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CLIL AND MULTILINGUAL CLASSROOMS: ADDRESSING LEARNERS' DIVERSE LANGUAGE NEEDS

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Abstract. *The increasing use of multiple languages in educational settings has made multilingual classrooms more common than ever before. Students often come from different linguistic backgrounds and possess varying levels of language proficiency. This diversity creates both opportunities and challenges for effective teaching and learning. Content and Language Integrated Learning (CLIL) has been widely recognized as an approach that combines subject learning with language development. Through CLIL, learners can improve their language skills while gaining academic knowledge. This article explores the role of CLIL in addressing the diverse language needs of students in multilingual classrooms. It also discusses the benefits and challenges of CLIL and highlights strategies that can support successful learning outcomes. Ultimately, CLIL can contribute to both academic achievement and language competence in diverse educational environments.*

Keywords: *CLIL, multilingual classrooms, language diversity, language learning, content-based instruction, bilingual education.*

Аннотация. *В современном образовании многоязычные классы становятся всё более распространённым явлением. Учащиеся часто представляют различные языковые и культурные группы и обладают разным уровнем владения языком обучения. Такое разнообразие создаёт как новые возможности, так и определённые трудности для образовательного процесса. Предметно-языковое интегрированное обучение (CLIL) рассматривается как эффективный подход, объединяющий изучение учебного содержания и развитие языковых навыков. Благодаря CLIL учащиеся одновременно осваивают предметные знания и совершенствуют языковую компетенцию. В данной статье рассматривается роль CLIL в многоязычных классах и его значение для удовлетворения разнообразных языковых потребностей обучающихся. Также анализируются преимущества данного подхода, возможные трудности его внедрения и стратегии эффективной реализации. В целом CLIL способствует как академической успеваемости учащихся, так и развитию их языковой компетенции.*

Ключевые слова: *CLIL, многоязычные классы, языковое разнообразие, изучение языка, обучение на основе содержания, билингвальное образование.*

Annotatsiya. *Bugungi kunda ta'lim muassasalarida bir nechta tillardan foydalanilishi ko'p tilli sinflarning keng tarqalishiga sabab bo'lmoqda. O'quvchilar turli til va madaniy muhitlardan kelib chiqib, til bilish darajasi jihatidan bir-biridan farqlanadilar. Bunday xilma-xillik ta'lim jarayonida ham imkoniyatlar, ham muayyan qiyinchiliklarni yuzaga keltiradi. Mazmun va tilni integratsiyalashgan holda o'qitish (CLIL) fan mazmunini o'rganish bilan birga til ko'nikmalarini rivojlantirishga xizmat qiluvchi samarali yondashuv sifatida e'tirof etilgan. CLIL orqali o'quvchilar akademik bilimlarni egallash bilan bir qatorda til kompetensiyalarini ham rivojlantiradilar. Ushbu maqolada ko'p tilli sinflarda CLIL yondashuvining o'rni va uning o'quvchilarning turli til ehtiyojlarini qondirishdagi ahamiyati tahlil qilinadi. Shuningdek, CLILning afzalliklari, uni amalga oshirish jarayonidagi muammolar hamda samarali qo'llash strategiyalari ko'rib chiqiladi. Umuman olganda, CLIL o'quvchilarning ham akademik muvaffaqiyatini, ham til kompetensiyasini rivojlantirishga xizmat qiladi.*

Kalit so'zlar: *CLIL, ko'p tilli sinflar, til xilma-xilligi, til o'rganish, mazmunga asoslangan ta'lim, ikki tilli ta'lim.*

Introduction. The growth of globalization and cross-cultural communication has significantly increased language diversity in educational settings. Today, many schools and universities include students from different linguistic and cultural backgrounds, making multilingual classrooms a common reality. This diversity can create a richer and more dynamic learning environment; however, it also presents challenges for educators. Teachers must find effective ways to support learners with varying levels of language proficiency while ensuring equal access to educational opportunities and active classroom participation. To address these challenges, Content and Language Integrated Learning (CLIL) has emerged as a widely recognized educational approach that integrates subject content with language acquisition. Unlike traditional methods, which often separate language instruction from content teaching, CLIL enables learners to develop both simultaneously through meaningful learning experiences. This approach has become particularly valuable in multilingual classrooms, where students have diverse linguistic backgrounds and learning needs. The present article explores how CLIL can support language diversity in educational settings, while also examining its key benefits, potential challenges, and practical strategies for effective implementation.

Literature Review. The concept of Content and Language Integrated Learning (CLIL) was introduced in Europe during the 1990s as an approach that combines

content instruction with language learning. According to Marsh (2002), CLIL enables learners to acquire subject knowledge and language skills simultaneously, making learning more meaningful and context-based. Since its introduction, CLIL has gained considerable attention in both research and educational practice [1].

One of the most influential models in CLIL research is Coyle's 4Cs Framework, which includes Content, Communication, Cognition, and Culture (Coyle, 1999) [2]. This framework emphasizes that effective CLIL teaching should support subject learning, language development, critical thinking, and intercultural awareness. Researchers have argued that the integration of these elements creates a more holistic learning experience for students.

Several studies have highlighted the positive impact of CLIL on language proficiency. Dalton-Puffer (2007) found that learners in CLIL programs often demonstrate stronger vocabulary knowledge, improved communication skills, and higher motivation compared to students in traditional language-learning environments [3]. Similarly, Mehisto, Marsh, and Frigols (2008) noted that CLIL encourages active participation and learner engagement through meaningful interaction [4].

In multilingual classrooms, students often possess different linguistic backgrounds and varying levels of language competence. Cummins (2000) suggests that learners' existing language resources should be viewed as assets rather than obstacles [5]. In this regard, CLIL provides opportunities for students to connect prior linguistic knowledge with new content, thereby facilitating both language and academic development.

Recent research has also emphasized the importance of scaffolding in CLIL instruction. Meyer (2010) argues that visual aids, collaborative activities, and structured language support can help learners overcome language barriers and access academic content more effectively [6]. These strategies are particularly important in multilingual classrooms, where language diversity requires flexible and inclusive teaching practices.

Research methodology. The study is based on previous academic research, including books and journal articles (Mehisto et al., 2008) [7]. This study adopts a qualitative research design based on a review of existing literature on Content and Language Integrated Learning (CLIL) and multilingual education. The research does not involve primary data collection from schools or participants; instead, it focuses on analyzing previously published academic sources, including books, journal articles, and conference papers.

Data for this study were collected from relevant scholarly works that discuss CLIL implementation, multilingual classroom environments, and language learning

strategies. The selected materials were carefully reviewed to identify key concepts, theoretical frameworks, and empirical findings related to the topic.

The data were analyzed using descriptive and comparative analysis methods. This approach made it possible to examine similarities and differences among previous studies and to highlight the main benefits, challenges, and strategies of CLIL in multilingual classrooms. The methodology ensures a clear understanding of the research topic based on reliable academic sources.

Analysis and Results. The review of previous studies shows that CLIL is generally effective in improving both language learning and subject knowledge in multilingual classrooms. Many researchers note that students learn better when language is used in real subject lessons, because it helps them understand and use the language in a meaningful way.

Students learn better when language is used in real subject lessons, which improves understanding and motivation (Dalton-Puffer, 2007) [8]. The findings also show that CLIL can increase students' motivation. Learners often become more active in class when they use the target language for real communication instead of only studying it as a separate subject. This also helps them understand and remember information more easily.

At the same time, the analysis shows some challenges. Teachers need proper training to apply CLIL successfully, and suitable teaching materials are not always available. In addition, it can be difficult to assess both language skills and subject knowledge together. In multilingual classrooms, different levels of language ability among students can also make teaching more complicated.

Overall, the results show that CLIL is a useful approach for multilingual education. With the right support and teaching methods, it can help students improve both their language skills and academic performance.

Conclusion. This study examined the role of CLIL in multilingual classrooms and its effectiveness in addressing learners' diverse language needs. The analysis shows that CLIL is a helpful approach that combines language learning with subject content, allowing students to develop both skills at the same time. It creates a more meaningful and interactive learning environment, which supports better understanding and engagement.

The findings also show that CLIL can improve students' motivation and participation in lessons. However, its successful implementation depends on several factors, such as teacher training, availability of materials, and proper assessment methods. In multilingual classrooms, teachers also need to consider the different language levels of students to ensure equal learning opportunities.

Overall, CLIL can be considered an effective educational approach for multilingual settings. With proper support and well-planned instruction, it can contribute to both academic achievement and language development.

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