

Integrating Task-Based Learning, CLIL, and CBLT: A Comprehensive Framework for Effective Language Education

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Annotation. *This article explores the integration of three prominent methodologies in language education: Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and Competency-Based Language Teaching (CBLT). By examining their theoretical foundations, practical applications, and the article provides a comprehensive framework for educators to enhance language instruction. The Collins COBUILD English Course (CCEC) is used as a case study to illustrate how TBL and CLIL can be effectively combined. The article also discusses the role of these methodologies in primary, secondary, higher education, and vocational training, offering recommendations for educators to overcome challenges and maximize the benefits of integrating TBL, CLIL, and CBLT in diverse educational settings.*

Key Words: *Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), Competency-Based Language Teaching (CBLT), Lexical Syllabus, Authentic Language Use*

Интеграция Task-Based Learning, CLIL и CBLT: Комплексная структура для эффективного языкового образования

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Аннотация. *В данной статье исследуется интеграция трех ведущих методик в обучении языкам: обучение на основе задач (Task-Based Learning, TBL), предметно-языковое интегрированное обучение (Content and Language Integrated Learning, CLIL) и обучение на основе компетенций (Competency-Based Language Teaching, CBLT). Изучая их теоретические основы, практическое применение и синергию, статья предоставляет всеобъемлющую структуру для преподавателей, направленную на улучшение языкового обучения. Курс Collins COBUILD English Course (CCEC) используется как пример для иллюстрации эффективного сочетания TBL и CLIL. В статье также обсуждается роль этих методик в начальном, среднем, высшем образовании и профессиональной подготовке, предлагая рекомендации для преподавателей по преодолению трудностей и максимальному использованию преимуществ интеграции TBL, CLIL и CBLT в различных образовательных контекстах.*

Ключевые слова: *Обучение на основе задач (TBL), предметно-языковое интегрированное обучение (CLIL), обучение на основе компетенций (CBLT), лексический syllabus, аутентичное использование языка.*

Task-Based Learning, CLIL va CBLTni integratsiyalash: Samarali til ta'limi uchun keng qamrovli tizim

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Annotatsiya. Ushbu maqolada til ta'limida qo'llaniladigan uchta yetakchi metodologiyaning integratsiyasi tadqiq qilinadi: vazifa asosidagi ta'lim (Task-Based Learning, TBL), mazmun va tilni integratsiyalashgan ta'lim (Content and Language Integrated Learning, CLIL) va kompetensiyalar asosidagi til ta'limi (Competency-Based Language Teaching, CBLT). Ularning nazariy asoslari, amaliy qo'llanilishi va sinergiyasini o'rganish orqali maqola, til ta'limini yaxshilash uchun o'qituvchilar uchun keng qamrovli tizimni taqdim etadi. Collins COBUILD English Course (CCEC) kursi TBL va CLIL metodologiyalarini qanday qilib samarali birlashtirishni ko'rsatish uchun misol sifatida ishlatilgan. Maqolada, shuningdek, ushbu metodologiyalarning boshlang'ich, o'rta, oliy ta'lim va kasbiy tayyorgarlikdagi roli muhokama qilinadi va TBL, CLIL va CBLTni turli ta'lim kontekstlarida integratsiyalashning afzalliklarini maksimal darajada oshirish va qiyinchiliklarni engish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: Vazifa asosidagi ta'lim (TBL), mazmun va tilni integratsiyalashgan ta'lim (CLIL), kompetensiyalar asosidagi til ta'limi (CBLT), leksik dastur, haqiqiy til qo'llanilishi

In the ever-evolving landscape of language education, three methodologies have emerged as particularly effective in fostering both linguistic proficiency and content knowledge: Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and Competency-Based Language Teaching (CBLT). While TBL focuses on the use of language as a tool for completing meaningful tasks, CLIL emphasizes the simultaneous learning of content and language, and CBLT focuses on the development of specific competencies needed for real-world communication. This article explores the synergies between these approaches, drawing on the works of Jane and Dave Willis, the Collins COBUILD English Course (CCEC), and contemporary CLIL and CBLT practices. By examining the theoretical underpinnings, practical applications, and potential challenges of integrating TBL, CLIL, and CBLT, this article aims to provide educators with a comprehensive framework for enhancing language instruction.

Task-Based Learning, as conceptualized by Jane and Dave Willis in the late 1980s, is grounded in the idea that language learning is most effective when learners engage in meaningful, goal-oriented tasks. The Willis TBL framework comprises six key components: pre-task, task cycle (task, plan, report), and language focus (analysis, practice). This framework emerged from their extensive teaching experience and the Communicational Teaching Project (Bangalore Project 1979-1982). The Willis TBL methodology emphasizes:

- Supporting general language development rather than teaching discrete language items.
- Recognizing that learners are engaged in building a meaning system.
- Providing opportunities for learners to improvise with the language they already have.
- Incentivizing learners to refine their language to meet different communicative demands.
- Encouraging learners to think carefully about how language is structured and used.
- Exposing learners to spoken and written texts to explore language independently.

The Willis TBL framework was revolutionary at the time because it moved away from the traditional PPP (Present, Practice, Produce) model, which focused on rote memorization and habit formation. Instead, TBL encouraged learners to use language creatively and communicatively, which aligns with modern theories of Second Language Acquisition (SLA).

Content and Language Integrated Learning CLIL, on the other hand, is an innovative methodology that focuses on the simultaneous learning of content and language. According to Marsh

(1994), CLIL involves using a foreign or second language as a medium of instruction for subjects such as Math, Science, or Art. Key features of CLIL include:

- Grade-appropriate levels of academic achievement in subjects taught through the CLIL language.
- Grade-appropriate functional proficiency in listening, speaking, reading, and writing in the CLIL language.
- Age-appropriate levels of first language competence.
- An understanding and appreciation of the cultures associated with the CLIL language and the student's first language.
- The cognitive and social skills required for success in an ever-changing world.

CLIL is often described as a dual-focused approach, where both content and language are given equal importance. This approach is particularly effective in bilingual or multilingual educational settings, where students are expected to achieve proficiency in both their native language and a second language.

Competency-Based Language Teaching (CBLT) is a methodology that focuses on the development of specific competencies needed for real-world communication. Unlike TBL and CLIL, which emphasize the use of language in meaningful tasks or the integration of language and content, CBLT is more focused on the practical application of language skills in specific contexts. CBLT is often used in vocational and professional settings, where learners need to acquire specific language skills for their jobs.

Key features of CBLT include – focusing on real-world tasks: CBLT emphasizes the development of language skills that are directly applicable to real-world situations, such as giving presentations, writing reports, or participating in meetings.

- Task-based assessment: CBLT uses task-based assessments to evaluate learners' ability to perform specific tasks in the target language.
- Learner-centered approach: CBLT is highly learner-centered, with a focus on the individual needs and goals of each learner.
- Modular curriculum: CBLT often uses a modular curriculum, where learners can progress at their own pace and focus on the competencies that are most relevant to their needs.

The integration of TBL, CLIL, and CBLT offers a powerful combination for language education. All three methodologies emphasize the importance of meaningful communication, learner-centered instruction, and the practical application of language skills. However, each approach has its own unique focus and strengths, which can complement each other when integrated effectively.

For example, in a CLIL science class, students might be tasked with designing an experiment, conducting it, and presenting their findings. This task would require them to use scientific terminology and concepts while also practicing their language skills. The TBL framework ensures that the task is meaningful and goal-oriented, while the CLIL approach ensures that both content and language are integrated seamlessly. Additionally, the CBLT approach could be used to assess students' ability to perform specific tasks, such as presenting their findings in a professional setting.

The Collins COBUILD English Course (CCEC), developed by Jane and Dave Willis in the late 1980s, serves as an exemplary model of how TBL and CLIL can be integrated. The CCEC introduced two significant innovations to English Language Teaching (ELT): a task-based learning methodology and a lexical syllabus. The course was part of the COBUILD (Collins-Birmingham University International Language Database) project, which utilized a 20 million-word digital corpus of contemporary English text.

1. Task-Based Learning Methodology: The CCEC employs the Willis TBL framework, which includes pre-task, task cycle, and language focus stages. This approach ensures that learners engage in meaningful tasks that require the use of language for communication. For example, in one task, students are asked to discuss different ways of saying numbers based on their context of use (e.g.,

telephone numbers, dates, or car numbers). This task not only reinforces language skills but also encourages critical thinking and problem-solving.

2. **Lexical Syllabus:** The CCEC's lexical syllabus is based on the frequency of words in the English language. The course is divided into three levels, each focusing on the most frequent words and their common patterns and uses. For example, Level 1 focuses on the 700 most frequent words, Level 2 adds the next 800 words, and Level 3 introduces an additional 1,000 words, resulting in a total vocabulary of 2,500 words across all three levels.

3. **Pedagogical Corpus:** The CCEC uses a pedagogical corpus, a mini-corpus of carefully selected authentic texts, to provide learners with rich input and opportunities for language exploration. For example, students are exposed to unscripted recordings of native speakers, which include natural discourse markers, hesitations, and false starts. This exposure helps learners develop a more authentic understanding of how language is used in real-life situations.

4. **Language Focus:** The CCEC emphasizes the importance of language analysis and practice, encouraging learners to think about how language is structured and used. For example, after completing a task, students engage in consciousness-raising activities, where they analyze the language used in the task and practice new vocabulary and grammar structures.

5. **Authentic Texts:** The course uses unscripted recordings of native speakers, providing learners with exposure to authentic language use. For example, in one task, students listen to two native speakers discussing the same numbers they have just worked on. This provides learners with a model of natural, spontaneous language use.

6. **High Surrender Value:** The CCEC is designed to offer quick returns on the time invested, ensuring that learners can achieve meaningful language proficiency in a relatively short period. For example, the course introduces high-frequency words and phrases early on, ensuring that learners can start using them in real-life situations almost immediately.

Practical Applications of TBL, CLIL, and CBLT

Task-Based Learning can be effectively integrated into CLIL classrooms by following a structured approach. The TBL framework, as outlined by Willis, can be adapted to CLIL contexts by focusing on tasks that require the use of both language and content knowledge. For example, in a CLIL science class, students might be tasked with designing an experiment, conducting it, and presenting their findings. This task would require them to use scientific terminology and concepts while also practicing their language skills.

Another example is a CLIL history class, where students might be tasked with researching a historical event, creating a timeline, and presenting their findings to the class. This task would require them to use historical terminology and concepts while also practicing their language skills. (Thomas, J. W. 2000)

Another effective strategy for integrating TBL and CLIL is Project-Based Learning (PBL). PBL involves students working on long-term projects that require them to investigate real-world problems and create tangible outcomes. In a CLIL context, PBL can be used to combine language learning with content knowledge. For example, students might work on a project to design a sustainable city, requiring them to use language skills to research, plan, and present their ideas.

Another example is a CLIL geography class, where students might be tasked with creating a map of a fictional country, including details about its climate, population, and economy. This task would require them to use geographical terminology and concepts while also practicing their language skills.

Competency-Based Language Teaching (CBLT) in Vocational Settings. CBLT is particularly effective in vocational and professional settings, where learners need to acquire specific language skills for their jobs. For example, in a CBLT business English class, students might be tasked with writing a business report, giving a presentation, or participating in a meeting. These tasks would

require them to use business terminology and concepts while also practicing their language skills. (Richards, J. C., & Rodgers, T. S. 2001)

Another example is a CBLT healthcare class, where students might be tasked with conducting a patient interview, writing a medical report, or explaining a treatment plan. These tasks would require them to use medical terminology and concepts while also practicing their language skills.

Several teaching strategies and techniques can enhance the integration of TBL, CLIL, and CBLT:

1. **Direct Instruction:** Providing clear explanations and demonstrations of key concepts and language structures. For example, in a CLIL math class, the teacher might explain how to solve a quadratic equation while also teaching the relevant mathematical terminology in the target language.

2. **Note-Taking and Study Skills:** Teaching students how to take effective notes and organize their learning. For example, in a CLIL biology class, students might be taught how to take notes on the structure of a cell while also learning the relevant biological terminology in the target language.

3. **Spaced Practice:** Distributing practice over time to enhance retention. For example, in a CLIL chemistry class, students might be given regular quizzes on chemical elements and their properties, spaced out over several weeks.

4. **Feedback:** Providing timely and constructive feedback to help students improve. For example, in a CLIL literature class, the teacher might provide feedback on a student's essay, focusing on both the content and the language used.

5. **Metacognitive Skills:** Teaching students to reflect on their learning processes and strategies. For example, in a CLIL physics class, students might be asked to reflect on how they solved a particular problem and what strategies they used.

6. **Problem-Solving Skills:** Encouraging students to use critical thinking and problem-solving skills in their tasks. For example, in a CLIL engineering class, students might be tasked with designing a bridge that can withstand a certain amount of weight, requiring them to use both engineering and language skills.

7. **Reciprocal Teaching:** Having students teach each other to reinforce their understanding. For example, in a CLIL art class, students might be asked to explain a particular art technique to their peers, using the target language.

8. **Mastery Learning:** Ensuring that students achieve a high level of proficiency before moving on to new material. For example, in a CLIL music class, students might be required to master a particular piece of music before moving on to the next one.

9. **Concept Mapping:** Using visual tools to help students organize and connect ideas. For example, in a CLIL history class, students might create a concept map to show the causes and effects of a particular historical event.

10. **Worked Examples:** Providing examples of completed tasks to guide students. For example, in a CLIL economics class, the teacher might provide a worked example of how to calculate GDP, using the target language.

While the integration of TBL, CLIL, and CBLT offers many benefits, there are also challenges to consider. One of the main challenges is the need for teachers to be proficient in both the target language and the content area. Additionally, designing tasks that effectively integrate language and content can be complex and time-consuming. Teachers must also be prepared to provide the necessary scaffolding and support to help students succeed.

Another challenge is the assessment of both content and language. Traditional assessment methods may not be sufficient to evaluate the dual-focused nature of CLIL. Teachers may need to develop new assessment tools that can effectively measure both content knowledge and language proficiency.

1. **Professional Development:** Teachers should seek professional development opportunities to improve their proficiency in both the target language and the content area. Workshops, online courses, and peer collaboration can be valuable resources.

2. **Collaborative Planning:** Teachers should collaborate with colleagues to design tasks that effectively integrate language and content. This can help ensure that tasks are meaningful, relevant, and aligned with learning objectives.

3. **Scaffolding and Support:** Teachers should provide scaffolding and support to help students succeed in TBL, CLIL, and CBLT tasks. This can include providing clear instructions, modeling tasks, and offering feedback.

4. **Authentic Materials:** Teachers should use authentic materials, such as unscripted recordings, real-world texts, and multimedia resources, to provide students with exposure to authentic language use.

5. **Assessment Tools:** Teachers should develop assessment tools that can effectively measure both content knowledge and language proficiency. This can include rubrics, portfolios, and performance-based assessments.

TBL, CLIL, and CBLT in Primary and Secondary Education. In primary and secondary education, TBL, CLIL, and CBLT can play a crucial role in fostering both linguistic proficiency and content knowledge. For example, in a primary school CLIL science class, students might be tasked with designing a simple experiment, conducting it, and presenting their findings. This task would require them to use scientific terminology and concepts while also practicing their language skills.

In a secondary school CLIL history class, students might be tasked with researching a historical event, creating a timeline, and presenting their findings to the class. This task would require them to use historical terminology and concepts while also practicing their language skills.

In higher education, TBL, CLIL, and CBLT can be used to prepare students for professional and vocational settings. For example, in a university-level CBLT business English class, students might be tasked with writing a business report, giving a presentation, or participating in a meeting. These tasks would require them to use business terminology and concepts while also practicing their language skills.

In a university-level CLIL engineering class, students might be tasked with designing a bridge, conducting a structural analysis, and presenting their findings. This task would require them to use engineering terminology and concepts while also practicing their language skills.

In vocational and professional training, CBLT is particularly effective in preparing learners for specific job-related tasks. For example, in a CBLT healthcare class, students might be tasked with conducting a patient interview, writing a medical report, or explaining a treatment plan. These tasks would require them to use medical terminology and concepts while also practicing their language skills.

In a CBLT hospitality class, students might be tasked with taking a hotel reservation, handling a customer complaint, or explaining a menu. These tasks would require them to use hospitality terminology and concepts while also practicing their language skills.

The integration of Task-Based Learning, Content and Language Integrated Learning, and Competency-Based Language Teaching offers a powerful approach to language education. By combining the strengths of these methodologies, educators can create engaging and effective learning experiences that foster both linguistic proficiency and content knowledge. The Collins COBUILD English Course serves as an exemplary model of how TBL and CLIL can be integrated, providing valuable insights and practical strategies for educators. As language education continues to evolve, the integration of TBL, CLIL, and CBLT will undoubtedly play a crucial role in shaping the future of language instruction.

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