



## **THE BENEFITS AND CHALLENGES OF TEACHING A FOREIGN LANGUAGE THROUGH CLIL.**

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**Abstract :** *This article explores the benefits and challenges of teaching a foreign language through Content and Language Integrated Learning (CLIL). The article discusses key advantages such as improved language proficiency, increased student motivation, development of cognitive skills, and intercultural awareness. At the same time, it discusses challenges including language barriers, insufficient teacher training, limited resources, and complex assessment processes.*

**Key words:** *CLIL, benefits, challenges, skills, language*

There is an increasing need for bilingual proficiency in today's globalized society. CLIL, or Content and Language Integrated Learning, is one of the cutting-edge methods that has drawn interest in language instruction. CLIL is an educational strategy that focusses on teaching and studying both language and content in a second language. It combines learning a foreign language, typically English, with studying subjects like science and history. Through meaningful, real-life conversation, CLIL aims to increase subject knowledge in addition to improving language ability.

CLIL is grounded in the idea that language learning is most effective when it is used as a tool to learn something else. This approach moves beyond traditional language classes by immersing students in content-rich environments. However, while CLIL offers numerous benefits, it also presents significant challenges for both teachers and learners. This paper aims to explore the benefits



and challenges of CLIL in foreign language education and suggest ways to maximize its effectiveness.

Because CLIL mimics real-life communication, where language is employed as a tool for information acquisition rather than as the only goal, it is becoming more and more acknowledged as a potent paradigm in contemporary education. Students are naturally exposed to academic vocabulary and structures when studying history, physics, or art in English, for example, and they also acquire topic knowledge at the same time.

Improved language development is among CLIL's most evident advantages. Students are exposed to the target language, which is frequently English, in a variety of academic areas, which enhances their speaking, listening, reading, and writing abilities as well as their vocabulary acquisition. Students gain both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as a result of the language's usage in authentic academic settings. By providing pupils with rich, contextualized linguistic input, CLIL encourages natural language acquisition. CLIL promotes students to actively use the language to learn, speak, write, and analyze, which results in deeper language competency than isolated grammar training.

Content pertaining to international affairs, different nations, and diverse viewpoints is frequently included in CLIL instruction. Students get greater tolerance, cultural awareness, and intercultural communication readiness as a result.

Because CLIL allows for meaningful and intentional language use, many children find it more interesting. Rather than learning words by heart, pupils learn how to use language to comprehend and communicate concepts in everyday situation

Learning becomes more meaningful and engaging with CLIL. Students study fascinating subjects like biology, geography, or history in the target language rather than concentrating on grammar drills or made-up conversations.





Students are more motivated by this method since they can relate the language to real-world knowledge and observe how it is used in practice.

Students are challenged to think critically, solve issues, and analyze material while they are learning subject matter in a foreign language. Higher-order thinking abilities (HOTS) like analysis, evaluation, and creation are fostered by CLIL. Deeper learning and improved retention are the results of this cognitive engagement.

Multicultural content is frequently included in CLIL, which raises students' awareness of diverse cultures and viewpoints. This improves intercultural competency, which is an essential ability in the globalized world of today. For instance, in order to expose pupils to different points of view, an English-language class on environmental issues can include incorporate foreign case studies.

By combining language and content learning, CLIL offers a solution for educational institutions with constrained classroom hours. Better time management and curricular integration are made possible by this, which aids students in simultaneously improving their language and topic knowledge.

Complex subject matter in a foreign language can be difficult for students to understand, particularly if their language skills are weak. Frustration, poorer academic achievement, and decreased motivation may result from this. In order to encourage language development in addition to content, teachers must properly construct their sessions.

Students may have different degrees of language proficiency in a CLIL classroom, which might make it difficult to understand the material. To guarantee that every student can contribute in a meaningful way, teachers must carefully scaffold lessons and offer language support.

It can be challenging to assess students fairly in CLIL settings—should teachers prioritize content understanding, language correctness, or both? Finding a balanced assessment system that reflects learning outcomes for both dimensions is vital.

Strategies for Effective CLIL Teaching:



- Scaffolding Techniques: Teachers should provide linguistic support, such as glossaries, sentence starters, and visual aids.
- Team Teaching: Collaboration between language and subject teachers can be highly effective.
- Use of Authentic Resources: Incorporating real-world texts, videos, and tasks adds relevance and promotes language development.
- Formative Assessment: Ongoing feedback is crucial to monitor both content understanding and language progress.

Effective CLIL instruction necessitates dual proficiency: expertise in the subject matter and language pedagogy. Many teachers may feel unprepared or lack training in one of the two areas. In some cases, content teachers may not be confident in their language skills, or language teachers may not have in-depth subject knowledge.

A major advancement in the teaching and learning of foreign languages is represented by CLIL. It makes learning more relevant and meaningful by promoting both language development and content mastery. However, adequate teacher training, the creation of relevant materials, and the development of constructive assessment procedures are essential for successful implementation. CLIL will probably continue to gain importance in educational systems worldwide as multilingualism and global communication become more and more crucial.

CLIL materials are often hard to find or must be adapted from existing resources.

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