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<http://www.supportscience.uz/index.php/ojp/about>**CLIL TEACHER TRAINING: CHALLENGES AND BEST PRACTICES FOR NOVICE EDUCATORS*****M.D.Boynazarova****Student**Urgench state pedagogical institute**Urgench, Uzbekistan***ABOUT ARTICLE**

**Key words:** CLIL, teacher training, novice educators, language learning, pedagogy, professional development.

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**Abstract:** Content and Language Integrated Learning (CLIL) has become an important approach in modern education, as it allows students to learn subject content and a foreign language at the same time. Despite its benefits, CLIL implementation might be difficult, particularly for inexperienced teachers with little training and experience. The purpose of this study is to investigate the primary challenges encountered by novice CLIL teachers and to pinpoint useful tactics that can aid in their professional growth. The study employs a qualitative methodology, utilizing classroom observations and interviews to gain a deeper understanding of instructors' perspectives. The results show that obtaining suitable teaching resources, managing classroom interaction in a foreign language, and striking a balance between topic and language objectives are common challenges for new teachers. Additionally, their teaching ability may be adversely affected by a lack of confidence and inadequate methodological preparation. Overall, the study highlights how crucial ongoing assistance and hands-on training are to the effective application of CLIL.

**CLIL O'QITUVCHILARINI TAYYORLASH: YANGI BOSH LAVCHI PEDAGOGLAR UCHUN MUAMMOLAR VA ENG YAXSHI AMALIYOTLAR*****M.D. Boynazarova****Talaba**Urganch davlat pedagogika institute**Urganch, O'zbekiston*

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**MAQOLA HAQIDA**

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**Kalit soʻzlar:** CLIL, oʻqituvchilar tayyorlash, yangi oʻqituvchilar, til oʻrganish, pedagogika, kasbiy rivojlanish.

**Annotatsiya:** Content and Language Integrated Learning (CLIL) zamonaviy taʼlimda muhim yondashuvlardan biri hisoblanadi, chunki u oʻquvchilarga bir vaqtning oʻzida fan mazmuni va chet tilini oʻrganish imkonini beradi. Uning afzalliklariga qaramay, CLILni amalda qoʻllash, ayniqsa tajribasi va tayyorgarligi kam boʻlgan yangi oʻqituvchilar uchun murakkab boʻlishi mumkin. Ushbu tadqiqotning maqsadi yangi CLIL oʻqituvchilari duch keladigan asosiy qiyinchiliklarni aniqlash hamda ularning kasbiy rivojlanishiga yordam beradigan samarali strategiyalarni koʻrsatib berishdan iborat. Tadqiqot sifatli (qualitative) yondashuv asosida olib borilib, oʻqituvchilarning tajribalarini chuqurroq tushunish uchun sinf kuzatuvlari va intervyular qoʻllanildi. Natijalar shuni koʻrsatdiki, yangi oʻqituvchilar uchun mos oʻquv materiallarini topish, chet tilida sinf jarayonini boshqarish hamda fan mazmuni va til maqsadlari oʻrtasida muvozanatni saqlash asosiy muammolar hisoblanadi. Bundan tashqari, ishonchning yetishmasligi va metodik tayyorgarlikning sustligi ularning dars berish samaradorligiga salbiy taʼsir koʻrsatishi mumkin. Umuman olganda, tadqiqot CLILni samarali joriy etishda doimiy qoʻllab-quvvatlash va amaliy treninglar muhim ahamiyatga ega ekanligini taʼkidlaydi.

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**ПОДГОТОВКА УЧИТЕЛЕЙ CLIL: ПРОБЛЕМЫ И ЛУЧШИЕ ПРАКТИКИ ДЛЯ НАЧИНАЮЩИХ ПЕДАГОГОВ**

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**О СТАТЬЕ**

**Ключевые слова:** CLIL, подготовка учителей, начинающие педагоги, изучение языка, педагогика, профессиональное развитие.

**Аннотация:** Интегрированное обучение содержанию и языку (CLIL) стало важным подходом в современной системе образования, поскольку позволяет учащимся одновременно осваивать предметное содержание и иностранный язык. Несмотря на свои преимущества, внедрение CLIL может быть сложным, особенно для начинающих учителей с

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ограниченным опытом и подготовкой. Цель данного исследования — выявить основные трудности, с которыми сталкиваются начинающие преподаватели CLIL, а также определить эффективные стратегии, способствующие их профессиональному развитию. Исследование основано на качественном подходе с использованием интервью и наблюдений в классе для более глубокого понимания опыта учителей. Результаты показывают, что начинающие педагоги часто сталкиваются с такими проблемами, как подбор подходящих учебных материалов, управление учебным процессом на иностранном языке и баланс между содержанием предмета и языковыми целями. Кроме того, недостаток уверенности и слабая методическая подготовка могут отрицательно влиять на качество преподавания. В целом исследование подчеркивает важность постоянной поддержки и практико-ориентированного обучения для успешной реализации CLIL.

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**Introduction.** Many novice teachers find it challenging to balance language instruction with subject content in CLIL classrooms. In some cases, they tend to focus heavily on grammar and vocabulary, while in others they prioritize subject content and pay less attention to language development. Such imbalance can reduce the overall effectiveness of CLIL lessons and limit students' learning outcomes.

Another common issue is the lack of confidence among beginner teachers, especially when they are required to teach in a foreign language. This often affects their ability to manage the classroom effectively and maintain active interaction with students. As a result, lessons may become less engaging and less productive.

For this reason, effective teacher training and continuous professional support play a crucial role in helping novice educators adapt to CLIL methodology. This paper aims to explore the main challenges faced by beginner CLIL teachers and to identify practical strategies that can support their professional development.

**Literature Review.** Content and Language Integrated Learning (CLIL) is widely recognized as an approach that combines subject content with language learning. According to Do Coyle (2007), CLIL supports both content understanding and language development through integrated

instruction. This means that teachers need to balance subject knowledge and language skills in their teaching [1].

However, research shows that many teachers are not fully prepared for this approach. David Marsh (2002) highlights that effective CLIL teaching requires both linguistic competence and methodological knowledge, which many novice teachers still lack. As a result, beginner educators often feel uncertain about lesson planning and classroom interaction [2].

Another issue discussed in the literature is the gap between theory and practice. While teachers may understand CLIL concepts, they often struggle to apply them in real classrooms. Peeter Mehisto (2008) points out that practical experience and continuous support are essential for successful implementation [3].

Overall, the literature suggests that teacher preparation and ongoing support play a key role in the effectiveness of CLIL.

**Research Methodology.** This study employs a qualitative research approach to explore the experiences and challenges of novice CLIL teachers in secondary schools. A qualitative design was selected because it allows for a deeper understanding of teachers' perspectives and real classroom practices.

#### Participants:

The study involved four novice teachers, each with approximately one year of teaching experience. They were employed at two secondary schools located in Khorezm. These participants were chosen purposively, as they could provide meaningful insights into the practical challenges of implementing CLIL.

#### Data Collection Methods:

1. **Semi-Structured Interviews:** Each teacher participated in an interview lasting approximately 30–45 minutes. The interviews focused on identifying the main difficulties faced in CLIL teaching, strategies used to integrate language and content, and their experiences with teaching materials and classroom management.

2. **Classroom Observations:** A total of five lessons per teacher were observed. The observations allowed the researcher to examine how teachers applied CLIL strategies in practice, managed classroom interactions, and engaged students in both content and language learning.

#### Data Analysis:

The collected data were analyzed using thematic analysis. The process involved coding the interview transcripts and observation notes, grouping similar ideas, and identifying recurring themes. This method made it possible to highlight common challenges and effective teaching practices among novice CLIL educators.

#### Ethical Considerations:

All participants provided informed consent prior to the study. Confidentiality was maintained throughout the research, and participation was entirely voluntary.

**Analysis and Results.** The analysis of both interviews and classroom observations revealed three main findings regarding the challenges faced by novice CLIL teachers in Khorezm.

### 1. Balancing Content and Language Integration

A major challenge identified was the difficulty of maintaining a balance between subject content and language learning during lessons. Teachers often struggled to integrate language-focused activities with content delivery, which supports broader research claiming that achieving an effective balance between content and language remains one of the most persistent issues in CLIL pedagogy. For example, Villabona and Cenoz note that content-oriented teachers may neglect language development, while language-oriented teachers may overlook deeper subject teaching, resulting in an imbalance that weakens CLIL outcomes [4].

### 2. Assessment Literacy and Teacher Preparedness

Another important finding was that novice teachers lacked sufficient understanding of assessment strategies tailored for CLIL contexts. Effective assessment in CLIL requires teachers to evaluate both content learning and language progress simultaneously, a competence often underdeveloped in beginner educators. As recent reviews suggest, CLIL teachers' assessment literacy — that is, their knowledge and skills to design, implement and interpret assessments — remains an area requiring greater professional development support [5].

### 3. The Role of Pedagogical Frameworks and Training

Finally, the findings show that teachers who had a clearer understanding of CLIL frameworks tended to implement more structured lessons. Research frameworks such as the models proposed by Dalton Puffer and Smit emphasize the need for contextualized pedagogical knowledge and highlight how teacher training influences classroom practice, supporting our observation that novice teachers with limited methodological training struggled more in lesson planning and execution [6].

In summary, the results indicate that while novice CLIL teachers demonstrate enthusiasm and willingness to improve, their effectiveness is hampered by practical challenges related to content language integration, assessment practices, and professional training.

**Conclusion.** This study explored the core challenges novice CLIL teachers face in secondary schools and identified meaningful patterns related to content language balance, assessment literacy, and pedagogical preparation.

First, balancing instruction between content and language remains a central difficulty. Without a clear strategy, lessons may lean too heavily on one component at the expense of the other. Second, the results highlight a need for enhanced CLIL assessment literacy. Since CLIL

requires evaluation of both linguistic and subject learning, additional training in designing and interpreting assessments is crucial. Third, the importance of systematic, context sensitive teacher training — including exposure to established CLIL frameworks — is affirmed by both the current study and existing literature.

To strengthen CLIL implementation, educational stakeholders should prioritize structured training programs that involve practical classroom exercises, model lesson planning, and assessment skill development. Mentorship and peer collaboration networks can also help novice teachers gain confidence and refine their practice over time.

Overall, while CLIL has the potential to enrich students' content and language learning, its success depends on the quality of teacher preparation and ongoing professional support.

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