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IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING INTO THE HIGHER EDUCATION OF UZBEKISTAN

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Abstract. Content and Language Integrated Learning (CLIL) methodology has been widely practised around the whole world, including South America and European Union. However, the topic of CLIL is quite novice in the territory of Uzbekistan. Therefore, the main aim of the following research is to present the current position of content teaching through foreign languages. The research is the first step of a comprehensive proposal that would be focusing on the implementation of CLIL in the presidential and private schools; as well as higher education. The data was collected through the Google survey and it was held through the perspective of students and teachers of higher education and was sent to institutions which conduct classes in English. The focus of the questions was qualification of the teachers; student satisfaction and student and teachers' readiness to implementing CLIL in higher education context. According to the results of the survey most teachers are not aware of Content and Language Integrated methodology and students are basically taught content without the integration of language.

Keywords: CLIL, higher education, methodology, readiness, Uzbekistan.

Introduction

Content integrated language learning has proved its effectiveness in most parts of the world (Navés, 2009) . These days it started to develop in the territory of Uzbekistan as well. The basic reason for the trend is fast pace development of the country in most spheres including education. A lot of international schools and institutes opened their branches in Uzbekistan as a result integration of language and content became quite popular in most parts of the country.

The basic aim of the following research work is to study the current condition of the CLIL in the higher educational institutions that are working in the territory of Uzbekistan. The reason for this was urged because CLIL quite a novice teaching methodology for language teachers of Uzbekistan and it was very important to know how well informed and trained we are to work with this method in institutions. The method of gathering information was chosen as a survey poll in the Google document. There were created 2 polls: for teachers and students. Each questionnaire contained 16 questions that were covering information on the teachers' proficiency, the quality of teacher training, lesson efficacy, and student engagement in the given field.

Results of the survey and conclusion of the research would preset the current condition of the CLIL methodology in the territory of Uzbekistan and help other scholars to develop their research work in this field and integrate more information about this

approach to their field of study. Additionally, it will help institutions to find the gaps which might be fulfilled with the help of organizing effective and oriented teacher training for the CLIL integration in the classroom and develop teacher proficiency to the international level.

Literature review

Content and Language integrated learning is one of the most rapidly developing areas of English teaching in Asia, Australia, and Europe (Lin, 2016). The effectiveness of this innovative approach was rooted in the 1980' when the fruition of the method was approved by scientists of the European community (Coyle, Hood, Marsh 2010).

The first step of the CLIL development started from the English speaking parents who were living in the French-speaking territory of Canada, as a result, they wanted to have such a curriculum that would give equal opportunity to children "a) to become competent to speak, read and write in French; b) to reach normal achievement levels throughout the curriculum, including the English language; c) to appreciate the traditions and culture of French-speaking Canadians, as well as English-speaking Canadians" (Baker, 1993, p. 496). CLIL is a method that is teaching foreign language through the content in such a way that it might integrate both content and language (Hanesova, 2015). The first developer of the method D. Marsh stated that CLIL is a "language pedagogy focusing on the meaning which contrasts to those which focus on form" (Marsh, 2002, p. 49).

It is important to state that CLIL has a rather complex and specific way of development that is typical to each region. According to Dale (2011, p. 19-21), it happens due to the factors such as bilingualism, second language acquisition theories, cognitive learning theories, and constructivism. Coyle, Hood, and Marsh (2010) give more emphasis on bilingual education and immersion, which varies in different regions, as well as content-based language learning/teaching or English as an additional language.

Such dramatic popularity of CLIL is the consequence of various outcomes that are expected at the end of the teaching process. Van de Craen, Mondt, Allain, Gao state that the primary factors that are expected as an objective of the CLIL are "(i) the promotion of linguistic diversity; (ii) promoting language learning; (iii) increasing the learner's proficiency; and (iv) internationalization", however, there are even more interesting factors that might positively effect on the language and content learning process. As a result, these factors are making CLIL more lucrative for language teachers.

In the beginning, CLIL was widely used mostly in the territory of the European community (Lasagabaster, Sierra, 2010). Later its development moved towards the South American and Asian contexts (Devos, 2016). Today, it is possible to notice the work of researchers that started the implementation of CLIL methodology in Central Asia as well. Taking into account particularly Uzbekistan Ne'matulayevna was working in the field of CLIL usage in secondary school (Ne'matulayevna, 2020) and Artikova stated the importance of CLIL implementation in the context of Uzbek Secondary school (Artikova, 2020).

These days CLIL teaching is basically taught in 2 different ways. The first approach



was described by Coyle (2007) as integration of communication, content, cognition and culture into the lesson planning. These 4 vital elements of pyramid that must be proficiently included into the lesson make the class CLIL oriented and integrate both language and content.

One more approach that was suggested for content integrated class was suggested by Phill Ball (2018). He stated that content integrated classroom is like a music studio that must be correctly tuned by 3 dimensions music which is called "Content, Language and Procedure". Teacher is a conductor in the class by tuning the music he can create a well-organized classroom that will teach students both language and content.

This days modern approaches as Post method are becoming very popular and integration CLIL in language teaching can be first step that will enhance language teaching to the next level.

Methodology

The purpose of the research is to obtain data on the opinions of university teachers and students on the CLIL practice. The research question aimed at identifying how spread is Content and Language Integrated Learning at higher educational institutions in Uzbekistan. To obtain the data two surveys were created that were distributed to educational institutions of Uzbekistan.

The objectives that were set before the study was conducted are:

- to identify the universities implementing CLIL methodology;
- to define the content areas that use CLIL;
- to analyse the problems in CLIL practices.

The surveys contained questions about the background of the interviewees; qualification of teachers; their previous experience of teaching implementing CLIL methodology as well as problems of both teachers and students.

The questionnaire was distributed in December 2020 among teachers and students of the following universities of Uzbekistan:

- Inha University in Tashkent
- Management Development Institute of Singapore in Tashkent
- Turin Polytechnic University in Tashkent
- University of World Economy and Diplomacy
- Webster University in Tashkent
- Westminster University in Tashkent
- Yeosu Technical Institute in Tashkent

Due to the epidemiological situation in the country the mode of obtaining information was online. The questionnaires were spread using Google survey tool.

Research results

30 teachers and 105 students participated in the survey. Below are presented results of teacher and student surveys.

Teacher questionnaire

The background information about the teachers focused on their place of education.

100% of the respondents studied in Uzbekistan in local or international universities.

Teacher-respondents had various background of teaching content areas. The results are presented in the Figure 1. Although the respondents stated that they taught different content areas in English language, majority of the respondents (30%) indicated that they teach either English language or content, but not both.

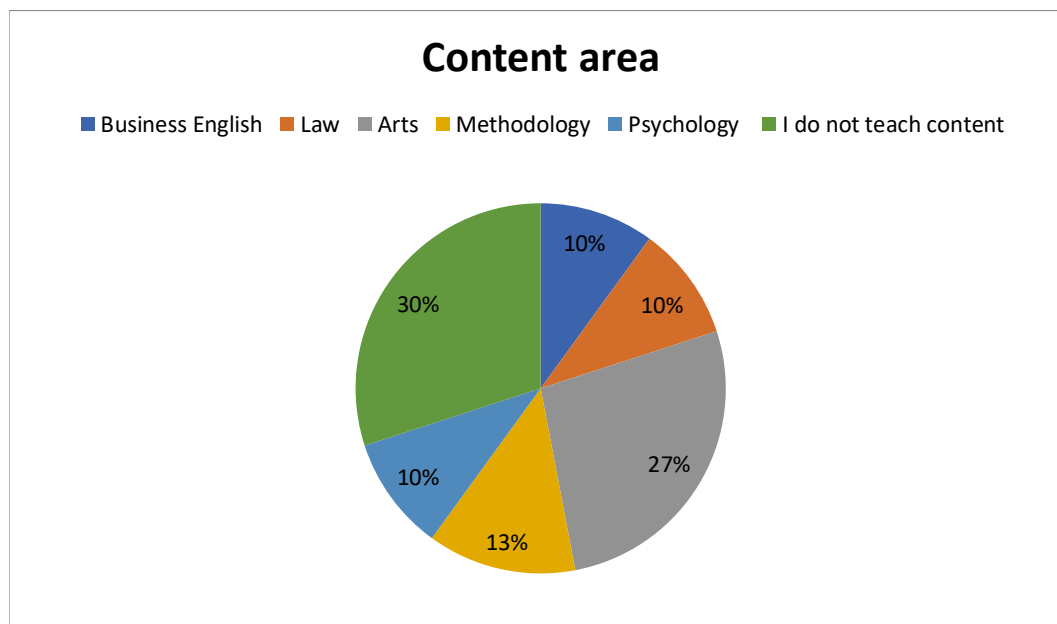


Figure 1 Teacher Questionnaire: What content area do you teach?

Most of the teachers do not have enough information about CLIL, how to teach it; the peculiarities of this method of instruction. 47% of the respondents indicated that they never received any training on CLIL. Only 6% replied that they had 3 trainings on CLIL practices. And in majority of cases (78%) the training sessions were conducted by their peers but not professional CLIL practitioners. The views of the respondents on the quality of the trainings are also negative- 77% of the respondents claim that the training was not sufficient to understand what CLIL is.

Although most of the respondents indicated that it was difficult to teach content in English language, they also claimed that it is enjoyable (Figures 2&3).

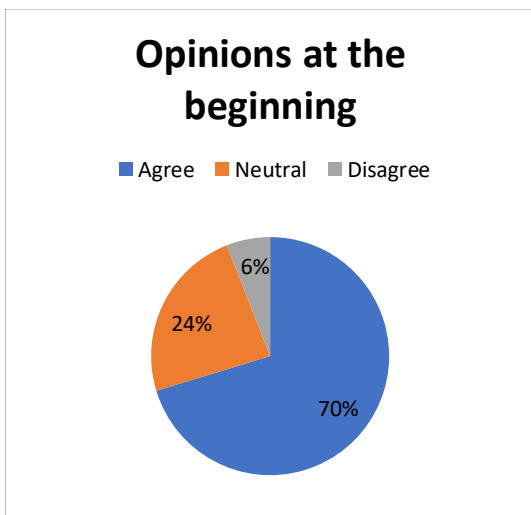


Figure 2 Teacher Questionnaire
It was hard when you started teaching English in subjects in English.

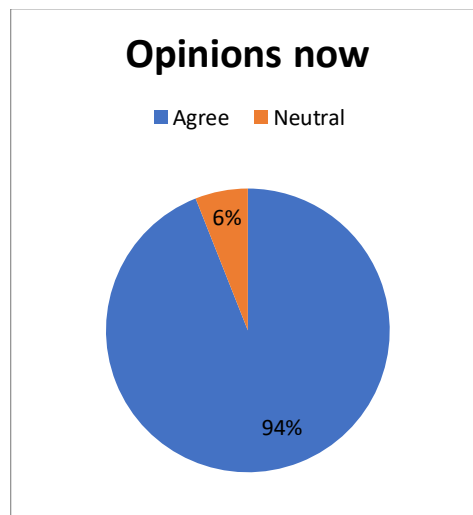


Figure 3 Teacher Questionnaire:
Teaching other subjects in enjoyable.

Finally, the respondents were asked to provide their opinions about CLIL in Uzbekistan. 75% of the respondents replied that it is not widely implemented in Uzbekistan context. 15% suggested that it should be a compulsory course for language teachers at Master's degree level. 10% responded that there should be more CLIL training available for educators in Uzbekistan.

Student questionnaire

All student respondents were Bachelor degree students of year 1 to 5. Their English proficiency level mostly correlated to IELTS 5 to 7,5. However 11 respondents selected "I do not know" option.

The students majored in different areas of knowledge. The results are presented in the table below:

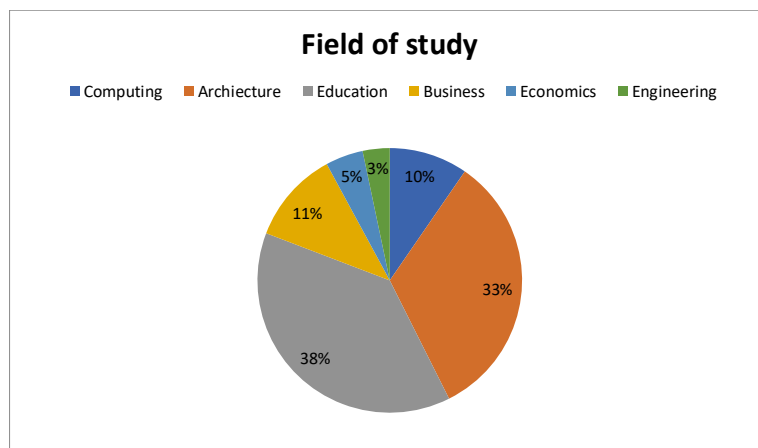


Figure 4 Student Questionnaire: What is your field of education?

Nevertheless, only 36% of the students stated that it was easy for them to understand content in English language. 37 and 18% of students respectively mentioned that it was difficult and neutral to comprehend the content in English.

The researchers wanted to identify the attitude of the students to the use of CLIL ring the lessons. Although majority of the students gave positive replies 74,2% the remaining respondents stated that they preferred to receive instructions in their mother tongue.

One of the main aspects that the study focused on was the difficulties that students faced. The most common one was lack of speaking activities in content subjects. Less common problems were: the initial level of the content -65% and unpreparedness of students to acquiring content in the foreign language- 56,6%.

The last part of the student questionnaire discussed the needs of the students. The most common aspects are presented in the table below (Figure 5). An overwhelming majority of students claimed that teachers should make their classes more interactive; they complained about the lack of direct communication between teachers and students. Additionally, students indicated that use of authentic materials would make the lessons more interesting and easier to understand the content. Finally one of the most common suggestions was to the interaction of content and language teachers for better quality of the lessons. The other less common replies included: conducting classes in face to face mode (at the period majority of institutions implemented online mode of delivering classes); using more practical examples during the lessons and focusing more on content terminology in English.

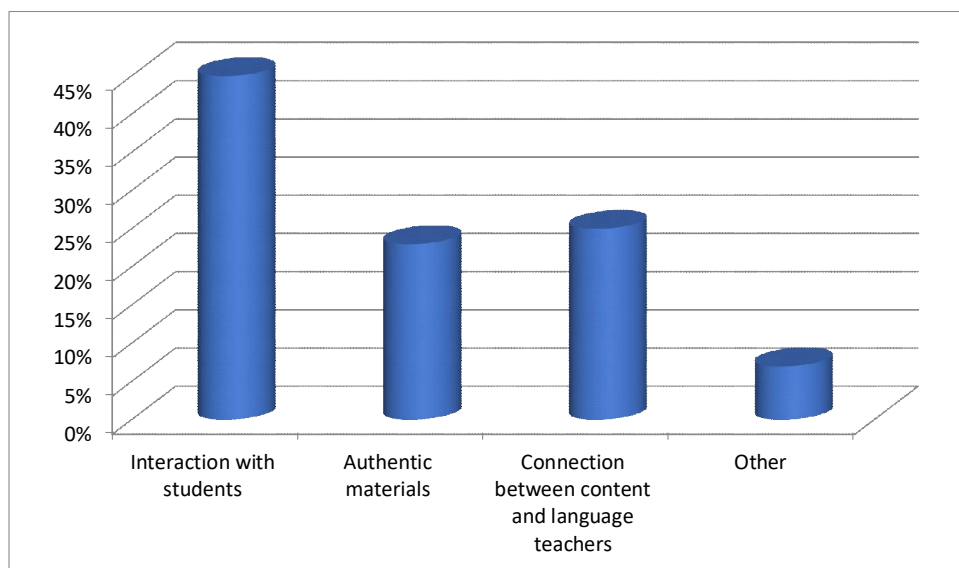


Figure 5 Student Questionnaire: What suggestions can you give for teachers in order to make their lessons more prolific and useful?

Conclusion

The importance and effectiveness of CLIL implementation became undeniable in the

21 century. The history of the methodology evolvement is very colourful and bright. It has specific ups and downs. However, each country has its own attitude and position towards CLIL. In Uzbekistan it is on the first stage of the progress and due to the factor, that English learning process is becoming vital as well as unstoppable. Additionally, the factor that most participants of the poll are basically students and teachers in the international universities, they are taught content or language but none of universities tried both of them. Most students feel importance of language implementation in the class but at the same cases most teachers do not have enough qualifications or trainings in this sphere. What is important to notice that both teachers and students consider that this methodology application will be really helpful for development of language and content learning in Uzbekistan.

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