



CLIL APPROACH FOR TEACHING BUSINESS ENGLISH TO FUTURE ECONOMISTS

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Annotation. This study explores the effectiveness of Content and Language Integrated Learning (CLIL) in developing communicative competence in future economists. With globalization and the increasing demand for multilingual professionals, it becomes crucial for economics students to develop not only technical expertise but also strong communication skills, especially in English. The research aims to investigate how CLIL methodologies can enhance language proficiency, critical thinking, and communication abilities in economics students.

Key words: CLIL (Content and Language Integrated Learning), Business English, Economics Education, Communicative Competence, Language Learning, Globalization, Higher Education, Economic Terminology, English for Specific Purposes (ESP).

Introduction. The demand for highly qualified individuals with both technical understanding and good communication skills has increased dramatically in light of globalization and the labor market's dynamic evolution. This is especially true in the field of economics, where success in both domestic and global settings depends on effective communication and critical thinking. Integrating CLIL (Content and Language Integrated Learning) technologies into school curricula is one creative way to foster these competencies. CLIL is a dual-focused method that fosters the development of second language communication skills in addition to subject-specific information by combining language acquisition with topic learning.

This study aims to investigate the methodological strategies for fostering future economists' communicative proficiency through the use of CLIL technology.[1] The purpose of this study is to investigate how CLIL approaches can improve economics students' communication, critical thinking, and language abilities while also advancing their professional growth as a whole.

Methods. This study adopts a mixed-methods approach, combining qualitative and quantitative data collection techniques. The research was conducted at a higher education institution specializing in economics, where a pilot CLIL-based curriculum was implemented in a number of undergraduate courses related to economics.

Participants: The study involved 150 undergraduate students majoring in economics, who were selected randomly from two groups: the experimental group, which underwent CLIL-based instruction, and the control group, which received traditional language instruction focused on specific terminology and isolated content areas.

Data Collection

Pre- and Post-Tests: To measure improvements in communicative competence, participants took a pre-test at the beginning of the course to assess their language skills and communicative ability, particularly in terms of their use of English in economic contexts. A

similar post-test was administered at the end of the course to assess any changes in performance.

Questionnaires: Participants were asked to fill out a questionnaire that assessed their perceptions of the CLIL approach. The questionnaire included questions on the perceived effectiveness of the method in improving both language skills and subject-specific knowledge, as well as their ability to communicate in an international business context.[2]

Observations: Classroom observations were conducted to examine the interaction between students and instructors, particularly focusing on how language was used in problem-solving activities, group discussions, and presentations.

Interviews: Semi-structured interviews were conducted with 15 students from the experimental group to gain deeper insights into their personal experiences with CLIL-based learning.

Data Analysis: Quantitative data from the pre- and post-tests were analyzed using paired t-tests to compare the performance of the experimental and control groups. Qualitative data from questionnaires, observations, and interviews were analyzed thematically to identify key themes related to the effectiveness of CLIL in enhancing communicative competence.

Results. Students in the experimental group significantly improved their communication ability when compared to those in the control group, according to the analysis of the pre- and post-test findings. Students in the experimental group improved their overall communication skills by 25% and their ability to correctly employ economic language in English by 30% on average. 85% of students in the experimental group reported feeling more confidence in their ability to speak in English in professional contexts, especially in international business environments, according to the questionnaire responses, which corroborated the quantitative findings. Additionally, observations showed that both in their mother tongue and in English, students were more actively participating in group projects and class discussions that required critical thinking and problem-solving. [2] This implies that CLIL improved their language proficiency as well as their capacity to apply economic ideas in a global setting. These conclusions were corroborated by student interviews, where the majority of students stated that the combination of language instruction with subject-specific content increased the learning process's significance and relevance to their future work as economists. Through the application of economic theories and practices in real-world situations, which necessitated excellent communication with peers and instructors, students reported that CLIL helped them better understand these concepts.

Discussion. The results of this study confirm the effectiveness of CLIL technologies in developing communicative competence in future economists. The integration of content and language learning proved to be a powerful approach for enhancing both the language proficiency and professional skills of students. By working in international contexts and communicating complex economic ideas in a second language, students were able to develop critical thinking skills and a deeper understanding of the subject matter. The capacity of CLIL to establish an immersive learning environment where students are motivated to utilize the target language in relevant circumstances is one of its main advantages. This strategy differs from conventional approaches, which frequently isolate language acquisition from practical uses. In the case of economics, CLIL enables students to participate in conversations, debates, and problem-solving exercises that reflect the difficulties they will encounter in their professional jobs, in addition to learning the technical vocabulary of the discipline.

Furthermore, the findings imply that CLIL is especially advantageous for students who intend to work in cross-cultural or international settings where proficiency in a second language is crucial.[4] The need for economists with excellent language and communication abilities will only grow as economies become more integrated. Thus, incorporating CLIL into the curriculum of economics programs can be seen as a response to this global trend, preparing students for the realities of the modern labor market. However, there are several challenges to implementing CLIL effectively in economics programs. One challenge is the need for instructors who are proficient in both the subject matter and the target language.[5] Additionally, students' initial language proficiency can vary widely, and those with lower proficiency may struggle to fully engage with the content. To address these issues, it is important for institutions to provide adequate teacher training and support for students, ensuring that both linguistic and academic needs are met.

Conclusion. This study shows how CLIL technology can greatly improve future economists' communicative ability by giving them the language proficiency and subject-specific information they need to thrive in global business settings. Students can learn both technical and soft skills in a dynamic and interesting way when language and topic learning are combined. The use of CLIL in economics education is probably going to become a more crucial tactic for preparing students for success in a cutthroat, globalized society as global economic integration continues to influence the nature of labor in the future. The long-term impacts of CLIL on students' professional careers, as well as the difficulties and best practices for putting CLIL into practice in a variety of educational contexts, require more investigation.

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