

INTEGRATED METHODS IN MODERN LANGUAGE TEACHING

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Abstract: *This article is dedicated to the investigation of how modern language teaching approaches depart from conventional methods and embrace integrated methodologies to address the diverse needs of learners in today's globalized world. In order to achieve a high level of proficiency in outlandish dialect learners need to have a fundamental language training. Our second president Shavkat Miromonovich Mirziyoyev claimed that "It is time to create a new system of teaching foreign languages" [1]. By intertwining language acquisition with authentic contexts, meaningful tasks, and technological tools, educators aim to cultivate not only linguistic competence but also critical thinking, communication skills, and cultural awareness among learners.*

Key words: *Content and Language Integrated Learning (CLIL), foreign language, integrated language teaching, language learning, subject, skills, method, language proficiency, content.*

In the ever-evolving landscape of language education, the quest for effective teaching methodologies has become increasingly paramount. With globalization facilitating cross-cultural interactions and technological advancements reshaping communication paradigms, the demand for language proficiency has surged. In response, educators are compelled to explore innovative approaches that not only cultivate linguistic competence but also foster holistic language acquisition. "Integrated language teaching is a term used to refer to teaching a foreign language through a content-based subject. That way language is integrated into the natural context and taught through real life situations in order to motivate students to acquire language for the sake of communication. Therefore, integrated language teaching gives preference to

natural language acquisition rather than forced language learning” [2]. Integrated language teaching presents a dynamic approach to language education, merging linguistic instruction with content-based subjects. By embedding language learning within authentic contexts, students engage with the language organically, fostering a deeper understanding and appreciation for its usage in real-life situations. This approach prioritizes natural language acquisition over rote memorization or rigid instruction methods, emphasizing communication as the primary goal. By connecting language with meaningful content, integrated language teaching not only motivates students but also cultivates a more holistic and effective language learning experience. This method in language teaching represents a departure from traditional approaches, such as the Grammar-Translation Method and the Audio-Lingual Method, which often focus on rote memorization and grammar drills. These traditional methods tend to prioritize written language skills over oral communication and lack meaningful engagement with real-life language use. In contrast, integrated methods, like Content and Language Integrated Learning (CLIL) and Task-Based Language Teaching (TBLT), bridge the gap between language learning and authentic communication by embedding language instruction within meaningful contexts and tasks. By integrating language learning with subject content or real-life tasks, educators create opportunities for learners to develop language skills in a purposeful and meaningful manner. This shift towards integrated methods reflects a broader recognition of the importance of communicative competence and real-world language proficiency in today’s globalized society.

“Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject” [3]. CLIL is a modern and effective educational approach that offers many benefits to students. By combining language learning with the study of other subjects like physics or

geography, CLIL not only makes learning languages easier but also helps students understand and remember the material they're studying. This method lets students develop language skills in a meaningful way, making learning more interesting and relevant to their interests and future goals. Additionally, CLIL encourages students to think critically and solve problems as they learn both language and subject matter together. Overall, CLIL is a flexible and enriching way of learning that prepares students for success in a world that's increasingly connected and multilingual. However, CLIL requires for the subject matter to be new and challenging for students: "...this approach is used to teach students about a new subject in a language foreign to them. Through CLIL, students not only learn a second language but also learn about a topic totally new to them, for example drawing or climate change. If students are familiar with the subject then the approach is not CLIL. Therefore, the success of this approach relies on the integration of the new language and the new learning content" [4] says Sanako about the usage of this method. CLIL is a really innovative way of teaching that combines learning a new language with exploring different subjects. It is all about diving into topics that students have not come across before, like drawing or climate change, while also picking up a second language. The key thing here is that if students already know about the subject, then it is not really CLIL anymore. So, the success of CLIL depends a lot on how well the new language and the new subject are brought together. Interesting point about CLIL is that it can cover a wide range of subjects, from painting to physics to practical life skills. This means students get to broaden their knowledge and skills in lots of areas. Moreover, by tackling subjects that are fresh and challenging, CLIL helps students think critically and solve problems, which are super important skills for the future.

The CLIL method has become increasingly favored in language education due to its multitude of advantages for both language students and teachers.

Below are some of the main advantages of incorporating CLIL lessons into language instruction:

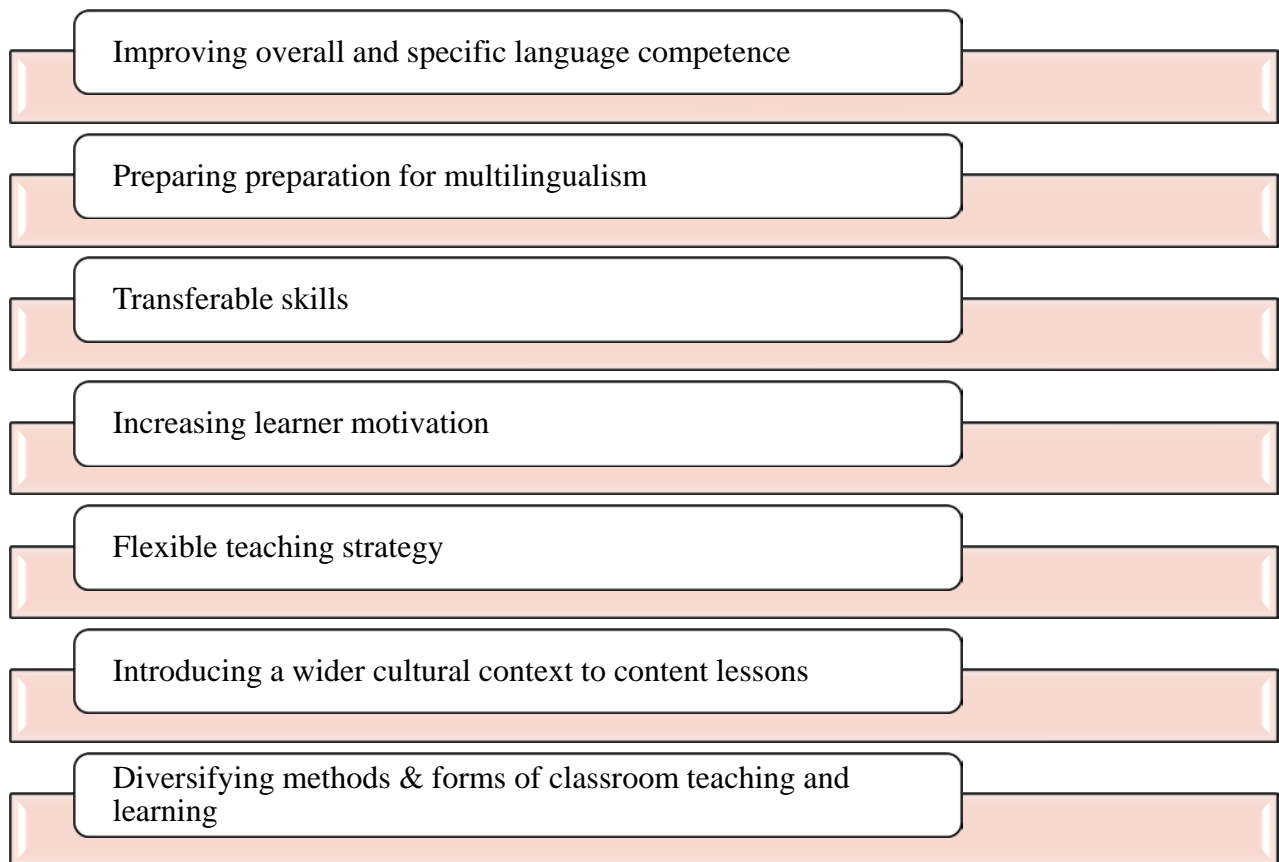


Figure 1.1. Main advantages of incorporating CLIL lessons into lessons

CLIL offers students a unique opportunity to learn a second language within the context of meaningful subject matter. By integrating language instruction with other subjects, such as science or history, students not only acquire knowledge but also develop their language skills in a way that traditional methods may not achieve. This approach can enhance language proficiency more effectively. Learning subjects in a foreign language can serve as a powerful motivator for students, as they see a practical purpose for acquiring new language skills. This motivation often sparks a genuine interest in both the language and the content being taught. Moreover, CLIL lessons frequently incorporate cultural elements relevant to the target language, providing students with insights into the customs, traditions, and perspectives of native speakers. Collaboration between language and subject teachers is a key aspect of CLIL,

fostering a cooperative educational environment and promoting professional growth for educators. Implementing CLIL often requires language teachers to expand their skills and knowledge, leading to continuous professional development opportunities. Additionally, CLIL is adaptable to various educational levels, from primary schools to universities, and can be tailored to suit different languages and subject areas.

The implementation of CLIL not only enriches student learning experiences but also offers significant benefits for teachers, propelling their professional growth and effectiveness in the classroom. “Teachers can also benefit from incorporating subject content into their language lessons. Some language teachers feel hesitant to bring in other subjects, especially if they lack confidence in their ability to teach those subjects. However, incorporating content into language lessons doesn’t require teachers to be experts in the subject matter, as they are teaching the *language* of geography, science, or other subjects. Bringing in content can make lessons more engaging and enjoyable, adding variety to lesson planning and delivery. It can also help to reinvigorate students’ learning experience and provide a fresh perspective. By creating a dynamic and integrated classroom experience, both teachers and students can benefit from a more stimulating and rewarding learning environment” [5]. Teachers find numerous benefits in Content and Language Integrated Learning (CLIL) due to its capacity to serve as a platform for ongoing professional development by integrating language teaching methodologies with subject-specific expertise. Collaborative planning among educators is actively encouraged in CLIL contexts, facilitating effective resource sharing and comprehensive lesson preparation. CLIL serves to stimulate teachers’ creativity, compelling them to explore innovative teaching strategies and intricate lesson designs. “Teachers involved in CLIL recognize the need to change established habits which might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognize that the CLIL

context means that it is not only the teacher's linguistic competence, which is of importance, but also that of the learners. This leads directly to the notion of methodological shift. The main characteristic of this shift lies in the movement from teacher-centered to learner-centered methods" [6].

However, content and integrated language teaching presents multifaceted challenges that require careful consideration and strategic planning. Learners may feel perplexed by the unfamiliarity of the target language, as they must balance understanding the subject matter with applying their skills in the foreign language. Sanako explains that through assignments, group work, and classroom discussions, students gradually acclimate to a routine, making nothing feel abnormal or overly challenging. To effectively prepare materials and teach, teachers must deepen their understanding of the subject matter. This often demands a significant time commitment, particularly if suitable learning resources are not readily available. Additionally, classes should be structured to ensure students grasp both the subject matter and the foreign language used for instruction. Teachers should be attuned to each student's abilities and challenges, tailoring learning activities accordingly. Concept checking questions are invaluable tools for teachers employing the CLIL approach [7].

Implementing Content and Language Integrated Learning (CLIL) presents teachers with various challenges. They must possess dual expertise in both the subject matter and the target language, demanding a deep understanding of content and language pedagogy. This often requires additional preparation time, as teachers meticulously plan lessons that integrate content and language objectives. Professional development becomes crucial to equip teachers with the necessary skills for CLIL implementation, including language immersion courses and instructional strategies.

Assessing student understanding poses a complex task, as teachers must design assessments that measure both content comprehension and language proficiency. Managing diverse language levels within the classroom and finding

suitable resources further add to the workload. Additionally, resistance to change among teachers accustomed to traditional instruction methods can hinder the adoption of CLIL. Despite these challenges, with adequate support and training, teachers can navigate the complexities of CLIL instruction and create rewarding learning experiences for their students. “An element that can contribute to successful learning of both language and content is the development of learning strategies, such as inferring meaning from context, using images and visual prompts to aid understanding and memory, etc.” [8]. Leticia Moraes explains about balancing the focus on language and content in her article.

In conclusion, integrated methods in modern language teaching, such as CLIL, coupled with the strategic integration of technology and a focus on receptive and productive skills, offer promising avenues for enhancing language learning experiences. By embracing innovative approaches, addressing challenges, and leveraging available resources, educators can empower students to become proficient communicators in their target language, equipped to thrive in an increasingly interconnected and multilingual world.

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