

## **CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING ESP**

With the increasing demand for professionals proficient in content knowledge and language skills, Content and Language Integrated Learning (CLIL) has emerged as a promising English for Specific Purposes (ESP) education approach. This abstract aims to explore the application of the CLIL methodology, which integrates content and language learning in teaching English for Specific Purposes (ESP) courses at the university level. The paper investigates the benefits and challenges of incorporating CLIL into ESP instruction and identifies effective implementation strategies.

Transformations in our country's economic, political, social, and cultural spheres necessitate effectively preparing students for their professional careers. Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which a foreign language is used for the learning and teaching of both content and language. [1, p.1]. That is, the teaching and learning process is focused both on content and language. Professionalizing foreign language education aims to prepare learners to utilize a foreign language proficiently for professional purposes and knowledge acquisition. Many scholars, such as Cowley S. J., Do Coyle, Philip Hood, David Marsh, Ilona Boichevska and Liudmyla Veremiuk, argue that the CLIL approach can enhance the process by simultaneously teaching subject content and a foreign language, creating authentic language-learning contexts.

The analysis of various academic sources exploring the effectiveness of CLIL in different contexts, as well as the results of a mixed-methods pedagogical research involving quantitative data from pre- and post-tests with qualitative data obtained through interviews, questionnaires, and classroom observations, reveal insights into the benefits of using CLIL methods in ESP courses. Implementing CLIL approaches contributes to enhancing students' language proficiency, fostering the development of interdisciplinary skills, better subject comprehension, and increasing students' competitiveness in their respective fields.

J. Cowley states that CLIL is based on four principles: Content, Communication, Cognition, and Culture. CLIL application requires multidisciplinary integration approaches like interdisciplinary teaching teams, courses taught in a foreign language, and interdisciplinary projects. Close collaboration between language and subject instructors is vital, including joint seminars and curriculum alignment.

Several key elements must be present to implement the CLIL approach effectively. Firstly, authentic learning materials that reflect real-world situations and content are essential. Additionally, opportunities for social interaction, collaborative learning, a multicultural environment and creative thinking development are necessary. One of the most critical factors is active guidance and support from teachers, who are crucial in facilitating the learning process. The findings reveal that CLIL facilitated the simultaneous acquisition of specific terminology and language skills while fostering critical thinking and problem-solving abilities.

In conclusion, the abstract indicates that using the CLIL methodology in ESP education holds significant promise for combining language learning with specialized

content comprehension, concurrently improving students' foreign language and professional communication skills, thereby increasing their competitiveness in the job market and leaving competitors behind.

### REFERENCES

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