

## МУТАХАССИСЛИК УЧУН ИНГЛИЗ ТИЛИ (ESP)

### CLIL APPROACH IN ACQUISITION OF TECHNICAL VOCABULARY



**Khasan Shaymanovich ABDINAZAROV**  
*Department of Foreign languages*  
*Karshi Engineering-Economic Institute*  
[abdinazarov\\_2017@mail.ru](mailto:abdinazarov_2017@mail.ru)

#### Abstract

CLIL (Content and Language Integrated Learning) as an approach in FLT where curriculum subject is taught in non-native language (often English) has many merits among which the crucial one is that integration of learning and thinking skills give learners absolutely different experience in comparison with traditional ways of teaching English. ESP courses need different techniques to motivate students learning technical English and involving CLIL into teaching ESP can become a vehicle for specialist subject content learning.

**Keywords:** CLIL, ESP, Technical English.

### ТЕХНИКАГА ОИД ЛЕКСИКАНИ БОЙИТИШДА CLIL ЁНДАШУВ

**Хасан Сулеманович АБДИНАЗАРОВ**  
*Қариши муҳандислик-иқтисодиёт институти*  
*Чет тиллар кафедраси ўқитувчиси*  
[abdinazarov\\_2017@mail.ru](mailto:abdinazarov_2017@mail.ru)

#### Аннотация

CLIL (мазмун ва тилни бирлаштириб ўқитиш) ўқув дастурида худди ўзга тилда (кўпинча, инглиз тилида) таълим бериладиган FLTдаги ёндашув каби кўпгина фазилатларга эга. Унинг муҳим фазилатларидан бири шуки, ўқитиш малакаси ва фиклаш интеграцияси ўқувчиларни инглиз тилини анъанавий усулларда ўқитишга нисбатан янги натижаларга эришишга имкон беради. Талабаларни инглиз тилидаги техник терминларни ўрганишга қизиқтириш ва CLILга жалб этиш учун турли методларга зарурат сезилади. ESP махсус предмет контентини ўргатишда восита бўлиши мумкин.

**Калит сўзлар:** мазмун ва тилни бирлаштириб ўқитиш, инглиз тили аниқ мақсадлар учун, техникавий инглиз тили.

### CLIL-ПОДХОД В ПОПОЛНЕНИИ ТЕХНИЧЕСКОЙ ЛЕКСИКИ

**Хасан Шайманович АБДИНАЗАРОВ**  
*преподаватель*  
*кафедра иностранных языков*  
*Каршинский инженерно-экономический институт*  
[abdinazarov\\_2017@mail.ru](mailto:abdinazarov_2017@mail.ru)

### Аннотация

CLIL (интегрированное изучение содержания и языка) как подход в FLT, где предмет учебной программы преподаётся на неродном языке (часто на английском языке), имеет много достоинств. Одно из важных достоинств состоит в том, что интеграция навыков обучения и мышления даёт учащимся совершенно новый результат по сравнению с традиционными способами обучения английскому языку. Чтобы мотивировать студентов к изучению техническим английским терминам и привлечь к CLIL, необходимы разные методы. ESP может стать средством обучения специализированного предметного контента.

**Ключевые слова:** интегрированное изучение содержания и языка, английский для конкретных целей, технический английский язык.

### Introduction

The global predominance of English has led to the inclusion of ESP courses at university level across the world. Following Ruiz Garrido and Fortanet-Gómez (20, 179), ESP is “the term that has traditionally been used for the courses which aim at teaching the English language needed for specific situations, mainly related to academic or occupational contexts”. Such contexts, the authors explain, shape the pedagogical approach underlying ESP as they imbue it with subject specific content. This regard, ESP is centered on language, skills, discourse and genres of specific disciplines (e.g., Technical English), adopting a functional and instrumental perspective within a given higher education courses (8). Furthermore, the students with different disciplines may perceive specialist terminology only in ESP courses. Typically, ESP has functioned to help language learners in coping with the features of language or in developing the competences needed to function in a discipline, profession, or workplace (1, 6). Moreover, CLIL approach plays important role in ESP classes. In CLIL approach learners require knowledge of the content-obligatory language. The term includes the subject specific vocabulary, grammatical structures and functional expressions needed for gaining knowledge of a curricular subject and communicating ideas (2). Besides, needs of students in learning English was interviewed and the result were shown in the below- mentioned diagram.

### CLIL Approach

CLIL requires the teacher not let the language teaching take over, but to use effective teaching practice together with introduction of key language items at relevant moments. Mounting evidence suggests that this kind of approach has a number of positive effects on learning, including increased motivation (4) an improvement in language skills and a deep processing of the subject matter or both the subject matter and language skills.

The students learn indirectly both from the material proposed and from the input on the part of the lecturer. CLIL has been defined as a dual-focused approach through which integration is sought between teaching language and teaching content (5) and can be found across all educational levels including higher education (10;

21). In W. Yang’s words: “What differentiates ESP from CLIL is that the latter has dual focuses, i.e. both language and content, while the former places emphasis on providing learners with sufficient language skills to master content knowledge” (23, 45).

Furthermore, CLIL approach is defined as an educational one in which a non-language subject is taught through the medium of a language other than that of mainstream education (6; 13). According to Ushioda (22, 31), “motivation is widely recognized as a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning.” The present study is located at the intersection of CLIL: motivation and authenticity which plays essential role in ESP classes.

### **Motivation**

Motivation to learn a language in higher education can increase or decrease over time (3), and may be linked to learners’ interests and goals, which may go beyond learning a language for its own sake and be associated with other interests connected to the specific degree they pursue in higher education. Dörnyei and Ushioda (7) indicate that one factor which may influence teacher motivation is that of intrinsic motivation, or autonomous motivation emerging from the educational process itself, or the subject matter, and teacher efficacy. Within the CLIL approach, future engineers can be motivated to learn a language because the subject matter through which it is learned is authentic and inherent to their specialization. The students of engineering at the Faculty of geology and mining, Karshi Engineering-Economic Institute, study authentic materials in order to acquire technical vocabulary of their specialty which will be used for future job-oriented purposes.

### **1.2 Authenticity**

Authenticity is a complex and evolving concept in English language education. Pinner (18), based on the multiple and often overlapping definitions provided in Gilmore (12), developed an authenticity continuum to cater for the different dimensions entailed by authenticity. These dimensions include the real (outside the classroom), the classroom, the community, and the individual uses of language; they represent the contexts, reasons and needs of such uses. Authors highlight that authenticity refers not only to the use of sources of input, not originally intended for foreign language teaching, but also to contents (18), activities, interaction and purposes (19) which are meaningful to users in their respective contexts. Authenticity plays a critical role in the motivation of learners in CLIL settings. Lasagabaster, Doiz and Sierra (15) agree that in CLIL lessons, input, goals and tasks reflect the mainstream school curriculum allowing learners to see English

language learning as relevant because it becomes a medium through which curriculum content is learned.

### **Curriculum Content**

The bachelor’s degree program on geology and mining engineering at Karshi Engineering –Economic institute, based on four-year study curriculum program, including engineering sciences in Uzbek language and divides across two components: general education on engineering (e.g., engineering), English for subject content (e.g., technical English). According to curriculum, we teach technical English to 2nd and 3rd year course students of engineering, consequently, curricula mostly based on technical texts which students study in order to acquire technical and semi-technical vocabulary words in FL and gain wide knowledge on their specialty. Comprehension in the ESP classroom is often more difficult than in real life, because texts are taken in isolation. In the outside world a text would normally appear in a context, which provides reference points to assist understanding. While teaching English to (engineering students), we come across with some difficulties in ESP classes. One of them is to involve students in perceiving terminology. Sometimes, in ESP classes, it is easy to teach technical English because students may guess technical text in L1, and this promotes us explaining the technical topic by their comprehending, analyzing, and interpreting. As a consequence, it motivates students communicate with each other in technical English. Furthermore, properly designed translation activities can enhance both productive and receptive skills develop accuracy, clarity and flexibility (9). In our everyday life we do not use technical words but we may use them in ESP classes and this requires English teacher to be more attentive than in ELT classes. According to the statement of Duff “Translation happens everywhere, all the time, why not in the classroom” (9, 6). Indeed it can be considered as a kind of a communicative act between languages and subjects and stimulate learners acquiring technical vocabulary words. Following sentences are taken from the texts, taught in ESP classes:

Extract from the textbook (Geology and Mining Engineering, Kh. Abdinazarov, 2016)

Gravimetric survey measure small variations in the gravitational field caused by the pull of underlying rock masses. The variation in gravity may be caused by faults, anticlines, and salt domes that are often associated with oil-bearing formations (p. 54).

### **Translation in Uzbek Language:**

Gravimetrik tadqiqot gravitatsiyaviy sohada kichik jinslarning o'zgarishlarini o'lchaydi. Maydondagi o'zgarishlar ko'pincha yoqilg'i turkumiga kiradigan yoriqlar, antiklinallar va tuz gumbazlari paydo bo'lishi orqali yuzaga keladi.

According to curriculum, ESP had the following aims: [1] to develop reading strategies with different text genres, [2] to encourage the awareness of geology and mining engineering materials in English and [3] promote comprehending video materials in FL. Likewise, the curricula also states that it would specifically take the pedagogical format of a workshop, that is, a practical stance, and focus on reading strategies, thus asking tutors to explore the links between ESP and reading. The above mentioned extracts from the textbook are very complicated to understand without dictionary and students' knowledge in specialty in L1. These texts give full explanation about specialty in FL. The relationship of collocation is fundamental in the study of vocabulary; especially, technical, it is marriage contract between words; some words are more firmly married to each other than others. It is important organizing principle in the vocabulary of any language. Any word in the language can be examined from the point of view of grammar, and vice-versa, any word, even words like articles and prepositions can be considered as vocabulary items. Languages are full of strong collocational pairs and, therefore, collocation deserves to be a central aspect of vocabulary study (17, 12).

### **Teaching and Learning Vocabulary**

Vocabulary is a fundamental aspect of language. Vocabulary is central to any profession, therefore, vocabulary is a central component in ESP teaching. Teachers are in charge of devising a systematic way of teaching, instead of resorting to concrete techniques (16).

Considering the complexity of the vocabulary learning task

In class all vocabulary acquisition is impossible

Students should be encouraged to self-learning

Some suggestions to promote self-learning – to develop: guessing strategies, dictionary strategies, memory strategies.

Learners can be directed and trained to develop these strategies in their self-study time.

#### **In Class**

As an ESP teacher in Karshi Engineering-Economics Institute:

teach texts of technical nature with relevant visuals: pictures, real objects, instruments, equipment;

use ICT tools which introduce the job of engineers in the work.

### **Students:**

translated, interpreted, realized, guessed, were all involved and interested in learning the language.

### **Out of the Class**

The students of geology and mining engineering may learn the words beyond the formal teaching:

going to Petroleum production company in Karshi, Uzbekistan;  
may exchange theoretical knowledge in FL with native-speakers, specialists;  
gain wide experience in subject matter in FL;  
get tools for self-learning.

### **Interview**

Forty students from (the faculty of geology and mining engineering) were invited to be interviewed: the interview based on students' perceptions, expectations and motivations. It consisted of question beginning: what is your aim of studying English language?

We would like to learn English because we want to communicate in this language in class and out of class.

We would like to learn English because we may improve our reading skills in English.

We would like to learn English because we can comprehend video materials, texts on profession.

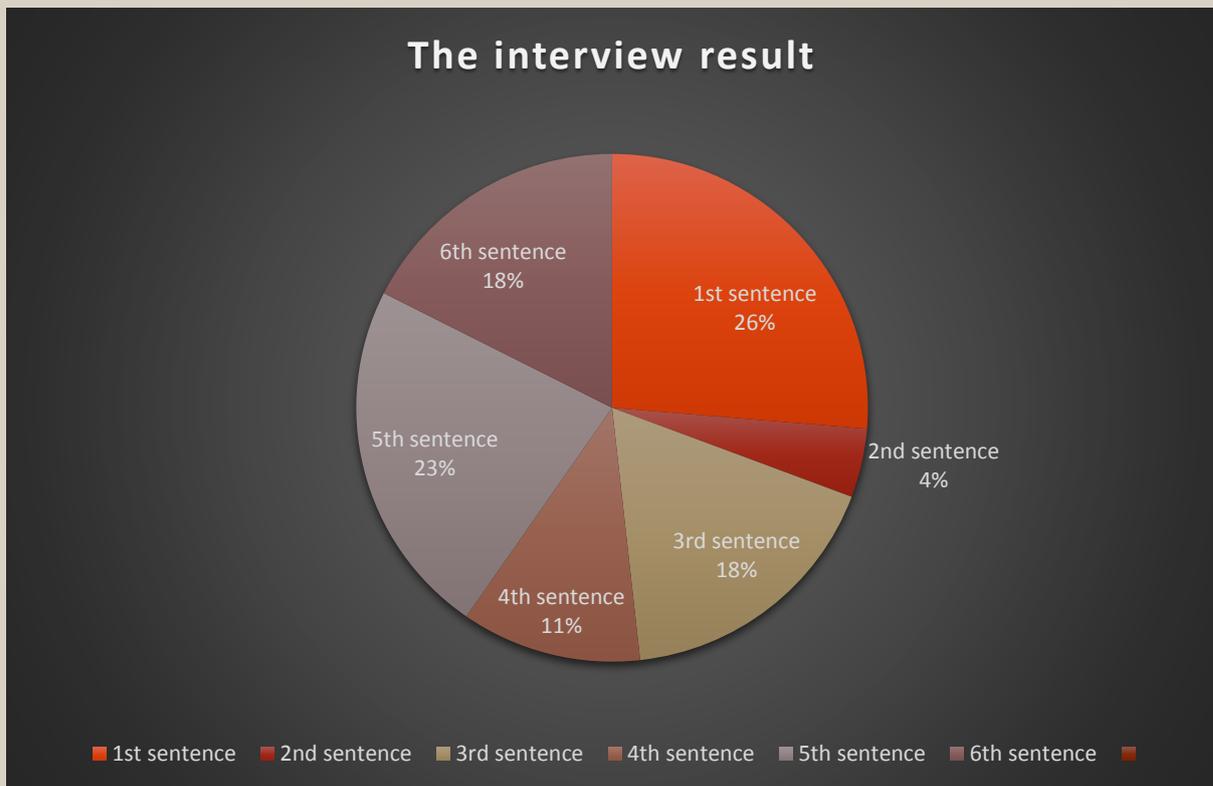
We would like to learn English because we must know up-to-date information on profession.

We would like to learn English because it may be important language in industry in the future.

We would like to learn English because we may translate a technical text we need and may acquire technical vocabulary words.

Diagram: 40 students' needs analysis in learning English language

The result of the students' needs in learning English was following: 1: 30, 2: 5, 3: 20, 4: 13, 5: 26, 6: 20,



The interview result showed that students' language needs mostly focused on Communication in English in class and out of class, the language may be useful language in industry in the future, with the help of linguistic ability they may translate technical texts, studying English promotes comprehending visual aids, texts in FL. However, other results showed that few students answered their needs in learning language:

Students learn the language in order to improve reading skills.

Students learn English because they must know up-to-date information on profession.

As a result, the need and aim of students in learning English is to develop communication skills, improve comprehension of texts and visual aids on profession, and acquisition of terminology.

### **Content-based language activity**

In pairs and groups, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement (14, 43). Exercises and activities can combine the collective and the individual. Gairns and Redman (11, 57) suggest, alongside conventional vocabulary work on a text, allowing students to choose any words they wish from a text and within a given time limit, to work on them using a dictionary. In this way learners are encouraged to recognize their own needs, and are assisted in developing their ability to pursue those needs in organized and productive ways (17, 90).

A group consists of 20 students:

Students are divided into two groups for activity:

ESP teacher gives them a task to define, express, give a full explanation of the word.

Each group should give the information about word meaning in FL.

First group utters a word to second group to define it.

If second group can't describe the word, they may ask following questions:

What does it consist of?

Why do we use it?

If the student in each group fails to answer:

(S)he is not able to take part in this activity any more,

The activity continues until no word or student stays but one.

This activity involves students:

to discuss, remember, guess unknown word, to improve, enrich their knowledge

### **Conclusion**

According to Bloor and Bloor (cited in 1, 17), teaching a specific variety of English (ESP) can start at any level including beginners. Moreover, learning from the specific variety of English (for example, English for doctors, English for engineering), is highly effective as learners acquire structures in relation to the range of meanings in which they are used in their academic, workplace or professional environments (1, 17). ESP classes mostly designed in translating technical texts, but also purposed visual aids on profession to comprehend and communicate in technical English in class and at the future job places. Additionally, CLIL approach integrates both language and content in the class which promote comprehending and acquiring technical and semi-technical vocabulary words. According to the students' linguistic needs, the interview was organized and forty students (from the faculty of geology and mining engineering, Karshi Engineering-Economic institute, Karshi, Uzbekistan) were interviewed. The interview was accomplished and the result was shown in the above-mentioned diagram. What's more, in ESP classes, we need to do more activities in involving students' active performance in acquisition of language subject matter. As a result, we reached our aim in teaching technical vocabulary words with technical texts, and different activities, text translation. The students improved their profession within CLIL approach.

### **REFERENCES**

- Basturkmen, H. (2006). *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.
- Bentley, K (2010). *The TKT Course: CLIL Module*. Cambridge University Press.

1. Busse, V., & Walter, C. (2013). Foreign Language Learning Motivation in Higher Education: A Longitudinal Study of Motivational Changes and their Causes. *Modern Foreign Language Journal*, 97, 435-456.
2. Coyle, D, Hood, P, & Marsh, D. ( 2010). *Content and Language Integrated Learning*. Cambridge University Press.
3. Dalton-Puffer, C. (2011). *Content and Language Integrated Learning – from Practice to Principles*. *Annual Review of Applied Linguistics*, 31, 182-204.
4. Dalton-Puffer, C., & Nikula, T. (2014). Guest editorial: Content and Language Integrated Learning. *Language Learning Journal*, 42, 117-122.
5. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation*. Harlow: Pearson.
6. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge: Cambridge University Press.
7. Duff, A. (1989). *Translation*. Oxford: Oxford University Press.
8. Fortanet-Gómez, I. (2013). *CLIL in Higher Education: towards a Multilingual Language Policy*. Bristol: Multilingual Matters.
9. Gairns, R & Redman, S.(1993) *Working with Words*. Cambridge: CUP Gilmore, A.(2007). *Authentic Materials and Authenticity in Foreign Language Learning*. *Language Teaching* 40,97-118.
10. Ioannou Georgiou, S. (2012). A Longitudinal Study on the Impact of CLIL on effective factors. *Applied Linguistics*, 14, 279-291.
11. Jeremy Harmer (2007). *How to teach English*, Cambridge University Press Lasagabaster, D. & Doiz, A. & Sierra, J. M. (Eds). (2014). *Motivation and Foreign Language Learning : from Theory to Practice*. Amsterdam: John Benjamins.
12. Laufer, B. (2005), *Focus on form in Second Language Vocabulary Learning*, *EUROSLA Yearbook*, 5. Amsterdam: Benjamins, Michael McCarthy. 1990. *Vocabulary*, Oxford University Press.
13. Pinner, R.S ( 2013). *Authenticity and CLIL: Examining Authenticity from an International CLIL Perspective*. *International CLIL Research Journal*,2, 44-45.
14. Pinner, R.S. (2013). *Authenticity of Purpose: CLIL as a Way to Bring Meaning and Motivation into EFL contexts*. *Asian EFL Journal*, 15, 138-159.
15. Ruiz Garrido, M.F. & Fortanet-Gomez, I. (2009). *Needs Analysis in a CLIL context: A transfer from ESP*. In D. Wolff, R. Aliaga, T. Asikainen, M. J. Frigols-Martin, S. Hughes, & G. Lange (Eds), *CLIL practice: Perspectives from the Field* (pp. 179-188). Jyvaskyla: University of Lyvaskyla.
16. Taillefer, G (2013). *CLIL in Higher Education: the Crossroads of ESP and Didactic Reflection*. *Asp*,63,31-53. <https://asp.revues.org/3290>.
17. Ushioda, E. ( 2014). *Motivation, Autonomy and Metacognition: Exploring their Interactions*. In D. Lasagabaster, A. Doiz, & J.M. Sierra ( Eds), *Motivation and Foreign Language Learning: from Theory to Practice* (p. 31-50). Amsterdam: John Benjamins.
18. Yang, W. (2016). *ESP vs. CLIL: A Coin of Two Sides or Continuum of two Extremes? ESP Today*, 4,43-68.