PRINCIPLES OF APPLYING CONTENT AND LANGUAGE INTEGRATED LEARNING

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Article history:		Abstract:
Received:	10th October 2021	The development of information and communication technologies, the spread of international relations in different fields have made foreign language learning a necessity. Today English language is not just a subject taught at schools or colleges, it has become a tool for acquiring professional information in the content area. Content and Language Integrated Learning (CLIL) is one of the most efficient teaching methodologies enhancing both the language and subject content learning and, thus, preparing a future specialist to be able to effectively communicate with potential colleagues or international partners in a foreign language. The article reveals the main principles of Content and Language Integrated Learning, its advantages and possible barriers that can arise in a CLIL classroom. The purpose of the article is to determine the impact of CLIL on students` academic performance in language learning.
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INTRODUCTION

CLIL technique is becoming popular all over the world in its interdisciplinary form. Its fundamental principles were discussed in the works of D. Marsh and other researchers. It assumes "content-language integrated learning" aimed at educational content obtained through the integration of two or more disciplines (Coyle, 2010; Marsh, 2002; Marsh et al, 2010).

CLIL has a number of distinctive features. The first is the integration of language and professional disciplines. In CLIL, these two elements are interconnected and are not taught in isolation. The goal is to develop knowledge and skills of these two areas teaching content through the foreign language. The second distinctive characteristic is the flexibility of CLIL. CLIL models range from thematic language modules to inter-program approaches in which the subject of the content is taught in a foreign language.

This methodology takes into account both the content and the language aspects of learning. Besides, by creating an authentic communication context, CLIL provides a natural environment, where the language can be easier to master, simultaneously with the receipt of information on major subjects (Lightbown & Spada, 2006).

Coyle et al (2010) claims that the use of CLIL enhances students' proficiency due to the exposure to the target language in classes, which creates additional hours of the language environment. Accordingly, Dupuy (2011) in his research showed that implementing CLIL has not only improved the target language proficiency but also extended both first and second language awareness. Mehisto (2008) agrees that implementing CLIL positively impacts language abilities and also points out that the materials in their own way provide some linguistic features and register, which improves students' linguistic awareness.

Finally, CLIL also provides a thorough analysis of the linguistic requirements for students. The best example of this is the model by Coyle, who considers language in three directions: language as an instrument of cognition (language of learning), language as a means of communication (language for learning), language as a subject of study (language through learning) (Coyle, 2007).

MAIN BODY

In Uzbekistan, CLIL is only gaining popularity and currently a number of schools teach particular subjects using a CLIL methodology. However, this area is not so developed and researched and novice teachers may face some challenges when using CLIL technology in their curriculum and educational process. Some previous studies examined CLIL and its advantages not only in Europe but also in some post soviet countries which are quite similar in their context with Uzbekistan and can help us identify possible barriers when applying this approach to teaching.

Halyapina (2017) conducted a thorough analysis of the existing CLIL implementation models in Russian universities. The author comes to the conclusion that one of the fundamental principles of this approach is reliance on interdisciplinary communication. At the same time, the integration of several subjects within the framework of one course involves not just the connection of parts, but their interaction, mutual influence and interpenetration, which form a synergistic effect.

Salekhova (2008), in her work, considers the features of training based on bilingual principle, as well as acquaintance with professional content in a foreign language. It defines CLIL as an effective environment for developing students' thinking skills. The author analyzes the didactic potential of the integration of the three languages - Russian, Tatar and English and the language of mathematics for the evolution of students' cognitive capabilities.

Considering the specifics of the working conditions of modern engineers, Krylov (2016) gives characteristics of the content of foreign language and professional competence. He also offers the author's methodology for the development of bilingual professional vocabulary of students.

E.V. Rodionova (2018, pp. 41-42) examines the CLIL methodological base, which consists of interdisciplinary integration, "theory of two thresholds", 4C model, theory Basic Interpersonal Communicative Skills / Cognitive Academic Language Proficiency, V. Bloom taxonomy of cognitive skills, competence-based approach to education.

CLIL can be used in various areas of teaching, including vocabulary learning, since vocabulary is a common core skill which functions with other aspects of language teaching such as reading, writing, speaking and listening. Students' knowledge of the vocabulary is essential. However, learning vocabulary in a traditional way in modern realities can be ineffective, since often, when it comes to real understanding of the content, most students face great difficulties trying to identify the vocabulary correctly. Foreign language learners must be able to understand context and speak up on the topic.

A number of works are devoted to the use of the CLIL methodology for teaching vocabulary. Thus, a study by Finnish scientists R. Merikivi and P. Paivi (2014) showed that the study of vocabulary using CLIL requires students to use the target language more often with further lexical activation. It was found that students learning through CLIL put more effort into mastering vocabulary in general.

M. Xantou (2020) used the CLIL method to teach vocabulary and found that it provides an opportunity to strengthen the relationship between the semantic and syntactic form of a word and its morpho-phonological form. More specifically, CLIL activates the existing knowledge of students and provides them with the opportunity to learn vocabulary in context.

Research by H. Ringbom (2012) suggests that the use of meaningful and comprehensible language contributes to the deepening of lexical knowledge. The author concludes that authentic, content-rich language makes learning more effective. Therefore, CLIL can improve vocabulary learning through contextual clues in texts with professionally relevant information.

CLIL allows one or another topic to be considered during a long period of time, which makes it possible to acquaint and consolidate new vocabulary with the help of explanations, justifications with positive results (S. Rott, 1999).

K. Munoz (2014) notes that students who study based on the principles of CLIL demonstrate higher confidence in their own capabilities. This encourages them to use more varied vocabulary, speak more and take more risks in terms of the use of words and phrases.

Based on the research of foreign scientists and the experience of local teachers of the Department of Foreign Languages in the technical areas, Dubskikh (2020) conducted an experiment with the aim of revealing the influence of CLIL on the vocabulary learning of students in non-linguistic areas. Second year students took part in the experiment. Experimental and control groups were formed. Experimental group students actively used CLIL methods (familiarity with lexical function and lexical structures, use of context hints). In addition, in the learning process, lessons were conducted in a playful way, digital stories were created, mind maps, posters, various ways of visual presentation of the material (diagrams and other graphic organizers) to make the subject content clear. The control group studied units using the traditional method of teaching vocabulary (lexical definitions, synonyms, antonyms, translation of words).

To assess their lexical knowledge at the beginning of the study, the participants were given a preliminary test developed by teachers of the Department of Foreign Languages on technical areas with active consultation from subject teachers from specialized departments. It consisted of 60 multiple choice questions and was dedicated to the recognition of vocabulary and information in specialized subjects. The time allocated for the test was 60 minutes. The post test was a modified variant of the preliminary test with the same content, but a different order of the questions, in order to avoid reminding the students. Post-test was necessary to identify active vocabulary knowledge in specialized disciplines among the participants and is intended to demonstrate whether there is an effect from the use of CLIL.

To determine the impact of the use of CLIL on students` vocabulary learning, the parametric statistical method of data analysis was used. Results revealed slight difference in preliminary tests performed by both groups. However, the difference in results between the post-tests of both groups is significant. In other words, the experimental group outperformed the control group.

Thus, the results showed that CLIL is a successful pedagogical technology that allows you to effectively improve the vocabulary of students, as well as gain knowledge in specialized disciplines, which helps to increase the motivation of students to learning the language, increasing their cognitive abilities.

However, during the experiment, Dubskikh (2020) encountered a number of difficulties and problems that can prevent from effective implementation of the CLIL methodology in the educational process. As rightly noted by A.G. Solomatina (2018, p 50), there is no intersection of thematic content of the discipline "Foreign language for professional purposes"

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with the content studied specialization. To eliminate this problem it is necessary to organize fruitful cooperation between foreign language teachers and subject teachers. This interaction can be carried out in several directions. First, the acquaintance of foreign language teachers with working programs of disciplines of profiling departments and organization of subsequent visits to practical and laboratory classes. Second, invite students to give project presentations in a foreign language focusing on any aspect of the profile discipline they are studying. At the initial stage it can be helpful to invite content teachers to a lesson dedicated to the project defense. To help them understand the content, assigning several students to act as translators can be a useful decision. At the end of the session, it is essential to have a joint discussion on the compliance of the material presented by the students to the content of the profile discipline. In addition, the interaction of language teachers with content teachers to direct the students' research work, which may include discussion of professional terms, authentic literature necessary for students to write scientific articles in a foreign language on the studied specialization, as well as annotations of their future graduation qualification works. The result of such interaction can be the creation of electronic educational resources in the professional language, as well as databank with multimedia materials, fund of appraisal tools, laboratory work, etc.

Each new teaching experience is a challenge for the teacher, requiring professional development of teachers. It sometimes happens that teachers using CLIL methodology, do not have a wide range of techniques to place subject content in language learning. This problem is compounded by the fact that content teachers refuse to recognize that their subjects are also a place for the development of foreign language competence, and not just for the acquisition of professional skills.

According to one of the leading experts in Europe in the field of bilingual education and teacher training, Professor Viktor Pavon (2013), the use of CLIL by teachers implies a radical modification of the knowledge, skills and abilities of the teachers themselves.

To overcome the potential problems of CLIL implementation, it is necessary to build the bridge between language and content teachers so that they can work in collaboration and support each other and organize professional training for CLIL teachers.

The experiment by Dubskikh (2020) shows that students taught through CLIL methodology, are significantly superior to their peers who do not use CLIL, particularly, in listening and reading, vocabulary, but less often in pronunciation, in the ability to correctly formulate thoughts in writing. This is due to the fact that in CLIL classes, in most cases, lexical errors are corrected, while the correction of grammatical errors is less frequent and consistent. To solve this problem, it is recommended to give assignments for students aimed at developing writing skills (drawing up short lecture notes, writing an essay on the subject of a specialized discipline, etc.).

V.V. Guzikova (2019, p 171-172) also notes that in conditions of situational foreign language communication, students are not always able to demonstrate the required level of knowledge in various spheres of professional activity, not having a sufficient level of knowledge of foreign language. This leads to the difficulties with communication on professional topics.

In such circumstances, it is necessary to stimulate the speech activity of students, giving them as much time as possible to speak (STT – Student Talking Time) and reducing the amount of time the teacher takes an active speaking position (TTT - Teacher Talking Time). This is especially important at the stage when students demonstrate progress in the development of language and professional competencies achieved using the CLIL methodology.

It is also recommended to use various forms of organizing classroom and extracurricular work that enhance the cognitive activity of students, for example, organizing and holding an international scientific and practical conference in a foreign language with the subsequent publication of a collection of scientific articles.

So, when planning such an event for students of technical fields, it is necessary to take into account a number of circumstances:
- the topics of the reports should overlap with the profile of study chosen by the students;
- students should be able to navigate in information about the achievements of the world;
science and technology, stages of scientific and technological progress, outstanding personalities who have made scientific discoveries, as well as in the peculiarities of speech behavior and business etiquette;
- the research topics proposed to students should be integrative in nature and be aimed at studying problems from related fields of knowledge.

When working on reports, conditions are created for all types of speech activity, students expand their horizons, the boundaries of foreign language proficiency, gain experience its practical use. Students work with reference books, dictionaries, multimedia technologies. They learn to see, pose and formulate a problem, select the necessary information based on the topic of the report.

CONCLUSION

Thus, CLIL technique is not simply a convenient response to the challenges of modern society, it is a timely and effective solution that is consistent with broad social needs.

CLIL, with its integration of linguistic and professional content, can enhance student motivation by providing an authentic context for the use of the language. In CLIL language becomes both a means and a goal of learning. This helps to a decrease student anxiety and fear of making mistakes. Students learn the language not for future hypothetical situations, but in order to be able to apply the knowledge gained to solve specific problems, associated with the development of the chosen specialty.

The student forms a complex of knowledge, including mastering foreign language and content competencies, as well as interdisciplinary knowledge of the chosen training profile.

In the study of a foreign language, vocabulary plays an important role. It is impossible to learn the language without studying the vocabulary of this language and understanding information on major subjects in a foreign language without knowing it. Therefore, the study of vocabulary is fundamental to the implementation of the CLIL methodology. For successful communication in a foreign language, students must not only have a good command of vocabulary, but also know how to use it.

The interdisciplinary integration of language and content in the CLIL methodology can undoubtedly lead to the increased level of student performance. However, in order for the CLIL principles to be fully effective, there should be a bridge between the content of specialized subjects and foreign language to contribute to the balanced and continuous linguistic development of students.

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