



CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN SECONDARY ENGLISH CLASSES

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Abstract. *Content and language integrated learning (CLIL) has emerged as a dynamic approach in English language education, particularly within secondary school contexts. By integrating subject content with foreign language instruction, CLIL enhances both linguistic and cognitive development in learners. This approach shifts the focus from learning a language as a separate subject to using it as a medium for learning disciplines such as history, science, or geography. This abstract explores the implementation of CLIL in secondary English classes, its impact on students' language proficiency, content understanding, and classroom motivation. The findings from recent studies and case examples indicate that CLIL fosters higher levels of student engagement, critical thinking, and communicative competence. Despite certain challenges such as teacher preparedness and resource limitations CLIL presents an effective, interdisciplinary framework for 21st-century language education.*

Keywords: *content and language integrated learning (CLIL), secondary education, English language teaching, content-based instruction, bilingual education, learner motivation, subject integration, communicative competence, interdisciplinary learning, language proficiency.*

INTRODUCTION.

Content and language integrated learning (CLIL) is a dual-focused educational approach where an additional language is used for the learning and teaching of both content and language. It is grounded in cognitive and constructivist learning theories, which emphasize active engagement and meaningful use of language. CLIL is structured around four key components: content, communication, cognition, and culture. These principles enable learners to develop both subject knowledge and language proficiency simultaneously.

In the context of secondary education, CLIL allows students to study academic subjects such as science, history, or geography in English, while also enhancing their language skills. This approach supports interdisciplinary learning and promotes deeper understanding, as students use English not only as a subject but as a tool for learning various academic concepts.

The successful implementation of CLIL in secondary schools requires collaboration between language and subject teachers. In a typical CLIL classroom, students might explore topics like environmental issues or historical events entirely in English. Teachers provide support by introducing both subject-specific vocabulary and the language functions needed for explanation, comparison, or discussion.

Effective CLIL teaching involves the use of authentic materials, visual aids, and student-centered methods such as group projects and interactive tasks. These tools ensure that both content and language objectives are met. In many educational systems, CLIL is seen as a step toward meeting global standards, promoting bilingualism, and preparing students for international communication.

However, the CLIL approach also brings challenges. Some of the most common issues include the lack of teacher training, insufficient teaching resources, and limited collaboration between content and language educators. Additionally, students may face difficulties in understanding subject matter in a foreign language, which requires careful lesson planning and effective scaffolding strategies.

The application of CLIL in secondary English classes brings numerous educational benefits. Students



improve their speaking and listening skills, develop a wider range of academic vocabulary, and gain confidence in using English in different subject areas. The interdisciplinary nature of CLIL also fosters the development of critical and creative thinking skills. Furthermore, CLIL supports cultural awareness by exposing students to diverse topics through an international language. This helps learners build key 21st-century competencies such as collaboration, intercultural understanding, and global-mindedness. Overall, CLIL contributes to creating purposeful, communicative, and cognitively engaging learning environments.

Despite certain limitations, with appropriate teacher preparation and curriculum design, CLIL can be effectively integrated into the secondary education system and serve as a modern and holistic approach to language teaching.

Conclusion

Content and language integrated learning (CLIL) proves to be a valuable approach in secondary English education, as it allows students to develop language skills while learning academic content. It enhances motivation, communication, and subject understanding by providing real-life contexts for language use. Although challenges such as teacher training and resource limitations exist, the benefits of CLIL when implemented effectively make it a strong method for improving both language proficiency and educational quality in today's classrooms.

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