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# **CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AS AN INTENSIFICATION METHODOLOGY OF FOREIGN LANGUAGE LEARNING.**

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## **Аннотация.**

Статья посвящена рассмотрению идеи предметно-языкового интегрированного обучения (CLIL) в системе высшего профессионального образования и анализу разрабатываемых в методической науке новых концепций и подходов профессионально-ориентированного обучения, с учетом их влияния на мотивацию студентов к изучению иностранного языка. Активизация учебной деятельности всегда являлась одной из первоочередных задач обучения в целом и, в особенности, обучения студентов неязыковых специальностей иностранным языкам. Это обуславливает актуальность данной работы. Автор рассматривает примеры появляющихся в российской высшей школе подходов и моделей реализации междисциплинарных связей в преподавании профильных дисциплин и иностранного языка и оценивает их эффективность с точки зрения активизации изучения иностранного языка студентами технических специальностей. Методология CLIL сравнивается с методологиями Английский язык для специальных целей (ESP) и Английский язык как средство обучения (EMI)..

## **Abstract**

The article is devoted to the realization of the idea of Content and Language Integrated Learning (CLIL) in the system of higher professional education and analysis of new concepts and approaches developed in methodological sphere, taking into account their influence on students' motivation for learning a foreign language. The intensification of educational activities has always been one of the primary objectives of learning in general and, in particular, teaching foreign languages to students of non-linguistic specialties. The author considers examples of

approaches and models emerging in the Russian higher school for establishing interdisciplinary connections in teaching professional disciplines and foreign languages and evaluates their effectiveness in terms of enhancing the study of a foreign language by students of technical specialties. English for Specific Purposes (ESP) and English as Medium of Instruction (EMI) methodologies are compared to CLIL. The experience of Peter the Great St. Petersburg Polytechnic University is considered along with that of other universities in Russia.

**Ключевые слова:** предметно-языковое интегрированное обучение; CLIL; английский язык для специальных целей; английский язык как средство обучения; междисциплинарные связи; педагогические тандемы; повышение мотивации студентов; иноязычная компетенция.

**Keywords:** content and language integrated learning; CLIL; ESP; EMI; interdisciplinary links; pedagogical tandems; increasing students motivation; foreign language competence.

Currently, specialists who speak one or more foreign languages are highly valued, both in terms of everyday communication and in the professional sphere. This need is due to the rapid process of globalization of society. Over the past decade, integrated teaching of foreign languages and professional disciplines, or subject-language integrated learning, has been actively developed in European countries. In Russian universities, this technique is just beginning its journey and seeks to take its well-deserved place in the curricula of the best educational institutions. Subject-language integrated training is one of the most effective ways to establish interdisciplinary connections and successfully prepares a future specialist for professional communication in a foreign language [1, 2017, p.426].

One of the main advantages put forward by proponents of this approach is the increased motivation of students as a result of participation in such programs. Since motivation is one of the most influential individual variables when it comes to learning, it is assumed that the benefits of this approach are obvious. However, there is insufficient research to support differences in motivation when comparing traditional English as a foreign language and subject-language integrated learning

[2, 2002, p.709].

The main objectives of the study were as follows:

- 1) to consider the theoretical aspects of approaches developed in Uzbek science within the framework of subject-language integrated learning;
- 2) analyze the practical application of this technique in Uzbek education;
- 3) consider the impact of the subject-language integrated learning approach on the process of teaching foreign languages to students of non-linguistic specialties.

There are three most common integrated content-language approaches:

- ESP (English for specific purposes);
- CLIL (Content and language integrated learning / subject-language integrated learning);
- EMI (English as Medium of Instruction / English as a learning tool).

Some researchers prefer CLIL, replacing it with the term ESP, which is widely known in the methodology of teaching a foreign language. In addition, the terminological picture is complicated by the existing concept of EMI in the methodology of higher education. All three terminological concepts are used in the teaching of a professionally-oriented foreign language, which can combine linguistic and purely special content aspects to varying degrees. Due to the proximity of these three methodological categories, there is a need to distinguish them [1, 2017, p.163-166].

English for special purposes (ESP) is a “functional variety of language that contributes to the successful and adequate communication act of specialists in various subject areas” [2, 2002, p.33].

According to research conducted by A. Dudley-Evans, the study of English in the ESP approach includes preparation for the study of a certain discipline, a method of immersion in the discipline and an in-depth course. The main objective of the ESP program is to develop students’ language competence. The training is aimed at improving foreign language communication skills, assessing the level of proficiency in terminology, grammar and discourse features used in the professional sphere [3, 1998, p. 158].

Content-language integrated learning (CLIL) was developed by a group of scientists from European universities, including the following: David Marsh, Do Coyle, Oliver Meyer, Victor Pavon, etc. This methodology implies “content-language integrated learning”, which refers to any two-subject focused educational program. At the same time, the foreign or second language of students, in which the entire course of study is conducted, is used as a means of teaching the discipline [4, 2010, p.173 ; 5, 2002, p.552 ; 6, 2002, p.205-225 ; 7, 2007, p.233-246 ; 8, 2010, p.4 ; 9, 2010, p.98 ; 10, 2010, p.182].

At first glance, it seems that CLIL has no fundamental differences from other similar methods. In fact, this approach works in the same plane with the language component and the professionally-oriented content of the profile discipline, without highlighting the more important of the two components.

Western teachers, who were among the first to implement the CLIL approach in their practice, paid special attention to increasing the motivation of both parties in their articles: both a foreign language teacher and a student. Some students describe CLIL as “an investment in the development of their personality”, especially noting the opportunity to study new disciplines without thinking about the language [11, 2013, p.65-78].

Within the framework of this methodology, much attention is paid to the cognitive concept, which is based on the creation of an effective learning environment, within which students' cognitive abilities are activated. The introduction of CLIL, according to V. Pavon, requires serious changes in the competence and the teacher himself, working on the basis of the principles of this approach [11, 2013, p.79 ; 12, 2007, p.220 ; 13, 2015, p.83-89 ; 14, 2010, p.31-42].

English as the main language of instruction (EMI) is actively used worldwide in the form of a number of models, including *theme-based courses*, *linked courses*, *sheltered subject matter instruction*, etc. [15, 2016, p.355].

Theme-based courses (thematic courses) are subject-oriented courses implemented in a foreign language by a linguist teacher who is not required to have knowledge of special subjects. This EMI model includes various topics of

specialized subjects in the content. This approach serves as a tool for integrating language into the content of the profile course, without overloading students with subject content to the detriment of language aspects. This course focuses on the development of oral speech skills within the professional, cultural and educational-cognitive spheres of communication, mastering professional terminology and scientific vocabulary, developing reading skills of special and scientific literature in order to extract information that is significant for the student.

Linked courses (interconnected courses) are a variant of content-language integrated learning, in which specialized disciplines are implemented in a foreign language. The main difference between these models is for learning purposes, which cover language skills for the language teacher and conceptual aspects for the subject teacher [15, 2016, p.356].

Sheltered subject-matter instruction (teaching special content in adapted English) is another type of specialized course in a foreign language, integrated into the content of professional education and aimed at mastering the specialized subject in a foreign language. This model is successfully implemented in groups of students, where foreign students study, who know a foreign language worse than the main contingent of students, and who need to be brought to the general level by using adapted or simplified language models. The implementation of the course can be carried out by a subject teacher with a level of knowledge of a foreign language not lower than B2 (CEFR scale), less often by a language teacher who has additional education in a certain subject area. For training within the framework of this model, a certain level of foreign language competence is required for students, since the priority here is a professionally-oriented component, and not language phenomena [16, 2017, p.46-52].

Let's consider the features of each of the presented approaches. The first focuses on the content of training, the development of teaching tools, improving the quality of teaching and the effectiveness of teaching students a professional language. As a result of the work of such tandems, joint educational and methodological complexes on professional language were created. The following types of

interaction of the teaching staff have proved their effectiveness:

1) teachers of foreign language departments had access to practical classes in specialized disciplines, due to which a full acquaintance with the course content was achieved;

2) teachers from the profile department develop educational and methodological support of the course together with teachers of a foreign language, taking into account the specialization of the graduate;

3) throughout the training, constant contact with teachers of specialized disciplines is provided when working with the lexical part of the course and selecting professionally-oriented literature for students.

Gulistan state University has experience in integrating pedagogical disciplines, as well as biology and foreign languages. The peculiarity of this program is the bilingual teaching of a specific academic discipline through foreign language and biology and the formation of bilingual subject competence in the academic discipline. The expected results were achieved, namely, the foreign language was used along with the native language as a means of cognitive activity for the assimilation of professional knowledge in the educational process of training future specialists [16, 2017, p.53].

A different model, which consists in supporting content-based learning in foreign language classes, is being implemented at Gulistan State University. Within the framework of this model, a foreign language is studied on the basis of subject-oriented educational materials in the course “introduction to the specialty”. In this model, there is a higher level of motivation, interest on the part of students in learning a foreign language. It also clearly explains the need for mastering a foreign language: to understand and discuss professionally significant topics and problems in a foreign language, to fully participate in the discussion [16, 2017, p.50 ; 17, 2015, p.7].

The need to conduct lectures in the EMI format turned out to be a real problem for both parties: lecturers and students, since foreign language competencies were not sufficiently developed. While professors had to repeat their English in specially

organized language courses, students also had to be prepared for lectures on specialized subjects in English.

Analysis of the literature has shown that there are no ready-made solutions or universal recommendations for overcoming numerous difficulties on the way to implementing the EMI format in higher education. The problems are the insufficient level of English proficiency of students and teachers to provide and understand lectures in English as effectively as in their native language; difficulties in finding ways of effective cooperation between teachers of foreign languages and teachers of special disciplines in order to develop educational materials and improve the knowledge of the English language, both students and teachers [18, 2017, p.1103-1112].

Based on the above, we can conclude that the technologies of content-language integrated learning contribute to the activation of the process of mastering foreign language competencies on the basis of active integration of a foreign language with the process of teaching professionally significant disciplines. Students, who already have an understanding of the basic concepts of the subject, since it is part of the curriculum, are easier to perceive it in a foreign language. This reduces the uncertainty of using foreign language tools to convey content and professional opinion. In addition, students' attention is diverted from the problems associated with the fear of making language mistakes, since their main efforts are focused on the subject content of the discipline [18, 107, p.1113].

To form the communicative competence of students of non-linguistic specialties, it is important to give them the opportunity to think in a foreign language, to solve any problems that generate thought in a foreign language, which acts in its direct function of forming and formulating these thoughts. At the same time, a prerequisite for communication is the use of scientific terms in their specialty.

The use of content-language integrated learning is appropriate when teaching students of technical and economic areas, since for them the study of a foreign language is often not a priority: “the purpose of reading students of non-linguistic specialties is not so much the language material as the information contained in it”.

That is why the use of the format of content-language integrated learning for students of non-language areas is one of the factors that increase their motivation and stimulate educational and cognitive activity [19, 2017, p.63].

Thus, content-language integrated learning with systematic use contributes significantly to increasing motivation as the main mechanism for activating the process of teaching foreign languages to students of non-linguistic specialties of universities, since their attention is involuntarily held on interesting, new and meaningful language material. Professional - oriented topics of classes meet the cognitive needs of students and lead to the active assimilation of new knowledge. They develop the ability to communicate in a business environment in a non-native language on issues of their competence. At the same time, the level of training of students in a foreign language at non-linguistic faculties is significantly increased, which, in turn, increases the competitiveness of the future specialist in modern conditions of fierce competition in the labor market [19, 2017, p.64].

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