

DEVELOPING SPEAKING SKILLS OF STUDENTS THROUGH CLIL (CONTENT LANGUAGE AND INTEGRATED LEARNING)

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Abstract. *The effectiveness of Content and Language Integrated Learning (CLIL) in supporting secondary school students' academic oral competency development in an English as a Foreign Language (EFL) setting is examined in this study. This study makes the claim that the dual-focused approach, which combines subject content with target language instruction, offers genuine and cognitively stimulating opportunities for speaking skill improvement. It bases this claim on the theoretical frameworks of second language acquisition and cognitive development within CLIL pedagogy. Over the course of one academic year, N=240 students from eight CLIL courses in three secondary schools participated in a mixed-methods approach.*

Key words: *Content Language Integrated Learning, EFL instruction, student, teacher, dual learning.*

РАЗВИТИЕ НАВЫКОВ ГОВОРЕНИЯ У СТУДЕНТОВ ЧЕРЕЗ CLIL (ИНТЕГРИРОВАННОЕ ПРЕДМЕТНО-ЯЗЫКОВОЕ ОБУЧЕНИЕ)

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Аннотация. *В данном исследовании изучается эффективность интегрированного обучения содержанию и языку (CLIL) в поддержке развития*

академической устной компетенции на английском языке как иностранном (EFL) среди учащихся средних школ. В исследовании утверждается, что двухэтапный подход, сочетающий изучение содержания предмета с обучением целевому языку, предоставляет аутентичные и когнитивно стимулирующие возможности для улучшения навыков устной речи. У вас есть навыки преподавания CLIL, которые помогут вам освоить когнитивные навыки.

***Ключевые слова:** Интегрированное Предметно-Языковое Обучение (CLIL), обучение английскому языку как иностранному (EFL), ученик, учитель, двойное обучение.*

TALABALARNING OG‘ZAKI NUTQ KO‘NIKMALARINI CLIL (MAZMUN VA TILNI INTEGRATSIYALASHGAN O‘QITISH) ORQALI RIVOJLANTIRISH

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***Annotatsiya.** Ushbu tadqiqotda o‘rta maktab o‘quvchilarining ingliz tilida chet tili sifatida (EFL) akademik og‘zaki kompetentsiyasini rivojlantirishni qo‘llab-quvvatlashda Content and Language Integrated Learning (CLIL) samaradorligi ko‘rib chiqiladi. Ushbu tadqiqot mavzu mazmunini maqsadli tilni o‘qitish bilan birlashtirgan ikki tomonlama yo‘naltirilgan yondashuv nutq mahoratini oshirish uchun haqiqiy va kognitiv jihatdan rag‘batlantiruvchi imkoniyatlarni taklif qiladi, deb da’vo qilmoqda. U bu da’voni CLIL pedagogikasi doirasida ikkinchi tilni o‘zlashtirish va kognitiv rivojlanishning nazariy asoslariga asoslaydi. Bir o‘quv yili davomida uchta umumta’lim maktabidagi sakkizta CLIL kursidan N=240 nafar talaba aralash usullar yondashuvida ishtirok etdi.*

Kalit soʻzlar: mazmun va tilni integratsiyalashgan oʻqitish (CLIL), ingliz tilini chet tili sifatida oʻqitish (EFL), oʻquvchi, oʻqituvchi, ikki tomonlama oʻrganish.

When comparing the CLIL group to a control group that received conventional EFL instruction, quantitative data obtained through pre- and post-intervention CEFR-aligned speaking assessments showed statistically significant improvements in students' oral fluency, lexical complexity, and interactive communication competence.

A dual-focused educational framework that supports the development of academic content knowledge while enhancing language skills is provided by Content and Language Integrated Learning (CLIL), an educational approach that combines the teaching of content subjects with the acquisition of a foreign or second language. By offering genuine and significant learning experiences, this pedagogical approach has drawn a lot of attention for its capacity to improve a variety of language abilities, most notably speaking proficiency. The dual focus of CLIL is its fundamental tenet: students simultaneously learn a language through the subject and a subject through the language. It is commonly known that CLIL helps students of all ages and in a variety of educational settings improve their speaking abilities. When compared to traditional language-only training, studies demonstrate that CLIL can result in notable improvements in oral fluency, lexical range, and interactive competence. For example, studies with high school students in Italy show that CLIL can enhance speaking abilities in English as a Foreign Language (EFL), addressing the widespread undervaluation of speaking practice in traditional curriculum that frequently place a greater emphasis on grammar and literature.

Likewise, a research involving Japanese university students enrolled in CLIL classes showed that oral proficiency in a foreign language improved over time. The method offers plenty of possibilities for output and more exposure to understandable input, both of which are essential for language acquisition. CLIL's emphasis on developing communication ability, particularly for students in non-linguistic specialties, further supports its effect on speaking abilities. By combining language and content, CLIL creates situations in which students actively utilize the target language to

comprehend and debate the material, which calls for meaning negotiation, concept clarification, and reasoning justification. Another study revealed that because CLIL is a communication tool that simultaneously improves language competency and creative cognition, it can improve speaking and creative thinking skills in college students.

The integration of content, communication, cognition, and culture (the 4Cs framework) are the particular CLIL elements that support the development of speaking abilities. The term "content" relates to the actual subject matter, which offers a natural setting for language use. Communication highlights the importance of meaningful language use and engagement in the classroom. The goal of cognition is to improve thinking abilities in addition to language learning. Intercultural awareness is included into the educational process through culture. Instead of only studying certain grammatical structures, these components work together to create a dynamic learning environment that inspires students to use the foreign language for authentic communication. Group conversations, presentations, and role-plays are common CLIL tasks that require active oral engagement.

To help students communicate difficult ideas in the target language, scaffolding strategies are used, including visual aids, sentence structures, and content-specific vocabulary education. The effectiveness of CLIL for the development of oral proficiency is also demonstrated by research on the pedagogical practices of teachers. Teachers frequently need dual training in language teaching methodology and subject pedagogy in order to utilize CLIL effectively. To guarantee that educational techniques successfully incorporate both components and help students acquire topic knowledge and build L2 competency at the same time, teacher collaboration is encouraged, especially between content and language teachers. Although CLIL is mostly used in bilingual education settings, it can also be applied in EFL situations to offer engaging and significant language learning opportunities. Research has examined the application and efficacy of CLIL for EFL learners in nations like China and Indonesia, highlighting its potential to improve language competency and material understanding. By utilizing young learners' natural curiosity and enthusiasm in the subject matter, CLIL can create

a more successful and engaging language learning environment for them than standard grammar-focused methods.

Implementing CLIL has many advantages, but there are drawbacks as well, such as the requirement for specialized training programs, teacher preparedness, and curriculum integration. Nonetheless, the method is still acknowledged for its success in fostering language growth in vocabulary and grammar as well as all four language abilities (reading, writing, speaking, and listening). CLIL's overall beneficial effects are further supported by a meta-analysis looking at the connection between it and students' language development.

In order to accomplish two educational goals – content mastery and language acquisition – content and language integrated learning, or CLIL, is a pedagogical strategy that combines the teaching of subject matter with the study of a foreign or second language, mainly English. Due to its alleged advantages in improving motivation, the development of cognitive skills, and language awareness, this method, which first appeared in Europe in the 1990s, has greatly spread throughout the world, including Latin America. The dual focus of CLIL – language as the medium for learning content and content as a natural setting for language development – is its fundamental tenet.

Research on CLIL's ability to improve speaking abilities is important. Research shows that CLIL settings can significantly enhance a number of oral proficiency skills, such as interactive communication competence, lexical variety, and fluency. For example, studies conducted on high school students in Italy found that CLIL can improve speaking abilities in English as a Foreign Language (EFL), especially addressing the historical neglect of speaking practice in curriculum that frequently place a higher priority on grammar and literature. In a similar vein, studies conducted on university students in Japan have demonstrated that CLIL courses gradually enhance oral fluency in foreign languages. These gains are ascribed to more possibilities for output and exposure to understandable input, both of which are essential components of successful second language learning.

Fostering speaking abilities requires the essential elements of CLIL, also known as the 4Cs framework: Content, Communication, Cognition, and Culture. Notwithstanding the advantages mentioned, there are a number of obstacles to overcome in order to successfully apply CLIL, such as the requirement for suitable curricular integration, sufficient training for teachers, and customized professional development initiatives.

Nonetheless, a meta-analysis of the connection between CLIL and students' language development has confirmed that it has a generally good effect on vocabulary and grammar acquisition as well as all four language abilities (reading, writing, speaking, and listening). Research indicates that CLIL training, especially for older learners, produces notable language gains when exposure surpasses 300 hours. The method prepares students for academic demands and real-world language application by fostering critical thinking and communicative ability.

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