

TEACHING COMMUNICATIVE APPROACH WITH CLIL TECHNOLOGY

Ayubova Saida Musadjanovna

English teacher of Gulistan State University

Annotation: Students who use the content and language integrated learning (CLIL) method learn both a subject and a foreign language simultaneously. Students can take an English-taught science course, for instance, and not only learn about science but also acquire vocabulary and language skills that are pertinent to the subject. It's crucial to understand that using CLIL does not include simplifying content or teaching concepts that students already understand in a new language. For CLIL courses to be effective, the language and the topic must be genuinely integrated, and learning both the language and the subject matter is the key to success. We can talk about using CLIL technology to teach communicative approaches in this post.

Keywords: *Content, Language, teaching methods, communicative approach, interactive ways, technology, integrated learning, process, development.*

Introduction. Students of any age, from elementary school through university and beyond, can benefit from CLIL. There is no restriction on who can benefit from this teaching strategy as long as the course content and language goals are created with the requirements of the students in mind. However, primary and secondary educational settings are where it is most frequently detected.

The term "content and language integrated learning" (CLIL) refers to a pedagogical strategy that combines the study of a (second/foreign/target) language with the study of a subject area that is taught in that language. However, since the term "CLIL" has gained some traction in primary and secondary education in Europe and has been proposed for higher education (HE), it will be used here to refer to all HE approaches that provide students with some kind of academic language support in order to help them learn the content through that language. These methods range from discipline-specific pre-content assistance to complete integration of language and content.

Not only are bilingual populations entitled to multilingual education. Schools all over the world are seeking for ways to help their pupils reap the benefits of learning a second language as a result of research demonstrating that doing so has advantages for almost everyone. The CLIL approach to teaching is one expanding trend in bilingual education. What precisely is CLIL? Teachers and school administrators require a full understanding of the theories underlying this integrated approach as well as the appropriate training on how to implement those ideas in real ways inside their institution in order to benefit from it.

When a subject is taught in a language, there is a compelling motive to study both at the same time, according to many teachers, making CLIL a more natural way to acquire a language. Students are frequently more motivated to study a language when they have a real-world setting in which to do so because doing so is essential to understanding the material. Additionally, because CLIL sessions are content-focused, they provide an extra layer to the

class and engage the students, which is beneficial in circumstances where students are uninterested in learning a language. As students are exposed to similar language and language functions repeatedly and are required to develop and use it, CLIL also encourages a deeper level of assimilation. When a subject is taught in a language, there is a compelling motive to study both at the same time, according to many teachers, making CLIL a more natural way to acquire a language. Students are frequently more motivated to study a language when they have a real-world setting in which to do so because doing so is essential to understanding the material.

Additionally, because CLIL sessions are content-focused, they provide an extra layer to the class and engage the students, which is beneficial in circumstances where students are uninterested in learning a language. CLIL also promotes a deeper level of assimilation by exposing students to similar language and language functions regularly and requiring them to develop and use it. There isn't just one model, according to Professor Do Coyle, who co-invented the term CLIL with author and education researcher Dr. David Marsh. It might be a motif. It may involve morals. This is something you can work on for a long time or just a short while. However, the core tenet of CLIL is that language learning through subject development and language learning through language use are integrated. In this post, we'll examine what that phrase actually means and, more specifically, how it's applied to teaching English as a second language.

Since CLIL is subject-focused, language teachers may need to broaden their own knowledge of new fields in order to properly instruct their students. Teachers must carefully design their lessons to make sure that the students understand both the content and the language used to communicate it. Teachers must also carefully monitor each student's knowledge and growth when it comes to classroom management. It is essential to constantly concept check the materials and scaffold them in order to make sure that both the language and the content are being taught.

For the purpose of expressing opinions on course material and fostering effective group collaboration, students need to strengthen their communication skills. They must be able to communicate functions (facts, data, thoughts, and feelings) both vocally and in writing. Communication abilities are crucial. STT (student talking time) and TTT reduction are the goals of CLIL (teacher talking time). The following tactics are employed to generate meaningful communication:

- brainstorming to start or finish a topic of study
- open questions
- discussions
- peer feedback

- group feedback
- share ideas with a partner before writing and after writing
- report back on research found on the Internet
- prepare poster or PowerPoint presentations
- role play or debates.

Although "CLIL" is a more recent name, the method is as old as learning itself. Even if they weren't aware of it, anyone who studied and practiced a foreign language while learning or practicing something else—such as engineering, painting, or cooking—was using CLIL. In Canada's language immersion programs and the UK's and US's Languages Across the Curriculum (LAC) and Foreign Languages Across the Curriculum (FLAC) programs, the method underwent increased formalization in the 1960s. Many of these classes offered study abroad opportunities and fluent English speakers learning a foreign language in addition to the subject being studied. The word "CLIL" was coined by David Marsh and Do Coyle in the middle of the 1990s, as governments, institutions of higher learning, and individuals all began to see the importance of knowing more than one language. The movement was especially strong in Europe, and it's growing around the world in response to globalization.

When using CLIL in your classes, having a plan in place is crucial. One of the most important things to keep in mind is that both the language and the subject matter are equally important, and that neither should be viewed as a language class or a subject that is merely taught in a foreign tongue. The following four components should be present in a successful CLIL class, according to Coyle's 4Cs curriculum (1999):

- Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum;
- Communication – Using language to learn whilst learning to use language;
- Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language;
- Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Collaboration between language teachers and topic teachers is essential for a CLIL program to be successful. Since everybody is an authority in their own profession, they must exchange their respective ideas and knowledge. A content teacher is a person who instructs students in a particular subject, such as biology, music, or architecture. However, employing CLIL as a strategy entails more than simply teaching a different subject in English. Teachers of content typically lack pedagogical or language acquisition expertise. As a result, content teachers typically need some training to teach their subjects. They may also employ translation

language, or using both their students' native language and English, to teach their subjects. Additionally, they will rely on the language instructor's assistance.

Although teaching English (or another language) is the language teacher's primary responsibility, the CLIL methodology also calls for the language teacher to assist the content teacher by introducing pertinent vocabulary and functional language related to a particular subject (such as history or biology) and by placing an emphasis on critical thinking. Think of an earth science course as an illustration. The subject matter expert demonstrates the water cycle using visuals, English, and, if necessary, the pupils' native tongue (or L1). Language for describing sequences and processes (first, next, then, after that), language for cause and effect (because of, due to, resulting in), and word forms may all be covered concurrently by the English teacher (vapor, evaporate, evaporation).

A cooperative organizational structure is necessary for a successful CLIL program at the institutional level. This means that there must be a method for the language teacher and the subject teacher to collaborate, such as a regular location and time to meet and plan lessons. This is made possible by a helpful school administration that is eager to offer thorough CLIL instruction, suitable materials, sufficient budget, and time. Last but not least, the program will rely on eager kids and parents who are aware of the program's objectives and strategies. It's crucial that students and their families have faith in the teachers and the program because they may have to work in novel and unexpected methods.

What are the aims of CLIL? In general, all CLIL programs strive to expand students' subject-area expertise while also enhancing their knowledge of and skills in the target language, though distinct programs and classes will of course have their own unique goals. Students should also develop their own learning skills and learn to appreciate other cultures. Last but not least, pupils must maintain proficiency in their mother tongue. Instead of replacing the language people already know, they are adding a new one.

Students should have obtained the following after completing a higher education program in a CLIL environment (first or second cycle):

- Knowledge and comprehension of how information is managed, conceptualized, and communicated in the target languages/L2s in the area-specific academic and professional environment, as well as the contribution that research makes to the body of knowledge in the field;
- grasp of the local and global scope of the professions in the field, including cultural nuances and their own cultural, intellectual, and professional presuppositions and representations, not least how these are expressed in the target languages/L2s;
- • sensibility to acceptable language use in academic, professional, and social situations; awareness, knowledge, and understanding of communication conventions in the area and profession in the target languages/L2s, such as genre, discourse, and register conventionsp;

- knowledge of the value of continuously expanding one's own professional skills by exposure to multilingual and multicultural sources, experiences, and surroundings, including those improved by ICT.

Consider bilingual education, or instruction that involves two languages, as a vast topic that can include various programs and methodologies. Despite having certain variances, some of the other major techniques have similarities with CLIL. Here are some of the most popular strategies you might come across, along with comparisons to and differences from CLIL for each. CBI, or content-based instruction, describes studying a subject while utilizing the target language. Despite the fact that a legitimate CLIL program places a larger emphasis on the content, some people claim that CLIL is a form of CBI. In a CBI course, students may utilize a textbook that contains units on history, communication, economics, and so on.

English for Specific Purposes, or ESP, teaches pupils the terms and skills required for particular professions. It frequently has a job or career focus. English for Hospitality Workers and English for Air Traffic Controllers are two examples such courses. Language immersion courses where all instruction is given in the target language are referred to as EMI, or English as the Medium of Instruction. This includes everything from language immersion summer camps to international schools where all classes are taught in the target language and applicants must either show they are fluent in the language to be admitted or, if they are not, seek out extra help or tutoring. In contrast to a CLIL strategy, EMI programs avoid using students' first language.

A method that uses CLIL can be advantageous for almost every sort of learner. It has been applied to people of all ages and skill levels. This does not imply that every student will succeed in a CLIL class, just as not every student succeeds in every class. However, the variables preventing a student from succeeding are unrelated to the CLIL strategy. The planning and execution of CLIL courses can be time- and energy-consuming. A good CLIL teacher is someone who is dedicated to the methodology and who works hard, is passionate about their students, and is committed to the approach. A CLIL teacher should also have excellent communication skills and flexibility because working with the subject-area teacher is crucial.

Although practically any subject can be taught using a CLIL approach, those that encourage student collaboration and contain a cultural component are the best candidates. The social sciences, the arts, numerous trades, and some sciences like biology and chemistry are a few examples. According to one study, due to their technical character, math and physics were less suitable for a CLIL approach. In these classes, a CLIL strategy would presumably place a greater emphasis on L1 usage.

Which types of programs support CLIL? CLIL can be useful in a variety of programs and school settings. In K–12 settings, colleges, and vocational schools—which, of course, are all places where students learn subjects in addition to language—CLIL works best when groups of students collaborate. However, CLIL can also be applied in athletics and clubs, with private students (if the language teacher is equally knowledgeable in the subject matter), and in online courses. It is crucial to recognize that new forms of pedagogical practices are also necessary

for CLIL and that interdisciplinary meanings must be negotiated for the role of language in knowledge construction and sharing.

As a result of CLIL, collaboration between subject matter experts and language specialists must evolve. Functional and communicative thinking is the overall perspective from which the language learning outcomes in CLIL are viewed, per the descriptors of the Common European Framework of Reference for Languages (CEF). This calls for effective teaching methods, carefully crafted learning exercises, and institutional support systems for both teachers and students. This kind of training occasionally only puts pressure on students and staff, which can result in unhappiness and ultimately unfulfilled goals if not well planned.

Currently, CLIL is offered in a variety of ways, including as direct contact hours and blended methods combining distance learning and e-learning. The table below provides an overview of the many educational approaches to CLIL. For the purpose of delivering content-based courses, partial CLIL may use native or non-native speakers of the L2. Language improvement is typically not a priority, and there may be little knowledge that if language were properly taken into account, a variety of communication issues may be avoided. Before enrolling in the subject courses, students may also receive language help, or there may be special language for academic reasons/language for specialized purposes courses that are arranged with the subject specialist.

However, learning outcomes are mostly evaluated separately, and a differentiation between topic and language mastery is made. The more integrated strategies, such as adjunct CLIL and dual focus CLIL, require (full) collaboration between topic and language experts, either through collaborative planning or team teaching. Both language and topic learning objectives and standards are listed. What advantages does CLIL offer? What kind of outcomes does it offer students?

Conclusion, why should teachers use CLIL if it requires additional preparation and work on their part? The quick response is that it benefits pupils in so many ways. Students who are fluent in two languages benefit socially and cognitively. Bilingual individuals are generally more adaptable, better at solving problems, and better communicators, according to studies. Learning a second language can also help one's memory and even help one's brain resist the ravages of aging. A deeper comprehension of the target language, subject mastery, enhanced social and critical thinking abilities, and even a more resilient, flexible brain are additional advantages. Why not try incorporating some CLIL ideas and practices into your own teaching given all the benefits it offers students? Utilize the advantages of this strategy with Bridge's new CLIL Certification Courses, which were created to assist educators in successfully implementing the CLIL strategy for bilingual education throughout the institution.

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