



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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INTEGRATING LANGUAGE AND CONTENT LEARNING EFFECTIVELY

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Abstract: *This paper looks at the concept of CLIL, and how it helps students improve their language skills while learning about different subjects.*

Key words: *Integrated-learning, efficient learning methods, language acquisition.*

Introduction

CLIL (Content and Language Integrated Learning) is an approach where students learn a subject such as science, history, or math through a foreign language. Instead of learning the language in isolation, students acquire both the content of the subject and the language simultaneously. This method helps students improve their language skills while deepening the understanding of the academic subjects.

How learners benefit?

To give a practical, real-world example, let's take a look at a lesson from Cambridge's [Kid's Box New Generation](#). This series give more detailed information on CLIL method.

The lesson starts with an interactive video to introduce the topic, followed by language presentation, and then encourages students to think critically about food and its origins. At the end, students collaborate to create their own food posters, allowing them to use language while also practicing valuable life skills.

Why CLIL important?

Improves Cognitive Skills

Learning in a second language while also studying subject content enhances cognitive functions, such as critical thinking, problem-solving, and memory. It also promotes better brain development and flexibility by making students more adept at switching between languages and concepts.

The concept of CLIL as a dual-focused educational approach where students learn both subject content and a second language simultaneously. This approach emphasizes cognitive and linguistic benefits, enabling learners to not only acquire language skills but also deepen their understanding of specific academic subjects. This contrasts with traditional language learning, which typically isolates language from content learning.



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Apart from that a group of educators, P. Mehisto, D. Marsh, & M. Frigols, emphasize that the context in which CLIL is implemented plays a significant role in its effectiveness. CLIL is not a one-size-fits-all approach. It needs to be adapted to fit the specific educational, cultural, and linguistic contexts in which it is being used. Understanding the local context, the students' needs, and the subject content are all key factors that influence how CLIL should be structured and delivered.

Methodology Part

Task-Based Language Teaching (TBLT)

- **Overview:** TBLT focuses on using real-world tasks (e.g., problem-solving, role-playing, collaborative projects) as the central element of language instruction. The idea is that learners acquire language through completing tasks that simulate real-life situations, rather than focusing solely on grammar and vocabulary.

- **Key Research Insight:** Studies show that TBLT promotes **engagement** and **authentic language use** because learners are encouraged to use the target language to achieve specific, meaningful outcomes, rather than learning language for its own sake.

2. Project-Based Learning (PBL)

- **Overview:** PBL is an instructional methodology where students work on a long-term project that requires them to use language skills in the context of solving real-world problems or creating tangible outcomes. This methodology combines collaborative work with content learning and language development.

- **Key Research Insight:** Research indicates that PBL supports **deep learning** by encouraging students to actively engage in the process, fostering skills such as collaboration, communication, and problem-solving. It also provides a **rich context** for language learning as students use the target language to collaborate and present their findings.

Outcomes of CLIL education

Looking at some general statements on the effect of CLIL on student's language learning, outcomes are unsurprisingly positive. It is often observed that by way of CLIL students can reach significantly higher levels of L2 than by traditional foreign language classes (e.g. Wesche 2002) and that positive effects on communicative competence are visible (e.g. Wode 1994). A comparison of the performance of CLIL students and their non-CLIL peers on a standardised placement test showed that a higher percentage of students from the CLIL group reached the required B2 (CEFR) level than from the group who had followed only the traditional FL curriculum



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(Haunold 2006). This means that the CLIL classes have a significantly broader band of students just below the top level.

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