



## Integrated Teaching of Content and English Language Using CLIL Method While Learning

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### Abstract

One of the most popular and successful methods of integrated learning is the CLIL (content and language integrated learning) approach, which is utilized all around the world. The definition of this phrase, which was first used by Marsh, is the arrangement of the educational process so that subjects or their components are taught in the English language, with the dual objective of teaching language and content simultaneously. The theoretical and practical significance of using CLIL technology in today's educational setting, as well as its relevance to the emerging concerns of our day, account for the research's relevance. One special tool that enables students to put their knowledge and abilities into practice from an early stage of learning an English language is the active introduction of new educational technology, like CLIL. In fact, teaching English through interdisciplinary connections caters to students' interests and gives them the opportunity to consider their unique traits and preferences. This fosters the best environment for language use as a communication tool and lays the groundwork for the child's future professional self-determination.

**Keywords:** Content and Language Integrated Learning (CLIL); English Language; Teaching.

### 1. Introduction

In today's world, socialization in the interethnic and intercultural sphere is prioritized and heavily reliant on English language competency. As professional opportunities and competencies increase, so do the relevance of new instructional approaches. In Russia, the use of CLIL (Content and Language Integrated Learning) technology is becoming more widespread in both general education settings and postsecondary education. The originator of the CLIL technologies concept was (Marsh, 2002). When disciplines were taught in English, either whole or in part, such educational scenarios were initially inferred by the use of CLIL technology in English language instruction. Marsh offered a fresh perspective on this concept a little later in 2001, stating that the purpose of CLIL was to study English as a tool for studying other disciplines. Many nations employ CLIL technology, which is focused on practical application. Learning with CLIL technology has several advantages, such as improving language proficiency, fostering interdisciplinary connections, and preparing students to learn and apply new information. Many academics have acknowledged the necessity to "move from monolingual education systems into bilingual ones, or from bilingual systems into multilingual ones," acknowledging that this has enormous educational potential (Ostroumova et al., 2014).

As it is impossible to master English as a medium of intercultural communication without knowledge of the sociolinguistic and sociocultural characteristics of the target language country, CLIL not only improves the quality of education but also fosters cultural exchange in the age of globalization (Rakhimova & Mukhamadiarova, 2020). According to study conducted by Western educators, children participating in CLIL programs as well as English language teachers have shown increased motivation (Doiz & Lasagabaster, 2017). The study's hypothesis is that subject-language integrated learning greatly boosts and supports preschoolers' and students' motivation to acquire the language and gain a deeper understanding of the subject. The use of subject-language integrated learning based on CLIL technology, the creation of fresh strategies for multilingual education in the field, and the enhancement of professional English language

proficiency in natural science and humanities subjects to prepare teachers for multilingual educational complexes in the Republic of Tatarstan constitute the academic novelty of the research.

## 2. Literature Review

Our analysis of the CBI literature is guided by two theories: the cognitive load theory and the input hypothesis. According to Krashen's (1985) input hypothesis, language learning can only take place if the input does not surpass the learner's acquired language level, which is  $i+1$  level higher. According to Krashen (1985), this kind of input ought to be understandable and authentic, which means it shouldn't be too simple or too hard for the students. The premise of Krashen's input hypothesis may be useful in comprehending CBI, despite criticism that it is imprecise, overly ambitious, and even harmful due to its concentration on simplified speech (Liu, 2015). In order to apply Krashen's research to CBI scenarios, Zhao and Dixon (2017) propose that the term " $i+1$ " should apply to both language and content, meaning that the latter should not surpass students' subject knowledge plus one level higher.

When seen in this light, effective CBI may be predicated on the idea that language needs to be both noticeable and understandable in terms of substance. According to cognitive load theory (Sweller, 1988), learners who find their attention divided between several sources of information linked to a learning objective may find their cognitive resources overloaded during learning activities. CBI may generate cognitive overload and divert students' focus from learning objectives (Piesche, Jonkmann, Fiege, & Keßler, 2016). Students may discover that their attention is divided between attempting to understand language and the subject when language and material are introduced at the same time. According to cognitive load theory, students must possess both the necessary previous knowledge in the subject matter and a sufficient level of language proficiency in order to succeed in CBI and have their cognitive resources directed toward the class's learning aim.

## 3. Methodology

The following techniques were used during the study process: scientific observation, analysis of scientific and methodological literature on the research subject, and a continuous sampling technique that enables the selection of precise instances to show linguistic phenomena. Previous research examining the benefits of using CLIL technologies in language instruction provides the theoretical foundation for this study (Xanthou 2011; Dalton-Puffer, 2007).

## 4. Results

In a novel approach to language immersion, pupils at the multilingual educational complexes "Adymnar - Kazan" are taught certain courses in English rather than their native Russian or Tatar. Shaimiev, the State Councilor of the Republic of Tatarstan, is an advocate of this radical notion. This classroom immersion's fundamental tenet is that learning a second language is possible when it serves as "the vehicle of instruction and new knowledge" (Richards & Thornbury, 2017). There are components of all four language skills in a typical CLIL session. A teacher's job is to create the special environment of a content-driven session with the goal of teaching the language and the subject at the same time. Academics generally agree that learning subjects in the English language at school is nothing new. For example, in Western Europe, this is typical procedure. Furthermore, many Muslim nations still use classical Arabic as their primary language of instruction in today's world. One distinguishing feature of the "Adymnar-Kazan" content-based classroom is that the curriculum is structured according to content rather than language. The subjects included in the school curriculum, such as biology, geography, mathematics, art, etc., will usually make up the content. English is used as the target language for instruction in these disciplines. As teaching CLIL, effective teachers should grade their language in the classroom to improve comprehensibility and use the learners' native tongue as necessary. Additionally, they employ a variety of media (language and pictures) to aid students in comprehending the materials they read. By carefully crafting questions that provide students a deep understanding of the subject matter and force them to apply these concepts in real-world scenarios, teachers hope to engage their students in a variety of interactions. They evaluate students' comprehension of the material and offer ongoing feedback on their work.

One powerful, engaging, and inspiring way to teach kids is through subject-integrated learning. Methodical instruction using CLIL technology allows for children's holistic development and the advancement of nearly flawless English proficiency. In several Western nations (Finland, Sweden, Estonia, Spain, etc.), CLIL technology has been actively included into the educational process since elementary school. But these kinds of incidents are rare and not

systematic in Russia. We firmly believe that preschoolers may receive an organized, integrated, subject-language education on the grounds of our country. First, it is suggested that extra or circle courses be added to the top multilingual kindergartens in our country (e.g., a trial program might be organized in the "Bala City" network of kindergartens). We also believe that it is feasible to implement CLIL programs for children in grades 1–11 who are studying the English language in-depth in areas including labor, social studies, literature (works by English writers), fine arts, mathematics, physics, and chemistry.

## **5. Discussion**

The goal of using CLIL technologies into English language instruction is to raise instructors' professional competency by acquainting them with cutting-edge, efficient technologies that enhance students' educational experiences. The pressing issue of English language instruction is resolved by placing a stronger emphasis on topic matter expertise, such as geography, science, or art. The use of communicative language instruction and other activities that enhance education in general is made feasible by CLIL technology. The postulated hypothesis was validated by the outcomes of the investigations carried out. A screening was done, and the results indicated that the kids' English language learning was progressing noticeably. The progress in the child's outlook, speech, and thinking, as well as the increased interest and desire to learn English, were noted by the parents of the children who took CLIL classes during the pedagogical conversation. Another observation made by the parents confirmed the effectiveness of the teaching method: "the respond of the students was also taken into account, which is one of the most essential parts on the process of successful teaching" (Varlamova et al., 2017).

Effective English instruction is achieved through the use of CLIL technology, which helps students learn about their own world and the culture of the nation they are studying. It also helps children develop their personal and communicative skills, increases their erudition, and gradually gets them ready for school by recognizing that "the recipient has sufficient cognitive and linguistic abilities" (Solnyshkina et al., 2020). A methodological handbook for students is being prepared within the research framework with the aim of forming the knowledge and abilities required to translate texts in natural science. The handbook contains texts, an exercise program for honing practical translation skills, mastering the grammatical conventions of texts in the scientific sciences, and a glossary of words associated with the subject matter being studied.

## **6. Conclusion**

Thus, teaching a non-linguistic subject "through the medium" of the English language is covered by the integrated subject-language approach. CLIL is a method of teaching academic subjects both "through the subject itself" (teaching English language via content) and "through an English language" (teaching content through English language). The dual nature of language learning and subject matter is assumed by CLIL. As a result, the material serves as a resource for learning the language, and the language is used to learn the content. With the growth of cultural, tourism, and economic links across nations and continents, there is a rising demand to learn English (Musina, 2022). The fact that CLIL is an integrated method of teaching both subjects and the English language is one of its distinguishing features. In addition to the discipline being taught in English, an environment where students can converse in the language is also established.

In order to establish the right environment for learning, teachers in the classroom make use of current, realistic materials that promote greater knowledge and understanding of real life. In addition to teaching language, teachers often employ didactic approaches for teaching subjects other than language. Students get the chance to learn one or more academic subjects in the English language while utilizing the CLIL technology. However, it is not a prerequisite for students to begin studying specialized subjects if they cannot communicate in professional English. In addition to studying the unique subject, they also study the language. The development of English-language professional communicative ability in students becomes an efficient and focused part of the educational process once the interdisciplinary approach to language teaching is implemented.

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