

THE ROLE OF CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN TEACHING ENGLISH TO YOUNG LEARNERS**Artikova Maxim Turaboy qizi****Uzbekistan State University of World Languages**

ABSTRACT: Content and Language Integrated Learning (CLIL) has gained popularity in recent years as an effective approach to teaching English to young learners. This article explores the role of CLIL in language learning, specifically focusing on its benefits and challenges in the context of teaching English to young learners. The article also discusses the importance of integrating content and language in the classroom, as well as the implications of CLIL for language acquisition and overall learning outcomes.

KEYWORDS: CLIL, language learning, young learners, English, content integration

INTRODUCTION

Teaching English to young learners can be a challenging task, especially when it comes to engaging students in meaningful language learning experiences. Content and Language Integrated Learning (CLIL) has emerged as a promising approach to address this challenge by integrating language learning with content subjects. This article aims to explore the role of CLIL in teaching English to young learners, highlighting its benefits and potential drawbacks.

CLIL is an approach that involves teaching subjects such as science, mathematics, or social studies in a target language, such as English, while simultaneously developing language proficiency. One of the key benefits of CLIL is that it provides students with opportunities to learn English in a meaningful and authentic context, as they are exposed to language through content that is relevant and interesting to them. This can lead to increased motivation and engagement in language learning, as students are able to see the practical applications of the language they are acquiring.

Additionally, CLIL can help young learners develop a deeper understanding of content subjects while simultaneously improving their language skills. By integrating language and content, students are able to make connections between different areas of knowledge, leading to a more holistic and integrated learning experience. Furthermore, CLIL can promote critical thinking and problem-solving skills, as students engage with complex content in a second language.

However, there are also challenges associated with implementing CLIL in the classroom. Teachers may face difficulties in finding appropriate materials and resources that effectively integrate content and language, as well as in balancing the dual focus on content and language objectives. Additionally, there may be concerns about whether students are able to fully grasp complex content in a second language, especially if they are still developing their language proficiency.

MAIN BODY

When the term Content & Language Integrated Learning (CLIL) was adopted in Europe during 1994, the experts involved strongly believed that it represented futuristic education founded on historically significant good educational practice. There was doubt about whether it would spread from isolated centres of innovation, or very specific regions, into mainstream education as a whole. There was also a large question mark over whether this type of educational experience would flourish in the larger countries of Europe. But there was consensus, amongst practitioners and researchers, that the initial research outcomes of various CLIL models were too positive for it to be side-lined as another passing educational ‘fad’. My early educational life was based very much in the 1960s. At that time the young adult generation in many countries had a common mantra based on the word ‘why’? I learnt two additional languages at school, Latin and French. I was already rather old for starting language learning (about 13 yrs) and, thus, needed ever more skillful teaching and learning opportunities. But these did not materialize. The teaching of both languages was dry, dull, detached and woefully inadequate. The reason ‘why’ we were learning Latin grammar, and memorizing sentences like ‘Caligula spoke with his sword on his knee’ was never explicitly clear. We saw it as a dead language being learnt because of academic tradition. If only the teaching had shown the relationship between Latin and modern languages; the intellectual benefits that result from knowledge of the language; and the relevance to modern society – then the situation might have been different. French was in much the same category. We studied French with an exsoldier who had probably spent some time in France during the 1940s. The entire French experience was tied up in the dull pages of textbooks we carried from room to room. We rarely heard the language because the teaching was primarily in English, and largely based on memorization of de-contextualized sentences such as ‘Sophie is a student at the Sorbonne’. Things have now changed and the previous ‘why’ generations are being replaced by the ‘how’ generations. These are young people who need to feel an immediacy of purpose when they learn; young people who resist learning now for use later. ‘Learn as you

use and use as you learn', is very much a mantra of the new generations, and CLIL is particularly suitable for tapping into this modern learning mindset.

CLIL has often been a grassroots movement, energized by innovative educators, parents and students, or otherwise by equally innovative administrators and decision-makers, and has developed in different ways according to the needs and interests of those involved. There is great potential in now collecting different types of CLIL practice in order to both strengthen existing practice, and open doors for others to see what can be achieved, even when operating with limited resources. This is the strength of this type of publication which seeks to articulate and share insight and good practice on this fast-moving and exciting educational phenomenon. (David Marsh)

RESULTS AND DISCUSSIONS

CLIL (content and language integrated learning) is an approach to teaching and learning in which school subjects are taught and studied in a second (third/fourth) language. In CLIL "A foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role" (Marsh 2002). So CLIL is different from foreign language teaching, as in CLIL a foreign language is the vehicle for a form of subject-based teaching. In other words, while language and subject learning are both the aims of CLIL, the main focus of teaching is the subject, not the language.

The content of CLIL lessons varies according to the subject being taught through CLIL e.g. geography, maths, sports. However, it will centre on the 4 C's, that is on the facts, information and skills of the subject, subject-related concepts, the cognitive skills and language required to learn about the subject's concepts, and the cultural knowledge and understanding relevant to the subject. The syllabus will be structured around topics in the subject. In ELT, content is generally related to the learners' daily and survival needs and general interests, particularly at lower levels, with sometimes a more ESP focus, such as English for academic purposes or English for business, taking over at more advanced levels, and a more content or topic based focus at primary level.

Language

The language used in CLIL derives from the content subject. It is characterised by:

- a predominance of subject-related vocabulary
 - language for exploring, discussing and writing about subject matter
- language for employing cognitive skills (e.g. defining, giving reasons for opinions, evaluating, hypothesising, drawing conclusions, exemplifying)

- language for carrying out learning skills (e.g. locating information, interpreting information, and classifying).

The language is not structurally graded though it may be simplified to some extent. Grammatical or structural patterns occur in the context of achieving particular academic functions, eg the use of the passive voice to report on the procedure in an experiment, or the use of the past tense to relate a past event in history or geography. The teacher will probably not focus on them overtly, they do not form the building blocks of a syllabus and are not usually subject to ‘controlled’ or ‘freer’ practice, but their use may be supported by scaffolding devices such as writing or speaking frames. Much of the language taught in CLIL is related to the development of cognitive academic language proficiency or CALP. In this kind of proficiency, identified by Cummins in 1979, we see academic, abstract use of language that is generally unsupported by situational context. It is the language used to carry out higher order thinking skills and can often be found in educational journals, articles and textbooks. In the context of CLIL it is the language which enables learners to access the content subject. The role of language in CLIL is, according to Coyle threefold:

Language of Learning - linked to an analysis of content, thematic, syllabus demands - grammar, vocabulary, structures, functions

Language for Learning - builds up learner repertoire linked to metacognitive skills & talk for learning in contexts real for the learners

Language through Learning- emergent knowledge building & skill development, cognitive development, BICS/CALP .

CONCLUSION

In conclusion, CLIL has the potential to play a significant role in teaching English to young learners by providing meaningful and authentic language learning experiences. By integrating content and language, CLIL can enhance students' motivation and engagement, as well as promote deeper understanding of content subjects. However, it is important for teachers to be aware of the challenges associated with implementing CLIL and to receive appropriate support and training in order to effectively integrate content and language in the classroom.

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