaching as it offers various benefits to both language learners and educators. Here are some of the key benefits of using the CLIL lessons in language teaching:

1.Improved language proficiency: CLIL allows students to learn a second language in a meaningful context by using it to acquire knowledge in other subject areas. This approach can lead to better language proficiency compared to traditional language instruction methods.

2.Authentic language use: CLIL exposes students to authentic, real-world language usage. They encounter and use language in practical contexts, which can make language learning more engaging and improve their communication skills.

3.Increased student motivation: Learning subjects in a foreign language can be motivating for students as they see a clear purpose for new language acquisition. It can foster a genuine interest in the language and the content being taught.

4.Enhanced cognitive skills: CLIL encourages the development of cognitive skills such as critical thinking, problem-solving, and analytical reasoning as students engage with complex content in a second language.

5.Cultural awareness: CLIL lessons often include cultural aspects related to the language being taught, helping students gain a broader understanding of the culture, customs, and perspectives of native speakers of the language.

6.Transferable skills: Students acquire skills and knowledge in both the target language and the subject matter, which can be applied in real-life including various academic and professional contexts.

7.Preparation for multilingualism: CLIL can prepare students for a multilingual world by equipping them with the ability to use multiple languages for communication and learning.

8.Improved academic performance: Research suggests that CLIL students often perform well academically in both language and content subjects, demonstrating the effectiveness of this approach.

9.Global competence: CLIL can help students develop a global perspective and become more culturally sensitive and aware, which is increasingly important in our interconnected world.

10.Teacher collaboration: CLIL encourages collaboration between language and subject teachers, fostering a cooperative approach to education and professional development as well.

11.Teacher professional development: Language educators who implement the CLIL approach often need to expand their skills and knowledge, leading to continuous professional development and growth opportunities.

12.Flexible teaching strategy: CLIL can be adapted to various educational levels, from primary schools to universities, and can be used with different languages and content areas.

There is at least one more reason for involving more content in a foreign language class. Since the 19th century, for pragmatic reasons school curricula have been chopped into smaller and smaller bits of knowledge. As various disciplines do overlap and rely on each other, teachers and educators alike often stress the need to counteract this fragmentation through interdisciplinarity, at least during some classes. Language curricula, revolving around grammar points and language functions, are not in any way related to other higher school levels. If introduced properly, CLIL might bridge this gap making the language curriculum at least partly reflect the curricula of other subjects.

DISCUSSION AND RESULTS

This result shows that the experience of teachers (number of years teachers have been teaching) does not necessarily mean that they believe it has an impact on the successful teaching of English Language through geography. CLIL is an innovative approach to language teaching and all of the necessary subjects, such as geography too. It is hoped that deficiencies in language teaching for content purposes can be overcome

using this method. When teachers are rooted in this method, they will be able to respond issues in new ways. However, does not necessarily mean that one of the two (pre- and in-service teachers) will be more successful at teaching through CLIL, as shown by the result of this t-test. Still, this study maintains that CLIL is an important tool in geography teaching (Banegas, 2012). Most teachers might have used the CLIL method without being aware of its approach. Contents are used to illustrate lexical or grammatical issues. Using oversimplified English serves as a disadvantage to the CLIL method. According to this methodology the content is there for the sake of the language and vice versa. Language learning is considered at the core of the curriculum. As revealed by the objectives of this study, future teachers need an integrated education to properly function in the language and content teaching profession. It is fruitful to invest in CLIL program for teachers' training. This analysis further revealed that there is a significant and consistent relationship between CLIL. Also, Awang is (2011) reported a significant correlation between CLIL and academic achievement. Hence, the first step in CLIL is, training the teacher. CLIL is increasingly being taken up by the Ministries of Education around the world. It is an innovative approach in teaching modern languages. It is a motivating method for teaching subject topics. It is a useful contribution to the internationalization of multilingualism. Content teachers are mostly monolingual hence, they may not understand the importance of becoming bilingual. Educational ministries need to put more emphasis on the importance of CLIL. They need to understand its benefits as well as supervise a sufficiently competent workforce. Here, the number of years spent in language teaching is not the most important factor, although teaching experience is important, it is not positively correlated with CLIL benefits according to the findings of this study. However, it has been observed that in service training.

The study was carried out to examine the effectiveness and importance of the CLIL approach in ELT. The research investigated the link between language learning and content development. If academic failure is to be forestalled and standards improved, it is undeniable that institutions, where English Language is taught, would provide relevant content structure that stimulate academic environments. Reliable content and language integrated learning classes not only depend on active learners but also on enthusiastic teachers to facilitate English learning among students. In order to improve the performance of teachers in English Language classroom, there is need to give proper training to teachers to develop themselves in a better way. Implementing CLIL in teaching methods will consequently improve English language teaching. With a deep knowledge of the role of CLIL, along with its implementation, teachers and students alike can be sure that successful learning and education will take place. The main aim of this research was to observe how CLIL contributes to the development of bilingualism and bilingual language competence of students of a bilingual Slovak-

English study program in the secondary vocational school (business academy), in western Slovakia. The aim was to find out the extent, approaches, opinions, documents and materials which are used in the school to develop the foreign language competence of the students through CLIL methodology. The secondary research aims were to describe the available literature on second language acquisition and on CLIL ; at European level in general and in Slovakia in particular, considering the application of CLIL methodology within secondary level of education, to find out how CLIL methodology is implemented in content subjects within the bilingual Slovak-English study program, to find out how implementation of CLIL methodology affects the students' performance in the bilingual Slovak-English program, and to find out how foreign language competence of students within the bilingual study program is enhanced and fostered in and outside the classroom.

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