

Using CLIL Technology in teaching English to non-philological students: methodological approaches

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Annotation: This paper explores the integration of CLIL (Content and Language Integrated Learning) technology in teaching English to non-philological students. It examines various methodological approaches that blend subject content with language learning, aiming to enhance both academic knowledge and language proficiency. The study highlights the role of digital tools, multimedia resources, and interactive platforms in facilitating the learning process. By addressing the challenges and benefits of using technology in CLIL, the paper presents innovative strategies for improving English language skills in non-philological disciplines, such as science, engineering, and business. Key aspects of the research include teacher preparation, curriculum design, and assessment methods. The findings suggest that the effective use of CLIL technology can motivate students and promote deeper learning by providing context-rich, real-world applications of language.

Keywords: CLIL, Technology, English Teaching, Non-philological Students, Methodological Approaches, Digital Tools, Language Learning, Content-based Instruction, Multimedia, Student Motivation.

Использование CLIL-технологий в обучении английскому языку нефилологическим студентам: методологические подходы

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Аннотация: В данной статье рассматривается интеграция технологий CLIL (Content and Language Integrated Learning – обучение через содержание и язык) в преподавание английского языка студентам нефилологических специальностей. Описаны различные методологические подходы, которые объединяют предметное содержание и изучение языка с целью повышения как академических знаний, так и языковой компетенции. Исследование подчеркивает роль цифровых инструментов, мультимедийных ресурсов и интерактивных платформ в процессе обучения. Обсуждаются проблемы и преимущества использования технологий в CLIL, а также представлены инновационные стратегии улучшения знаний английского языка у студентов нефилологических дисциплин, таких как наука, инженерия и бизнес. Основные аспекты исследования включают подготовку преподавателей, проектирование учебных программ и методы оценки. Результаты исследования показывают, что эффективное использование технологий CLIL может мотивировать студентов и способствовать более глубокому обучению через контекстно-ориентированное применение языка.

Ключевые слова: CLIL, технологии, преподавание английского языка, студенты нефилологических специальностей, методологические подходы, цифровые инструменты, изучение языка, обучение через содержание, мультимедиа, мотивация студентов.

CLIL texnologiyalaridan foydalanish: Nefilologik talabalar uchun ingliz tilini o‘qitishda metodologik yondashuvlar

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Annotatsiya: Ushbu maqola CLIL (*Content and Language Integrated Learning – Mazmun va Tilni Integratsiyalashgan O'qitish*) texnologiyalarini ingliz tilini filolog bo'lmagan talabalariga o'qitishda qo'llashni o'rganadi. Turli metodologik yondashuvlar tahlil qilinib, ular til o'rganishni akademik bilimlar bilan birlashtirib, ikkala jihatni ham yaxshilashga qaratilgan. Tadqiqot raqamli vositalar, multimedia resurslari va interaktiv platformalarning o'qitish jarayonidagi rolini ta'kidlaydi. Texnologiyalarni CLIL tizimida qo'llashning afzalliklari va qiyinchiliklari ko'rib chiqilib, ilm-fan, muhandislik va biznes kabi filologik bo'lmagan yo'nalishlardagi ingliz tili ko'nikmalarini oshirish uchun innovatsion strategiyalar taklif etiladi. Tadqiqotning asosiy yo'nalishlari o'qituvchilarni tayyorlash, o'quv dasturlarini ishlab chiqish va baholash usullarini o'z ichiga oladi. Natijalar shuni ko'rsatadiki, CLIL texnologiyalarini samarali qo'llash talabalarni motivatsiya qilish va tilni haqiqiy kontekstda o'rganishni chuqurlashtirishga yordam beradi.

Kalit so'zlar: CLIL, texnologiyalar, ingliz tilini o'qitish, filologik bo'lmagan talabalar, metodologik yondashuvlar, raqamli vositalar, tilni o'rganish, mazmunli o'qitish, multimedia, talabalarni motivatsiya qilish.

The integration of Content and Language Integrated Learning (CLIL) in language education has gained significant attention in recent years. CLIL is an innovative educational approach that combines subject content and language learning, where students learn a foreign language while simultaneously gaining knowledge in other subject areas, such as science, business, or engineering. This approach is particularly beneficial for non-philological students – those pursuing degrees in disciplines not related to language or literature—by enhancing both their subject knowledge and language proficiency. The advent of technology has further expanded the potential of CLIL by providing dynamic digital tools and interactive platforms that facilitate a more engaging and effective learning environment. This article explores the methodological approaches to using CLIL technology in teaching English to non-philological students, focusing on practical applications, benefits, challenges, and the role of digital resources in enhancing the learning experience. (Coyle, D., Hood, P., & Marsh, D. (2010)). *Theoretical Framework*. CLIL is grounded in the theory that language acquisition is most effective when it is context-driven and meaning-focused. According to (Coyle, Hood, and Marsh, 2010), CLIL is based on the premise that language learning is most effective when students are exposed to authentic content in a foreign language. This exposure facilitates deeper cognitive engagement with both language and content.

A crucial element of CLIL is the 4Cs framework, which includes Content, Communication, Cognition, and Culture. These four components work synergistically to promote both language and subject knowledge. The integration of technology into CLIL further enhances these dimensions, allowing for more interactive, personalized, and flexible learning environments (Coyle et al., 2010). *Methodological Approaches. Task-based Learning and Technology Integration*. Task-based learning (TBL) has proven to be an effective pedagogical approach within CLIL. TBL emphasizes learning through meaningful tasks that simulate real-world challenges, encouraging students to use the target language to solve problems. Technology can play a significant role in task-based CLIL by providing platforms for collaborative learning, such as online forums, video conferencing, and interactive simulations. For instance, in a non-philological classroom focused on business English, students might be asked to create a marketing plan for a new product. They could use tools like Google Docs for collaboration, Prezi for presentations, and YouTube for creating promotional videos. These tasks encourage students to use the language in real-world contexts while simultaneously engaging with content related to their field of study (Dalton-Puffer, 2008).

Blended Learning and Online Platforms.

Blended learning, which combines face-to-face instruction with online activities, is an ideal method for implementing CLIL technology. Non-philological students often have tight schedules, and blended learning provides the flexibility to engage with content both inside and outside the classroom. Platforms such as Moodle, Edmodo, and Google Classroom offer opportunities for asynchronous learning, allowing students to access materials, participate in discussions, and complete assignments on their own time. These platforms can host subject-specific content (e.g., business case studies or scientific articles) alongside language-focused activities like vocabulary exercises or listening comprehension tasks. *Gamification and Interactive Technologies.* Another effective strategy for enhancing CLIL is the use of gamification and interactive technology. Games and simulations can create a dynamic and engaging learning environment, allowing students to interact with subject content in ways that are both fun and educational. Digital platforms such as Kahoot! and Quizlet allow teachers to design quizzes and flashcards that reinforce language skills while teaching subject-specific vocabulary and concepts.

Moreover, simulations or virtual reality (VR) tools, such as Labster for science students, can immerse learners in virtual environments where they can practice English while conducting experiments or solving engineering problems. *The Role of Digital Tools and Multimedia Resources.* Technology serves as a bridge between the classroom and the real world, offering students access to authentic resources such as online lectures, podcasts, documentaries, and interactive databases. For example, non-philological students studying engineering might use online courses from platforms like Coursera or edX to enhance both their subject knowledge and language skills simultaneously. Moreover, digital tools such as speech recognition software (e.g., Grammarly, SpeechTexter) can help students improve their spoken and written English, making the learning process more personalized and adaptive to individual needs. Video resources and educational channels, such as TED Talks, also provide students with exposure to academic English in their specific fields, reinforcing their language skills while expanding their content knowledge. *Challenges in Implementing CLIL Technology.* Despite its many benefits, implementing CLIL technology in non-philological disciplines comes with challenges. One of the primary hurdles is the lack of teacher training. CLIL requires teachers to have not only proficiency in both the content area and the target language but also expertise in using technology effectively. As highlighted by Dalton-Puffer (2008), teacher preparation and professional development are critical factors in the successful implementation of CLIL programs. Additionally, non-philological students may initially struggle with the dual challenge of learning subject content in a second language, which could lead to cognitive overload. Teachers need to be mindful of students' language proficiency levels and provide scaffolding through simplified language, glossaries, and other support mechanisms. The use of CLIL technology in teaching English to non-philological students holds great promise for enhancing both language proficiency and subject-specific knowledge. Methodological approaches like task-based learning, blended learning, and gamification, supported by digital tools and multimedia resources, create rich, engaging learning environments. However, successful implementation requires adequate teacher training, thoughtful curriculum design, and ongoing support for students. By leveraging the strengths of CLIL and technology, educators can provide non-philological students with the skills and motivation needed to excel in both their academic and professional careers. *Innovative Approaches to CLIL Technology in Higher Education.* The integration of CLIL technology in higher education, especially for non-philological students, presents unique opportunities and challenges. In this section, we delve deeper into how innovative technological approaches can further improve the CLIL experience for university-level students studying disciplines such as engineering, business, and the sciences. These disciplines typically require students to master specialized vocabulary and concepts, which can be demanding when learning in a foreign language.

With the right technological tools, CLIL can help bridge this gap by facilitating subject-specific language acquisition while maintaining a focus on content mastery. **Virtual Classrooms and Collaboration Tools:** Virtual classrooms have revolutionized how CLIL is implemented, particularly in a post-pandemic era where many universities have embraced remote or hybrid learning environments. Platforms such as Zoom, Microsoft Teams, and Blackboard allow instructors to blend face-to-face instruction with online learning. For CLIL, this approach enables students to access recorded lectures, engage in real-time discussions, and collaborate on projects in their target language. Additionally, virtual collaboration tools such as Google Docs, Padlet, and Trello enable students to work together on projects across borders, promoting cross-cultural communication while practicing their language skills. For instance, a group of engineering students working on a collaborative design project can utilize Google Docs for brainstorming ideas, uploading drafts, and making revisions—all while communicating in English. By encouraging collaboration and interaction, these virtual platforms not only facilitate the acquisition of language but also foster the development of teamwork and problem-solving skills, which are critical in non-philological fields. **Mobile Learning and Apps:** With the rise of smartphones and tablets, mobile learning has become an indispensable part of CLIL, especially for non-philological students who might have limited time outside of their academic schedules. Language learning apps like Duolingo, Memrise, and Babbel are popular tools for reinforcing vocabulary and grammar in a fun, interactive way. However, mobile apps can also be tailored to subject-specific learning. For example, apps like Anki (a flashcard app) can be used to build specialized vocabulary lists in fields such as medicine or engineering, reinforcing technical terms in English. Interactive dictionaries like WordReference or Linguee can further support students by providing real-time translations and contextual usage examples of technical terms in academic or professional settings. Moreover, augmented reality (AR) apps can allow students to visualize complex engineering designs or scientific processes in 3D, making learning more interactive and contextually rich. Using AR to present content not only enhances comprehension but also enables students to interact with subject material in ways that traditional textbooks cannot (Houghton, S. M., & City, L., 2015). **Content-Specific MOOCs and Online Courses:** Massive Open Online Courses (MOOCs) have become a powerful tool for enhancing CLIL in non-philological disciplines. Platforms like Coursera, edX, and Udemy offer a wide range of courses across scientific, technological, business, and engineering fields.

These courses, often taught by leading experts in the field, are frequently delivered in English and can significantly contribute to both content knowledge and language development. For example, a business student can take a course on global marketing strategies offered by a top university. The content will not only help the student acquire advanced business knowledge but also expand their academic vocabulary and communication skills in English. Students can further participate in discussion forums, submit assignments, and engage in peer reviews, all of which provide additional opportunities for practicing English in an academic context. MOOCs provide students with the flexibility to learn at their own pace, which is especially beneficial for those who may need additional time to process complex concepts in a second language. Moreover, by completing these courses, students can gain international certifications, adding value to their degrees and enhancing their job prospects. **Assessment Methods in CLIL Technology:** Effective assessment is an integral part of any language-learning approach, and CLIL is no exception. In the traditional classroom, assessments often focus on students' ability to recall facts or memorize language rules. However, CLIL assessments need to go beyond this, reflecting both content mastery and language proficiency. **Formative Assessment Using Technology:** One of the key advantages of integrating technology into CLIL is the ability to use real-time, formative assessments to track student progress. Tools like Kahoot!, Quizizz, and Socrative allow teachers to administer quick quizzes and polls during or after lessons. These tools can provide instant feedback to both students and instructors, helping to identify

areas of difficulty and allowing for immediate intervention. Moreover, online discussion boards and collaborative platforms like Slack or Padlet can serve as spaces for formative assessment.

Teachers can assess students' ability to engage in meaningful academic discourse, both in written and spoken English, by reviewing their contributions to ongoing discussions or group projects.

Portfolio-Based Assessment: In CLIL, portfolio-based assessments are highly effective as they provide a comprehensive picture of a student's progress over time. With the help of digital tools such as Google Sites, students can compile evidence of their work, including drafts, final reports, videos, and presentations. These portfolios demonstrate not only language proficiency but also the student's ability to apply language skills in their field of study. Additionally, e-portfolios allow for reflective learning, where students can review their language development and content understanding, making it easier for both students and instructors to track improvement. This form of assessment encourages autonomy and self-regulation, helping students develop essential skills for lifelong learning. (Jablonka, M., 2012.)

Authentic Assessment in Real-World Contexts: Authentic assessments, which require students to apply their knowledge and skills in real-world scenarios, are a hallmark of CLIL teaching. In non-philological disciplines, this might involve tasks such as preparing a technical report, designing a project proposal, or conducting a scientific experiment—all in English. These tasks simulate the kinds of activities students will encounter in their professional careers, providing them with practical language skills that go beyond rote memorization. Technological tools, such as online video creation platforms (e.g., Adobe Spark or Canva), can facilitate the creation of multimedia reports, presentations, or video blogs that simulate real-world professional communication. These assessments allow students to demonstrate both language proficiency and content mastery in a dynamic and authentic context.

The Future of CLIL Technology Integration. The use of CLIL technology in teaching English to non-philological students is an innovative and transformative approach that can help bridge the gap between language acquisition and specialized content knowledge. By integrating task-based learning, virtual collaboration tools, mobile apps, MOOCs, and effective assessment methods, CLIL can create an engaging and effective learning environment for students pursuing degrees in non-philological fields. As educational institutions continue to embrace technology, the future of CLIL is promising. The evolution of artificial intelligence, adaptive learning systems, and more immersive technologies such as virtual reality (VR) and augmented reality (AR) will further enrich CLIL pedagogies, offering students more opportunities to practice language in meaningful and real-world contexts. However, it is essential that teachers receive proper training and support to effectively harness the potential of these technologies. Ultimately, CLIL technology provides a powerful way to equip non-philological students with both the language skills and subject-specific knowledge they need to succeed in a globalized world, fostering greater cross-disciplinary and international communication and collaboration (Jablonka, 2012).

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