

LOOKING AT THE CLIL TEACHER PORTRAIT IN PROFESSIONALLY ORIENTED LANGUAGE TEACHING

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Abstract. The function and identity of instructors inside the Content and Language Integrated Learning (CLIL) in professionally orientated language education is investigated in this paper. It points out the dual focus of CLIL on developing language skills and subject matter learning, as well as the advantages it provides to students as well as teachers. The author states the obstacles of CLIL instructors, which are the necessity of teacher training for the CLIL classrooms, language competency, workload, and administration service support. The author draws attention to the value of ongoing professional growth, a supportive teaching context and teaching reflection by reviewing on Olsson and Robinson's study. The data suggest that teacher identity, enthusiasm, and collaboration serve as crucial for effective CLIL implementation. If teachers cultivate these qualities, teachers can optimize their efficacy and properly educate students for a multilingual future. The article keeps on by appealing for continuous study and debate to improve CLIL approaches and assist instructors in addressing the challenges of this striking method of teaching languages.

Keywords: CLIL, L2, FL, 4Cs, teacher identity, dual focus, curriculum, lesson planning, collaborative learning, reflective practice.

Introduction: In modern days, CLIL is commonly regarded as a generic term that encompasses the study of a content topic through a means of a foreign language along with acquiring a foreign language while learning a content-driven subject. The concept of "Content and Language Integrated Learning" (CLIL) first emerged in Europe in 1994 to refer to successful approaches in educational institutions when instruction is given in another language. This method of teaching is driving institutions around the world to develop innovative approaches to improve the level of education (Coyle, Hood and Marsh, 2010).

More precisely, CLIL is considered as an educational approach with a variety of communication-supportive strategies. This approach triggers dual-focused teaching by focusing on both language acquisition and subject matter. It's not just about learning a language or a science; it is a combination of the two that allows knowledge and skills to be combined. Because of that reason teachers who follow the CLIL approach comprise language learning objectives into the curriculum and place a greater emphasis on fluency rather than accuracy and the natural language errors that happen within the stages of learning (Maguire, 2024).

CLIL teachers and challenges

CLIL has already been proven to bring more significant benefits to the learners and the teachers in a second or foreign language acquisition together with the core subject. This makes the CLIL teacher more unique with their approach and in general teaching process. As they can achieve the subject objectives in teaching by focusing on more than a language, they are the ones who can turn the language into the bridge deploying to master the fundamental principles and essential elements of a particular profession. According to David Marsh, the character of a CLIL instructor should be active and love teaching since CLIL teaching is both demanding and rejuvenating (David Marsh on CLIL, 2010).

However, many studies show that there are some issues which teachers and students may encounter when implementing CLIL in different contexts. Olsson

(2021) examines some variables such as teacher availability, student and teacher fluency in the target language, and available time for CLIL, techniques for focusing on language and content, collaboration with individuals or institutions far outside the school in the target language, and the evaluation process. She concludes that CLIL training could benefit students' acquisition of an L2, or FL compared to the traditional teaching of a foreign language because CLIL pupils show language growth in the research. She mentions that irrespective of the subject, teachers should be attentive to how language affects learning and how to deal with language issues when teaching students, especially in bilingual or multilingual classes. Her findings suggest that CLIL adoption in schools within the same nation may vary significantly. The language competence of the teachers is not considered while using CLIL in the study, which should be examined before the research to give better content and language instructions. This factor causes problems for certain teachers who are not competent to use English in CLIL teaching.

Furthermore, Robinson (2020) investigated the anxieties as well as concerns of potential CLIL instructors. The researcher attempted to demonstrate how a particular workshop was created and conducted to equip future CLIL instructors and assist them in confronting their agitations. The study questions whether the teacher trainers attempt to tailor the training course according to the teachers' demands, fears and worries before completing a specific CLIL methodological program. Another point of implementing the CLIL approach effectively is that the administrative bodies must support CLIL teachers and create unforced teaching and learning environment. Specifically, the teachers should be given the flexibility in curriculum development and lesson planning. It is so crucial to minimize the psychological effects of CLIL on the teacher's mindset and behavior as those teachers tend to be more stressful due to their workload and the obligation of integrating the language and the subject simultaneously in their classes. Also, creativity is the most required skill to achieve the leaning outcomes in CLIL context if CLIL teachers want to correlate content,

culture, cognition and communication, which are the 4Cs of CLIL (Suwannoppharat and Chinokul, 2015). These needs and requirements urge teachers to nurture their skills more in CLIL process.

Bárcena Toyos (2022) has clarified the importance of teacher identity in CLIL teaching and pushed to renegotiate the principles and needs of the teaching environment. Dual focus, collaborative learning and reflective practice are crucial principles while those teachers need continuous professional development, access to recourses, supportive environment as well as transformative assessment criteria. The impact of the teacher's personality, expertise, and motivation on the teaching and learning is the factor that determines professionals' reflection on which pedagogic method to apply and how to interact with their students.

Conclusion

When we look at the picture of the CLIL instructor inside the context of professionally orientated language instruction, it is clear that this method not only improves the content of knowledge but also helps learn a foreign language. The dual-vision on language and content forces teachers to negotiate many difficulties. The possible difficulties can be their own language abilities and the necessity of efficient teaching techniques. Since Olsson and Robinson's analysis demonstrates, handling these problems by carrying out personalized training and administrative assistance is critical in sustaining an efficient CLIL atmosphere. To understand and imagine the CLIL teacher role and job we should learn more about their needs and challenges. As they can maintain a balance between content and linguistic input in planning the CLIL lessons (Smith and Robinson, 2020), they are more worthy to emphasize their effective approach. Furthermore, the value of teacher identity cannot be stressed. A CLIL teacher's personality, knowledge, and encouragement have a substantial impact on both their instructional efficacy and their learners' learning outcomes. Collaborative learning, reflective practice, and continuing professional growth are essential for educators to succeed in this challenging but rewarding job. By cultivating

these qualities, teachers may effectively eliminate the disconnection between language and subject, equipping learners for a multidisciplinary and multicultural society. Ongoing research and debate are essential while CLIL develops to improve practices, create supporting systems, and raise teacher preparation programs. As CLIL evolves, continued discourse and research are required to refine practices, provide supporting frameworks, and improve teacher training programs. Underscoring the overall growth of CLIL instructors would help not just particular teachers, but also the larger educational settings, guaranteeing that language acquisition persists viable and effective in contemporary interconnected world.

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