Methodology of integrated subject-language teaching of a professional foreign language

Aikynkyzy Dilnaz,
Scientific supervisor: Ph.D., Professor Aidarbek K.Zh..
Kazakh National University named after al-Farabi
e-mail: dilnazaikynkyzy@icloud.com

The globalization of education and labor markets has increased the demand for professionals who are both subject-matter experts and proficient in a foreign language. Integrated Subject-Language Teaching (ISLT) is a methodology that combines domain-specific content with language instruction, ensuring that learners acquire both professional knowledge and the linguistic skills necessary for their field. This thesis explores the theoretical foundations, methodological principles, and practical applications of ISLT in teaching professional foreign languages.

ISLT merges Content and Language Integrated Learning (CLIL) with specialized language instruction to create a structured approach that enhances both subject knowledge and foreign language competence. The methodology is grounded in Vygotsky's sociocultural theory, Krashen's input hypothesis, and Cummins' theories on language acquisition. These perspectives highlight the role of contextualized learning and scaffolded instruction in professional language development. ISLT incorporates authentic professional texts, task-based learning, and interactive communication to develop both cognitive academic language proficiency (CALP) and professional competence.

ISLT balances subject-specific knowledge with foreign language learning by embedding linguistic objectives into professional training. Learners engage in authentic professional tasks that require both subject knowledge and language use, fostering practical skills. Instruction is adapted to learners' proficiency levels, using scaffolding strategies such as modeling, guided practice, and progressive autonomy. Evaluation methods include formative and summative assessments that measure both linguistic progress and professional knowledge application.

Designing ISLT courses involves selecting relevant professional content, aligning it with language objectives, and integrating interactive learning methods. Effective teaching materials include industry-specific texts, case studies, simulations, and digital tools that support language acquisition in professional contexts. Common challenges include varying language proficiency levels, teacher training requirements, and institutional constraints. Solutions involve blended learning models, professional development programs, and collaboration between subject and language experts.

ISLT is a dynamic approach that enhances both professional expertise and foreign language proficiency. By integrating content and language learning, this methodology prepares students for globalized work environments, improving their communication skills and subject competence simultaneously. Future research should focus on optimizing ISLT strategies for different disciplines and assessing long-term learning outcomes.