

## THE CLIL APPROACH IN TEACHING ENGLISH TO RAILWAY STUDENTS: EXPERIENCE OF KOKAND RAILWAY TECHNICAL COLLEGE

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**Abstract:** *This article is devoted to the implementation of the CLIL (Content and Language Integrated Learning) methodology in teaching English to railway students. It describes the experience of Kokand Railway Technical School in integrating specialized disciplines (e.g., "Station Duty Planning") with English language instruction. The article analyzes methodological solutions, presents the results of a pilot course, and outlines the prospects for further development.*

*A light remark: CLIL lets you "kill two birds with one locomotive"—enhancing both language proficiency and vocational knowledge simultaneously, which is especially relevant in today's high-speed railway environment.*

**Keywords:** *CLIL, vocational English, English for specific purposes, railway college, dispatcher, globalization.*

### Introduction

The globalization of the railway industry requires professionals who can communicate freely in English while maintaining technical expertise. The CLIL approach, which integrates content and language learning, is a natural response to this demand. Since 2024, Kokand Railway Technical School (KRTS) has implemented a pilot project where elements of the discipline "Station Duty Planning" are taught in English.

### Theoretical Foundations of CLIL at KRTS

1. Dual focus: simultaneous development of subject knowledge and language skills.
2. Communicativeness: emphasis on oral and written professional communication (instructions, reports, dispatcher-driver interactions).
3. Cognitive challenge: tasks are structured from simple to complex but always connected to real station scenarios.
4. Culture and context: international case studies (e.g., "Tashkent-Moscow" train operation, UIC regulations).
5. Multi-level support: activities are adapted to students' English proficiency, including glossaries and language scaffolding tools.
6. Cross-disciplinary collaboration: English teachers work with technical instructors to align terms and concepts.

### Methods and Tools

Sample tools and tasks by learning stage:

Pre-task stage: Quizizz, flashcards. Task example: terminology ("shunting signal", "block section").

Content engagement: video simulator "Station Dispatcher 3D", interactive board.

Task: analyze and voice a freight reception plan in English.

Application: role-playing, case studies. Scenario: "Line failure — write a report and action plan in English".

Reflection: portfolio, Padlet board. Students upload their shift audio analyses.

Humorous note: if a student mixes up "arrival track" and "departure track", let's hope it's just in class — not during an actual shift!

### Results of the Pilot Course (2024–2025 Academic Year)

- Increased motivation: 83% of students reported English became more interesting because it is related to their profession.
- Academic performance: the average score in "Train Dispatching English" rose from 72 to 84 out of 100.

- Communication confidence: 68% of students now confidently engage in short radio dialogs in English (compared to 25% before the course).

### Discussion and Prospects

1. Expand CLIL to subjects like "Locomotive Management" and "Transportation Logistics".
2. Collaborate with Tashkent State Transport University to co-develop online courses.
3. Introduce digital micro-credentials: badges like "Railway English Level A/B".
4. Implement AI assistants for dispatcher-driver dialog practice.
5. Involve railway industry professionals in co-creating real-life case scenarios.
6. Train teachers in CLIL methodology through workshops and international internships.

### Conclusion

The experience of KRTS demonstrates that the CLIL approach not only strengthens students' English proficiency but also helps them build systematic professional thinking in English. In the long term, this enhances graduates' competitiveness in the global labor market and opens Uzbekistan's railway sector to international collaboration.

Successful CLIL implementation requires a systemic approach — from teacher preparation to curriculum adaptation. Even with limited resources, integrated learning is achievable when student motivation meets collective pedagogical support.

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