

STUDENT PERSPECTIVES ON INTEGRATED LEARNING: THE ROLES OF CLIL AND LEXICAL INSTRUCTION IN FOOD TECHNOLOGY ESP STUDENTS

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Annotatsiya: Mazkur tadqiqot Maxsus maqsadli ingliz tili (ESP) kurslarida tahsil olayotgan Oziq-ovqat texnologiyasi yo'nalishi talabalari misolida Fan va tilni integratsiyalashgan holda o'qitish (CLIL) metodikasining aniq leksik o'rgatish bilan birgalikdagi samaradorligini o'rganadi. Oziq-ovqat sanoati tobora global-lashib borayotgan bir davrda, talabalardan ham texnik mahorat, ham yuqori darajadagi lingvistik kompetensiya talab etiladi. Ushbu izlanishda talabalarning sohaga yo'naltirilgan darslar va tizimli lug'at o'zlashtirish integratsiyasini qanday qabul qilishini baholash uchun aralash metodli yondashuvdan foydalanildi. Natija-lar shuni ko'rsatadiki, CLIL motivatsiyani va kasbiy kontekstni tushunishni oshirsa-da, aniq leksik o'rgatish talabalarga murakkab ilmiy matnlarni tahlil qilish imkonini beruvchi asosiy ko'prik vazifasini o'taydi. Tadqiqot xulosalari gibril pedagogik model tili yoki fanni alohida o'qitishdan ko'ra samaraliroq ekanligini ko'rsatmoqda.

Kalit so'zlar: ESP (Maxsus maqsadli ingliz tili), Oziq-ovqat texnologiyasi, Leksik o'rgatish, Integratsiyalashgan ta'lim, Talabalarning qarashlari, CLIL (Fan va tilni integratsiyalashgan holda o'qitish), Pedagogika.

Abstract: This research explores the usefulness of Content and Language Integrated Learning (CLIL) combined with obvious lexical instruction among Food Technology students enrolled in English for Specific Purposes (ESP) courses. As the food industry becomes increasingly globalized, students require both technical mastery and high-level linguistic competence. This study utilizes a mixed-methods approach to evaluate how students perceive the integration of content-driven lessons and systematic vocabulary achievement. Results indicate that while CLIL enhances motivation and professional contextualization, explicit lexical instruction is perceived as the essential bridge that allows students to navigate complex scientific texts. The findings suggest that a hybrid pedagogical model is superior to isolated language or content teaching.

Keywords: ESP, Food Technology, Lexical Instruction, Integrated Learning, Student Perspectives, CLIL, Pedagogy;

Introduction. The modern landscape of higher education in Uzbekistan and globally demands that graduates in technical fields like Food Technology possess robust English proficiency to access international research and global markets. However, the traditional separation between "English classes" and "Core science classes" often leaves students incompetent to apply language skills in professional contexts. Content and Language Integrated Learning (CLIL) has emerged as a dual-focused educational approach. In the context of Food Technology, this means teaching subjects like Food Microbiology or Processing Engineering through English. Concurrently, lexical instruction – which emphasizes collocations, technical terms, and semi-technical vocabulary – is essential for fluency. Students' perceptions of these two integrated learning pillars are examined in this paper.

Methods. A mixed-methods research design was employed over one academic semester (September–December 2025). Participants are 25 second-year students majoring in Food Technology at a technical university. The curriculum was divided into two modules. Module A focused on CLIL (subject-led discussions), and Module B focused on Lexical Instruction (corpus-based technical vocabulary drills). Data collection is following:

- ✓ A 5-point Likert scale survey (Quantitative).
- ✓ Semi-structured interviews with 10 selected students (Qualitative).

Quantitative data were analyzed using descriptive statistics, while qualitative data underwent thematic coding.

Results. The data revealed a strong preference for integrated models over traditional ESP methods.

Table 1: Student perception scores (Mean out of 5.0)

Category	Mean score	Key takeaway
CLIL engagement	4.6	High interest in professional content
Lexical difficulty	3.8	Terminology remains the biggest hurdle
Confidence in ESP	4.2	Students feel ready for the industry
Role of lexical drills	4.5	Essential for understanding lectures

Major themes from interviews:

- Professional identity: Students reported feeling like food scientists rather than language learners during CLIL sessions.
- Cognitive load: Some students noted that learning multifaceted chemical processes in a foreign language is exhausting without previous lexical scaffolding.
- The vocabulary safety net: According to participants, specific lexical training gave them the skills they needed to take part in CLIL discussions.

Discussion. The findings underline that CLIL provides the why (motivation and context), while lexical instruction provides the how (the linguistic ability to communicate). In Food Technology, where precise terminology, such as *pasteurization*, *enzymatic browning*, *shelf-life kinetics* is dominant, a pure CLIL approach – where language is caught rather than taught – may be insufficient. Students expressed that without specific lexical focus, they often understood the gist of a process but could not explain it accurately in a professional report. Therefore, for Food Technology ESP, the Lexical Approach serves as a vital prerequisite or scaffold for successful CLIL implementation.

Conclusion. The conclusion of the study makes a strong case for the development of English for Specific Purposes (ESP) in technical colleges. It is clear from the examination of student viewpoints that the conventional division between subject-matter expertise and language education is insufficient to meet the expectations of the contemporary food technology industry. The main finding of this study is that lexical instruction and CLIL are complementary approaches rather than antagonistic ones. The systematic lexical training offers the micro-tools required for accuracy, while CLIL acts as the macro-framework that increases student engagement by mimicking real-world professional situations (such as laboratory reporting or food safety auditing). When given the precise collocations and semi-technical vocabulary needed to explain intricate biochemical reactions and industrial processes, students notably reported that their academic anxiety lessened.

The following suggestions are put up for higher education institutions in light of these insights:

❖ **Interdisciplinary cooperation:** To determine the essential lexical core of the sector, ESP educators should collaborate closely with Food Technology faculty.

❖ **Dual-layered assessment:** Students' performance should be assessed according to both their technical comprehension and their capacity to express it in the appropriate professional register.

In the end, the combination of CLIL and lexical training gets students ready for the globalized workforce rather than just a language test. Teachers may produce a generation of food technologists who are both linguistically and technically skilled by going beyond mere translation and emphasizing meaning-driven, content-heavy language use. The long-term retention of these integrated abilities as students move from the classroom to the global food sector should be the subject of future research.

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