IFSMRC AFRICAN INTERNATIONAL JOURNAL OF RESEARCH IN MANAGEMENT (AIJRM)

ETHIOPIA PUBLISHER

ISSN:2308-1341,Impact factor: 14.77 Volume 15,Issue 06,2026

Journal: https://ifsmrc.org/index.php/aijrm

IMPLEMENTING CLIL IN PHILOLOGY DEPARTMENTS TO TEACH LINGUISTICS THROUGH ENGLISH-MEDIUM INSTRUCTION

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Abstract. Content and Language Integrated Learning (CLIL) has gained increasing attention in higher education as an approach that integrates subject content learning with foreign language acquisition. In philology departments, where linguistics is a core discipline, CLIL offers a promising framework for delivering theoretical and applied linguistic knowledge through English-medium instruction (EMI). This paper explores the pedagogical and institutional feasibility of implementing CLIL in philology departments to teach linguistics in English. Drawing on recent theoretical discussions and empirical studies in CLIL and EMI contexts, the article analyses benefits, challenges, and methodological implications of CLIL-based linguistics instruction. It argues that CLIL enhances disciplinary literacy, academic English competence, and cognitive engagement when properly scaffolded. However, its success depends on teacher training, curriculum redesign, and institutional support. The paper proposes a structured CLIL model for linguistics courses in philology departments and offers practical recommendations for implementation in non-native English-speaking higher education contexts.

Keywords: CLIL, English-medium instruction, philology, linguistics teaching, higher education, academic English, bilingual education

Introduction

The internationalization of higher education has significantly increased the use of English as a medium of instruction (EMI) across non-English-speaking countries. Within this context, philology departments are increasingly expected to prepare graduates who are not only knowledgeable in linguistics but also capable of engaging with global academic discourse in English.

Content and Language Integrated Learning (CLIL) has emerged as a pedagogical approach that integrates content learning and language development simultaneously. Unlike traditional language instruction, CLIL emphasizes learning disciplinary content through a foreign language, making it particularly relevant for linguistics education in philology departments.

Recent scholarship suggests that CLIL and EMI are closely related but distinct concepts, where EMI refers to the language of instruction and CLIL emphasizes the pedagogical integration of content and language objectives. This distinction is crucial when considering how linguistics can be effectively taught in English within philological training programs.

Literature Review

CLIL and EMI in Higher Education

CLIL has been widely implemented across European and Asian higher education institutions as a dual-focused approach combining subject learning and language acquisition. Studies indicate that CLIL enhances both content mastery and language proficiency, especially in cognitively demanding disciplines such as social sciences and humanities.

In higher education contexts, CLIL is often integrated with EMI programs. However, researchers emphasize that EMI alone does not guarantee language development unless accompanied by structured pedagogical support, which is the defining feature of CLIL approaches.

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CLIL in Linguistics and Philology

Philology departments are uniquely positioned for CLIL implementation because linguistics itself is both content-rich and language-dependent. Teaching linguistic theory, morphology, syntax, semantics, and discourse analysis through English creates an authentic academic environment where language and content reinforce each other.

Recent studies in Uzbekistan and other non-English-speaking contexts show increasing interest in applying CLIL in higher education ESP and philological programs, although challenges remain in methodology and teacher preparedness.

Pedagogical Benefits

The literature highlights several advantages of CLIL:

- Improved academic English proficiency
- Deeper conceptual understanding of subject content
- Enhanced critical thinking skills
- Increased learner motivation and engagement

CLIL has also been shown to support cognitive development by encouraging learners to process complex academic input in a foreign language, thereby increasing mental flexibility and analytical capacity.

Methodology

This paper adopts a qualitative conceptual research design based on:

1. Theoretical analysis of CLIL and EMI literature
2. Comparative pedagogical review of linguistics teaching approaches
3. Synthesis of best practices in higher education CLIL implementation

Additionally, a proposed model for CLIL integration in philology departments is developed based on curriculum alignment principles and bilingual education frameworks.

Proposed CLIL Framework for Linguistics Teaching

Curriculum Structure

A CLIL-based linguistics curriculum should integrate:

- Content objectives (linguistic theory, analysis, and application)
- Language objectives (academic English proficiency, discipline-specific vocabulary)
- Cognitive objectives (analysis, synthesis, evaluation)

Instructional Design

Key principles include:

- Input scaffolding (simplified academic texts, glossaries)
- Task-based learning (analysis of authentic linguistic data in English)
- Interaction-based learning (seminars, debates, peer instruction)
- Output production (essays, research summaries in English)

Assessment Strategy

Assessment should evaluate both:

- Linguistic competence (accuracy, academic style, terminology use)
- Disciplinary understanding (conceptual clarity, analytical depth)

Discussion

Advantages of CLIL in Philology Departments

Implementing CLIL in linguistics education offers several pedagogical advantages. Students gain simultaneous exposure to linguistic theory and academic English, which prepares them for international academic and professional environments. Moreover, CLIL supports deeper engagement with complex theoretical content by requiring active language processing.

Challenges

Despite its benefits, CLIL implementation faces several challenges:

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- Insufficient English proficiency among students and lecturers
- Lack of CLIL-specific teaching materials in linguistics
- Institutional resistance to curriculum change
- High cognitive load for students in early stages

These challenges are consistent with findings in higher education CLIL research, particularly in non-English-speaking countries where implementation is still developing.

Teacher Training Requirements

Effective CLIL implementation requires:

- Training in bilingual pedagogy
- Familiarity with EMI and CLIL distinctions
- Skills in material adaptation and scaffolding
- Competence in academic English instruction

Conclusion

This paper has examined the implementation of CLIL in philology departments for teaching linguistics through English-medium instruction. The findings suggest that CLIL provides a robust pedagogical framework that enhances both linguistic competence and disciplinary knowledge. However, successful implementation depends on systematic curriculum design, institutional support, and professional development for educators.

Future research should focus on empirical classroom-based studies to measure CLIL effectiveness in linguistics education and to develop standardized teaching models for philology departments in non-English-speaking contexts.

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