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## COMMUNICATIVE LANGUAGE TEACHING VERSUS CONTENT LANGUAGE INTEGRATED LEARNING IN THE FRAMEWORK OF EOP AND EAP

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### Abstract

The Uzbek methodology of teaching foreign languages in the nonlinguistic higher schools has been continually undergoing changes with the attempt to find the most effective approaches to achieve the defined level of language proficiency (B2) in curriculum. A new phase of developing the methodology of teaching foreign languages in the nonlinguistic higher schools of Uzbekistan has been marked with implementation of new curricular, built on the basis of CEFR standard, and with application of the Communicative approach.

**Keywords:** *English for Occupational Purposes (EOP), English for Academic Purposes (EAP), Communicative Language Teaching (CLT), Content Language Integrated Learning (CLIL), subject-based competence, professionally-oriented material, comparative analysis, principles, observation, activities*

### Introduction

Scholars and educators have acknowledged and expressed concern about the crisis in education, particularly with regard to developing qualified experts, which was articulated in terms of attitude toward societal needs. They discussed the need to update instructional technologies as a result. Additionally, several experts reaffirmed the fact that language instruction is a tool for professional growth across all sectors of production. Due to these circumstances, the main goal is to raise the standard of foreign language instruction in Uzbekistan. Despite the steps implemented during the last time, FLT at nonlinguistic universities has not been

up to the standards set by society or the Uzbek labor market. According to us, there are several reasons why language instruction in nonlinguistic universities is of poor quality.

**Challenges and difficulties in EOP and EAP teaching in nonlinguistic universities.** Nowadays the Communicative approach (or CLT) is widely implemented into teaching foreign language at all educational establishments, including EOP setting. The efficacy of CLT in the context of EOP is the fact but this approach not taking into consideration of the linguistic difficulties related to professionally-oriented information and specialized means of expression and mother tongue experience of students that plays

a great role in teaching nonnative speakers. The linguistic difficulties in EOP and EAP can be integrated because in both specialized material is taught. These difficulties are usually caused with the specificity and complexity of academic language and discourse structure (Crandall 1995; Master, 2006; Ball et. al. 2019: 66–70), as well as with differences between two contacted languages (L1 and L2), that require special approach to professional and academic language acquisition based on the principle of “mother tongue experience” (Makhkamova & Jalolov, 2022).

Tus, above information, we convince that CLT has a lot of benefits for development of language and communicative skills, but in Uzbekistan national context of education it should be integrated with the CLIL approach due to the mentioned factors. There is a number of scholars and educators involved in study various aspects of CLT and CLIL approaches (Richards 2006; Larsen-Freeman & Anderson 2013; Ball et.al 2019; Makhkamova & Kusanova 2020 and others). In spite of the pointed out advantages and disadvantages of CLT and CLIL approaches found by educators, we need to study efficacy of CLT vs CLIL within EOP in our national context of education.

### Methodology

It was mentioned before that the choice of the problem for study in this paper has been made with special focus on the features of CLT

and CLIL approaches and their efficacy for EOP and EAP teaching in Uzbekistan national context of education. In our case, for empirical study we involved two groups of the 3-d year students of the International economics and country-study faculty in Tashkent State University of Oriental Studies.

In accordance with the specificity of issue discussed in this study the following research methods were applied: critical literature review, theoretical and empirical methods. Taking into consideration of the specificity of EOP & EAP, the relevance and significance of the empirical study can conduct from the following aspects:

- Comparative analysis of CLT and CLIL principles.

- Survey of application of these principles in the practice of EOP & EAP teaching.

Thus, this study aims to highlight the principles of CLT and CLIL approaches and ways of their application in the practice of EOP and EAP teaching. In accordance with the research goal the following tasks were determined:

### Results and interpretation of comparative analysis of CLT and CLIL principles.

While comparison of the major principles of CLT and CLIL we have found out similarities and differences, which demonstrated in the Table 1.

**Table 1.** *Comparative analysis of CLT and CLIL principles*

<b>CLT (according to Brumfit 1984; Brown 2007; Larsen-Freeman &amp; Anderson 2013)</b>	<b>CLIL (according to Smyth 2003; Ball et.al. 2019)</b>
1. Direct and natural approaches for L2 or EFL acquisition. Ignorance of the mother tongue. But judicious use of mother tongue sometimes is permitted (Larsen-Freeman & Anderson, 2013).	1. Bilingual education. L1 can be used for explanation of declarative and procedural knowledge. The translation method is also involved.
2. Language for communication. Mastering language skills through communicative actions.	2. English as “mediate” language between the learner and new subject.
3. Development of communicative skills.	3. Development of subject language awareness.
4. Fluency is first (Brumfit, 1984). At times fluency is above accuracy. But fluency and accuracy are seen as complementary. (Brown, 2007:241)	4. Subject-content is primary for development of accuracy and fluency.

Some points of the Table content are vital description and interpretation of differences between CLT and CLIL approaches. According to the first point of data in CLT, the English language is taught without addressing to the mother tongue of students, so presentation of terms is organized via context, description, visual aids. In turn, in CLIL approach while terms presentation the teacher can use the direct translation if it is necessary. The second point data gave evidence about role of the mother tongue for understanding difficult conceptions and assumptions related to the chosen field of study. The third group data explains that communicative competence, first, aims at mastering functions needed for various situations of communication (Richards, 2006: 11). In our view, taking into consideration of importance of the specialized information received in other linguistic code for professional development, both of them should be assessed. For instance, reading and listening tests are constructed on the basis of specialized texts, where the objects of evaluation are comprehension of the specialized text and appropriate language using.

In CLT the most important teaching aspect is fluency that's why it dominates, but in CLIL more attention is giving on assimilation of terminology and special grammar structures (See Master, 2004; Crandall J., (ed.) 1995) to reading specialized text via direct and translation methods for meaning discovering. So, accuracy should dominate, but in both approaches accuracy and fluency are complementary, because without accuracy can't be fluency (Makhkamova & Kusanova, 2020).

Regarding the final argument, we may assert that both the language and discourse levels are involved in discourse production. It is challenging to get a high degree of language competency (cognitive academic proficiency) under artificial ELT environments, particularly in nonlinguistic higher schools. Additionally, due to the prevalence of interlanguage, ELT in national contexts in Uzbekistan is based on the approximation concept (Makhkamova & Jalolov, 2022). Therefore, it is appropriate for language performance to be roughly right (exact enough to be intelligible). It is clear, that in teaching EOP and EAP special focus should be given on mastering

discourse competence, which envelopes the functional and textural aspects for speech perception, comprehension and production.

### **Lessons observation in the context of the used ways of CLT and CLIL approaches**

There are various models of analysis of using approaches and methods in the language classrooms, especially, described in the book "Techniques & Principles in Language Teaching" (2013) by D. Larsen-Freeman & M. Anderson. Study of the models is significant for thinking about procedure of survey, which should be taken into consideration. To make lessons' observation easy we designed sheet with several questions as follows:

1. What is the topic and objective of the lesson?
2. What is the linguistic material for obtaining?
3. What methods and techniques are used by the teacher while working on the specialized text?
4. How often the teacher address to the mother tongue experience while working on the linguistic and speech material?

First, let us describe the goal and content of the lesson, entitled "Accounting bases" of the first Unit in the syllabus of the 3-d year students of Tashkent State University of Oriental Studies. This lesson aimed at enlarging professionally oriented information and development of vocabulary skills in the field of accounting basis. There were two specialized texts in the lesson.

### **Discussion**

The observation of the lessons showed that the teachers used various vocabulary and reading activities which corresponded with the put goal. The students skills related to professionally-oriented information in the first group was not developed in a proper way. In particular, 53 percent students did not understand a specialized information that it was revealed while answering the questions, although they could reproduce information without full comprehension of text. Unfortunately, within using only CLT students could not achieve a good result, in which defects and problems related to complexity of specialized text and terminology.

### Conclusion

EOP methodology in Uzbekistan context has been undergone some difficulties in choosing appropriate approaches and methods because of the put goal and results of the FL education which should be mastered by students of higher schools with nonlinguistic profile of education. This stage is characterized with complexity of the cognitive academic proficiency (See Cummins 1979), so only implementation of CLT approach into professional educational system this issue will

not be solved. In the FLT methodology CLIL approach has proven itself as rational in training specialist of nonlinguistic higher schools. The CLIL approach aims at developing subject competence through target language, that is why the learners' native language using is permitted. In this case the teacher can address to mother tongue while presentation and reinforcement of terms; analysis terms in the context; checking comprehension of sentences and content of the specialized text; commentary of meaning and ideas of the text.

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