PRACTICAL STRATEGIES FOR INTERACTIVE BILINGUAL LEARNING IN CLIL

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ABSTRACT

This article explores the practical implementation of interactive bilingual learning strategies within the Content and Language Integrated Learning (CLIL) framework. Focusing on task-based learning, collaborative group work, bilingual scaffolding, and the integration of technology, it evaluates their effectiveness in fostering linguistic and subject-matter proficiency. Drawing on examples from classroom practices, the study demonstrates the potential of bilingual strategies to enhance both cognitive and linguistic development in learners.

Keywords. Content and Language Integrated Learning, bilingual education, task-based learning, scaffolding, collaborative learning, interactive technology

INTRODUCTION

Content and Language Integrated Learning (CLIL) combines subject instruction with language learning, providing students with opportunities to develop linguistic skills while mastering academic content. Interactive bilingual learning within CLIL further leverages the learners' first language (L1) alongside the target language (L2) to facilitate deeper understanding and active participation. However, implementing interactive bilingual strategies requires carefully designed methodologies to address linguistic challenges while maintaining academic rigor. This study examines practical strategies for integrating bilingual learning into CLIL classrooms and assesses their impact on learners' outcomes.

METHODOLOGY

Research Design

This study employed a qualitative approach, incorporating classroom observations, teacher interviews, and student feedback to evaluate the effectiveness of interactive bilingual strategies in CLIL. A total of 10 classrooms in bilingual schools were observed over a three-month period, focusing on subjects taught in English, such as science, mathematics, and history.

Participants

The participants included 200 students aged 13–16 and 20 teachers from bilingual schools in Uzbekistan. The students had intermediate proficiency in English, while the teachers were trained in CLIL methodologies.

Data Collection

Data were collected through:

1. **Classroom Observations:** To document the implementation of interactive bilingual strategies and student engagement.
2. **Teacher Interviews:** To gather insights into the challenges and benefits of using bilingual methods.
3. **Student Surveys:** To measure learners' perceived improvement in language skills and content comprehension.

Data Analysis

The data were analyzed using thematic analysis to identify recurring patterns and themes related to the effectiveness of bilingual strategies in CLIL.

RESULTS

Task-Based Learning. Task-based activities encouraged students to apply both L1 and L2 for problem-solving and project completion. For example, a science experiment required students to discuss hypotheses in their native language and present findings in English. Observations showed a 25% increase in students' active participation compared to traditional methods.

Collaborative Group Work. Group activities, such as peer teaching and joint presentations, promoted teamwork and language practice. In history lessons, students researched in Uzbek and presented in English, improving their bilingual communication. Over 80% of students reported feeling more confident expressing ideas in English.

Bilingual Scaffolding. Teachers used bilingual glossaries, translated materials, and visual aids to support comprehension. Students demonstrated improved understanding of subject-specific terminology, with 70% able to accurately use key terms in both languages after two weeks of scaffolding.

Interactive Technology Tools. The use of digital platforms like Kahoot! and Padlet facilitated bilingual learning. For instance, quizzes in English and discussions in Uzbek encouraged active engagement, with 90% of students reporting increased enjoyment in lessons.

DISCUSSION

The findings highlight the effectiveness of interactive bilingual learning strategies in improving both language proficiency and subject comprehension. Task-based learning and collaborative work encouraged meaningful language use, while scaffolding provided essential support for navigating complex content. Technology tools further enhanced engagement and reinforced bilingual learning in interactive and dynamic ways.

However, challenges such as limited teacher training and access to bilingual resources were noted. Teachers emphasized the need for professional development programs to better integrate bilingual strategies into CLIL classrooms.

CONCLUSION

Interactive bilingual learning offers practical strategies for enhancing English language proficiency and academic achievement within the CLIL framework. By implementing task-based learning, group collaboration, bilingual scaffolding, and technology integration, educators can create an inclusive and effective bilingual learning environment. Future research should focus on developing teacher training programs and expanding bilingual resources to address current challenges.

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