

THE ROLE OF FEEDBACK IN CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

Babaxanova Dildora Ikromjon qizi

Teacher, Uzbekistan State World Languages University

<https://doi.org/10.5281/zenodo.18766173>

Abstract: Feedback plays a crucial role in Content and Language Integrated Learning (CLIL), where learners are required to simultaneously acquire subject knowledge and develop foreign language competence. Unlike traditional language instruction, CLIL environments demand a balanced approach to feedback that supports both content understanding and linguistic development. This article explores the multifaceted role of feedback in CLIL classrooms, examining how different types of feedback-corrective, formative, peer-based, and self-reflective-contribute to effective learning outcomes. Drawing on theories of second language acquisition, sociocultural theory, and formative assessment, the study analyzes how feedback facilitates scaffolding, promotes learner autonomy, and enhances communicative competence. The discussion highlights the importance of timing, quality, and adaptability of feedback in CLIL contexts, as well as the role of teachers and learners in the feedback process. The findings suggest that effective feedback in CLIL must be strategic, interactive, and context-sensitive, ensuring that learners can integrate content knowledge with language skills in a meaningful way.

Keywords: CLIL, feedback, foreign language teaching, formative assessment, scaffolding, learner autonomy, SLA.

Content and Language Integrated Learning (CLIL) has become an increasingly influential approach in foreign language education, combining subject content and language learning into a single pedagogical framework. In this context, feedback plays a central role, as learners are required to process both conceptual and linguistic information simultaneously. Unlike traditional language classrooms, where feedback primarily focuses on grammatical accuracy, CLIL requires a more integrated approach that supports both content mastery and language development. This dual focus makes feedback more complex but also more essential for effective learning.

From the perspective of second language acquisition, feedback is a key mechanism that helps learners notice the gap between their current performance and the target language norms (Schmidt, 1990). In CLIL settings, this process is particularly challenging because learners must also understand subject-specific concepts. Therefore, feedback must be carefully designed to address both language and content without overwhelming learners. Effective feedback helps learners refine their understanding, correct errors, and improve their ability to express ideas clearly and accurately.

Sociocultural theory provides another important framework for understanding feedback in CLIL. According to Vygotsky (1978), learning occurs through interaction and scaffolding within the Zone of Proximal Development. In CLIL classrooms, feedback acts as a form of scaffolding that supports learners as they engage with complex content in a foreign language. Teachers guide learners by providing hints, prompts, and explanations that help them progress beyond their current level of competence. This interaction not only facilitates learning but also encourages active participation and engagement.

A key challenge in CLIL is balancing content-focused and language-focused feedback. Teachers must decide whether to prioritize conceptual accuracy or linguistic correctness in different situations. For example, during a science lesson taught in a foreign language, the primary goal may be to ensure that learners understand the scientific concept, while language accuracy may be addressed later. However, ignoring language errors completely may hinder language development. Therefore, effective CLIL teaching requires a balanced approach in which both content and language are addressed in a complementary manner.

Corrective feedback plays an important role in addressing linguistic errors. In CLIL contexts, teachers often use strategies such as recasting, clarification requests, and elicitation to guide learners toward correct language use without interrupting communication (Lyster & Ranta, 1997). These techniques allow learners to maintain focus on content while gradually improving their language skills. For example, if a student incorrectly describes a process in a biology lesson, the teacher may reformulate the sentence in a correct form, providing a model without explicitly correcting the student.

Formative feedback is another essential component of CLIL. Unlike summative assessment, which evaluates learning outcomes, formative feedback supports learning throughout the process. It provides learners with information about their progress and helps them identify areas for improvement (Black & Wiliam, 1998). In CLIL classrooms, formative feedback can take various forms, including teacher comments, questioning, and observation. By continuously monitoring learners' performance, teachers can adapt their instruction to meet learners' needs.

Peer feedback also contributes significantly to learning in CLIL environments. When learners evaluate each other's work, they engage in meaningful communication and develop critical thinking skills. Peer feedback encourages collaboration and allows learners to learn from each other's strengths and weaknesses. Moreover, it reduces the teacher's workload and promotes a more interactive classroom environment. However, for peer feedback to be effective, learners need clear guidelines and criteria to ensure that their feedback is constructive and relevant.

Self-assessment is closely related to learner autonomy and plays an important role in CLIL. By reflecting on their own performance, learners become more aware of their learning processes and develop the ability to regulate their learning. Self-assessment tools, such as checklists and reflective journals, help learners identify their strengths and areas for improvement. This process not only enhances learning outcomes but also prepares learners for lifelong learning.

The timing of feedback is another critical factor in CLIL. Immediate feedback can help learners correct errors quickly and prevent misunderstandings, while delayed feedback allows learners to focus on communication without interruption. In CLIL contexts, a combination of both approaches is often most effective. For example, during a discussion activity, the teacher may delay feedback to maintain the flow of communication, while in a written task, more detailed feedback can be provided afterward.

Technology has expanded the possibilities for providing feedback in CLIL classrooms. Digital tools such as online platforms, interactive applications, and learning management systems enable teachers to provide immediate and personalized feedback. These tools also allow learners to practice independently and receive instant responses, which enhances

motivation and engagement. In addition, technology supports multimodal feedback, including audio, video, and visual elements, which can be particularly effective in CLIL contexts.

Despite its benefits, providing effective feedback in CLIL presents several challenges. Teachers must balance content and language, manage time effectively, and address the diverse needs of learners. Large class sizes and limited resources may also make it difficult to provide individualized feedback. To overcome these challenges, teachers need to adopt flexible strategies and prioritize the most important aspects of learning.

Another important aspect of feedback in CLIL is its role in developing higher-order thinking skills. CLIL emphasizes not only language learning but also cognitive development, including analysis, evaluation, and problem-solving. Feedback can support these skills by encouraging learners to explain their reasoning, justify their answers, and engage in critical thinking. For example, teachers can ask open-ended questions that require learners to analyze information and provide detailed explanations.

Furthermore, feedback in CLIL contributes to the development of communicative competence. By providing opportunities for interaction and communication, feedback helps learners improve their ability to use language in meaningful contexts. This aligns with the principles of communicative language teaching, which emphasize the importance of using language for real-life purposes.

Looking toward the future, the role of feedback in CLIL is likely to become even more important as education continues to evolve. Advances in technology, increased emphasis on learner-centered approaches, and the growing importance of multilingualism all highlight the need for effective feedback practices. Teachers must continue to develop their skills and adapt their methods to meet the changing needs of learners.

In conclusion, feedback is a fundamental component of CLIL that supports both content learning and language development. Effective feedback must be balanced, timely, and context-sensitive, addressing both linguistic and conceptual aspects of learning. By integrating various forms of feedback, including corrective, formative, peer, and self-assessment, teachers can create a supportive and interactive learning environment. Despite the challenges, the benefits of feedback in CLIL are significant, contributing to improved learning outcomes, increased motivation, and the development of communicative competence. As CLIL continues to expand, the role of feedback will remain central to its success.

Adabiyotlar, References, Литературы:

1. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7–74.
2. Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, 19(1), 37–66.
3. Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129–158.
4. Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.