

## CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING ENGLISH TO KARAKALPAK HISTORY LEARNERS

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**Annotation:** Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a foreign language at the same time. The following thesis presents the importance of using content and language integrated approach in English language learning classes in the example of history department students. There are explored teachers' views, beliefs and results of data collection conducted by Nukus State Pedagogical Institute and Karakalpak State University teachers analyzed the suggested methods and techniques on using CLIL and suggested some ideas on teaching the CLIL approach in the work. The thesis is helpful for the teachers of English who are working with ESP students.

**Key words:** approach of CLIL, lexical analyses, motivating factors, students of History

In this thesis we attempt at investigating opportunities, challenges and prospects of implementing CLIL approach in the contemporary conditions of a peripheral universities. Particularly, we are to study the available resources and determine possible ways of its implementing in the Faculty of History of Karakalpak State University and Nukus State Pedagogical Institute. One of the meaningful contradictions leading to a fundamental flaw in foreign language training is the fact that English language training of students is based mostly either on the principles of General English, thus leaving graduates unprepared for their occupational-specific needs, or predominantly concentrated on the English for Special Purposes field thus leaving general language competencies undeveloped or unattended. As a result, when many university leavers choose their job in professionally unrelated spheres graduates are often not prepared to meet the occupational specific language needs they may face at work. Moreover, finding a great gap between the English they were taught and the one they need at their work, young professionals start feeling discouraged about their university language training. Therefore, our primary concern is developing available human

resources in question, the teaching staff and their preparedness to upgrade their professional level, motivation and possibilities for further education.

To identify feelings and attitudes of teaching staff with regard to CLIL implementation in the university we conducted a study among two groups of university teachers (English teachers, who teach English as a foreign language for history faculty students and history teachers who are going to teach history in English) and history faculty students.[1;1] Data in this study were collected by means of a questionnaire done by 23 teachers who teach English as a foreign language and 13 teachers of faculty of History, who teach history as a professional subject.

The questionnaire consisted of 16 questions, falling into two main categories:

- a) general information about the participants, current proficiency level and language qualification,
- b) overall need for CLIL, its benefits and conditions for introducing CLIL in their universities.

The study revealed that both groups feel that CLIL should be taught. Unfortunately, many content teachers are unsure about the way they should perform in the CLIL class, first, because they are not aware of the methodological changes required in these contexts and second, because of their lack of a high level of competence in the English language.[2;1]

Both the content teachers and the English teachers emphasize that they should have sufficient linguistic competence to be able to disseminate academic content in a foreign language and a specific English course should be designed for their occupational needs. Below we are giving answers to some questions.

1. What professional needs do you have when teaching through English (if any)?  
The most common answers were the following: – “To be a good teacher”; – “To have more teaching materials (films, presentations, articles etc.)”; – “To have a course book for History in English” – “To have materials in English preparing for

the final examination (e.g. a set of exercises)”; – “To have good students who want to study hard”; – “I would like to be better paid”; – “I wish there were more teacher training organised”; – “I need some support from other teachers”; – “A special curriculum for the CLIL education”; – “Student and teacher exchanges between foreign institutions”; As it can be seen from the data, the CLIL teachers have different needs – some of them are connected with professional development, some with the learners and some with financial needs.

2. What are the motivating factors as far as teaching in a CLIL classroom is concerned? The teachers enumerated the following motivating factors: – “learners’ achievements – they are able to speak, e.g. about historical events in English or they take part in language competitions which they win”; – “learners future achievements at foreign Universities”; – “the possibility to improve my own knowledge in a foreign language”; – “a lot of possibilities, e.g. trips abroad, meeting foreigners, exchanges etc”;

3. What are the de-motivating factors as far as teaching in a CLIL classroom is concerned? The teachers enumerated the following de-motivating factors: – “lack of teaching materials”; – “lack of financial support”; – “lack of teacher training concerning CLIL methodology and some established criteria for the creation of teaching materials”; – “lack of agendas for schools”; – “lack of teacher cooperation as far as sharing materials is concerned”; – “teaching materials created for native speakers which are often too difficult to use in the early years of a CLIL course”; As it can be seen from the data provided above, the teachers listed more de-motivating factors than the motivating ones. These factors are mostly connected with extrinsic motivation. Hopefully, these factors will not dominate the motivating factors which are mainly intrinsic ones.

In order to gain a broader picture of the occupational English language needs of the students this study surveyed 20 students studying at History Faculty

of Karakalpak State University and 20 students studying at History Faculty of Nukus State Pedagogical Institute.

The vast majority of the students reported needing English, but solely for personal purposes such as watch foreign TV series or films, using the computer programs, developing their personalities and communicating with foreigners. Most of the students stated their linguistic proficiency levels were not adequate for implementing CLIL in Karakalpak State University and Nukus State Pedagogical Institute. The responses revealed that most of the students claim a need to improve their English language levels in order to be able to study successfully. As a result, the students did not welcome the idea that some historical courses will be taught in non-traditional ways in English.

Needless to say, the identified needs of content teachers in Karakalpak State University, Nukus State Pedagogical Institute and the English teachers may be considered as a basis for future CLIL program to be designed for the students who will be using English to perform their jobs effectively. Through this study it was determined that the participants are in need of being able to use English for different purposes.

To sum up the issue of motivation, we can conclude that many respondents demonstrated some level of motivation as a realization of need for improving the situation, since this kind of motivation to develop one's professional potential is created on the basis of contradiction between the needs and lack of resources and opportunities to satisfy them. In contrast to the case with students, conscious motivation in the content teachers developed as a result of acquiring professional experience, revealing some lack of competences created in the process of studying undergraduate and postgraduate programmes. The participants are very positive to using content and language integration as a means to enhance learner engagement and confidence in language use as well as to giving the students a deeper knowledge of the subject areas [3;1]. The participants all emphasize the importance of creating activities that trigger cognitive processes and collaboration

to be able to construct knowledge on a deeper level, and to engage the learners. They also stress that freedom and structure need to be balanced to create learning situations where all students can use their abilities to their best potential.

One of the main problem of CLIL is that language teachers lack knowledge on the subjects while subject teacher have minimal knowledge of foreign languages.

Another main concern is undeniably the lack of materials there is to teach CLIL. Publishing houses have not yet come up with such thing because they will have to be personalized for each country and each subject according to their curricula and culture. Therefore, for a teacher to create their own materials it will be time-consuming and will overload him/her. They would need to personalize them to suit their learners' needs so as to enable them to develop until they are working at high levels of cognitive and linguistic challenge. Anyway, the lack of materials could be a problem but I do not know to what extent because as we have seen, books or materials are only a help but not the whole course could be based on them.

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