

## TEACHING ECONOMIC DISCIPLINES USING CONTENT AND LANGUAGE INTEGRATED LEARNING

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**ABSTRACT.** The primary objective of this study is to share our experience in teaching economic disciplines at a regional university in the Republic of Kazakhstan using CLIL methodology. Our limited experience in teaching economics in English has demonstrated that, despite various challenges in implementing CLIL teaching, it is possible to achieve specific learning goals. We believe that the use of CLIL methodology in universities expands students' horizons, enhances their language skills, and, most importantly, motivates them to pursue further study and improve their English language proficiency.

Our first experience teaching a discipline in English presented several challenges. Preparation for each lesson proved to be time-consuming, as we had to thoroughly review the material independently and with the assistance of teachers from the Department of Foreign Languages. Additionally, a significant amount of time was dedicated to reviewing written assignments and justifying grades. Conducting classes in English demanded constant dynamism from us as teachers, as maintaining the continuous engagement of the students was more challenging compared to similar classes conducted in Russian.

Throughout the course, students recorded economic definitions and terms in their dictionaries to provide a linguistic and conceptual framework.

**KEYWORDS:** content and language integrated learning, teaching methods, tertiary education, cross-curricular connections, language skills.

## КОНТЕНТТІК-ТІЛДІК ИНТЕГРАЦИЯЛАНҒАН ОҚЫТУДЫ ПАЙДАЛАНА ОТЫРЫП ЭКОНОМИКАЛЫҚ ПӘНДЕРДІ ОҚЫТУ

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**АНДАТПА.** Аталған зерттеудің негізгі мақсаты - CLIL әдістемесін пайдалана отырып, Қазақстан Республикасындағы өңірлік университетте экономикалық пәндерді оқыту тәжірибемізбен бөлісу. Біздің ағылшын тілінде экономика оқытудағы шектеулі тәжірибеміз CLIL оқытуды іске асырудағы түрлі қиындықтарға қарамастан, белгілі бір оқу мақсаттарына қол жеткізуге болатынын көрсетті. Біздің ойымызша, CLIL әдістемесін университеттерде қолдану студенттердің ой-өрісін кеңейтеді, олардың тілдік дағдыларын жақсартады және ең бастысы, оларды ағылшын тілін одан әрі меңгеруге және меңгеру деңгейін арттыруға ынталандырады.

Пәнді ағылшын тілінде оқытудағы алғашқы тәжірибемізде бірнеше қиындықтар туындады. Әр сабаққа дайындалу көп еңбекті қажет етті, өйткені біз өз бетімізше және шет тілдері кафедрасының оқытушыларының көмегімен материалды мұқият оқып шығуға тура келді. Сонымен қатар, жазбаша тапсырмаларды тексеруге және бағаларды негіздеуге көп уақыт бөлінді. Ағылшын тілінде сабақ өткізу бізден мұғалімдерден тұрақты ди-

намизді талап етті, өйткені орыс тілінде жүргізілетін ұқсас сабақтармен салыстырғанда студенттердің тұрақты белсенділігін сақтау қиынырақ міндет болды.

Курс барысында студенттер лингвистикалық және тұжырымдамалық негізді қамтамасыз ету үшін экономикалық анықтамалар мен терминдерді сөздіктеріне жазды.

**ТҮЙІН СӨЗДЕР:** мазмұны мен тілді интеграцияланған оқыту, оқыту әдістері, жоғары білім, пәнаралық байланыстар, тілдік дағдылар.

## ПРЕПОДАВАНИЕ ЭКОНОМИЧЕСКИХ ДИСЦИПЛИН С ИСПОЛЬЗОВАНИЕМ КОНТЕНТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ

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**АННОТАЦИЯ.** Основная цель данного исследования — поделиться нашим опытом преподавания экономических дисциплин в региональном университете в Республике Казахстан с использованием методики CLIL. Наш ограниченный опыт преподавания экономики на английском языке показал, что, несмотря на различные трудности в реализации преподавания CLIL, можно достичь определенных учебных целей. Мы считаем, что использование методики CLIL в университетах расширяет кругозор студентов, улучшает их языковые навыки и, что самое главное, мотивирует их на дальнейшее обучение и повышение уровня владения английским языком.

Наш первый опыт преподавания дисциплины на английском языке представлял несколько трудностей. Подготовка к каждому уроку оказалась трудоемкой, так как нам приходилось тщательно изучать материал самостоятельно и с помощью преподавателей кафедры иностранных языков. Кроме того, значительное количество времени уделялось проверке письменных заданий и обоснованию оценок. Проведение занятий на английском языке требовало от нас как преподавателей постоянного динамизма, так как поддержание постоянной вовлеченности студентов было более сложной задачей по сравнению с аналогичными занятиями, проводимыми на русском языке.

На протяжении всего курса студенты записывали экономические определения и термины в свои словари, чтобы обеспечить лингвистическую и концептуальную основу.

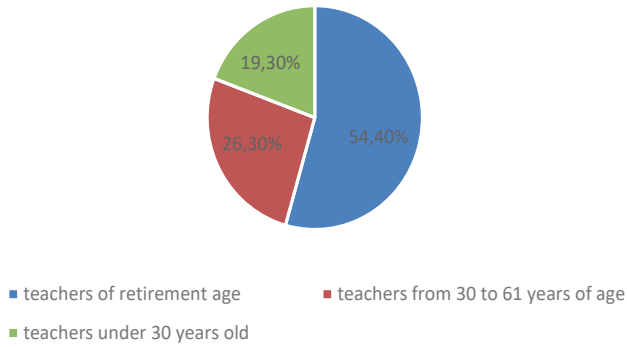
**КЛЮЧЕВЫЕ СЛОВА:** интегрированное обучение содержанию и языку, методы обучения, высшее образование, междисциплинарные связи, языковые навыки.

**INTRODUCTION.** In response to the competitive landscape in education, universities in Kazakhstan are increasingly offering courses in English. While many universities in the country have been doing so since Kazakhstan's commitment to polylingualism in education, West Kazakhstan Innovative and Technological University (WKITU), a regional institution, has recently embarked on its journey towards polylingualism. This shift towards multilingual education has necessitated the adoption of new teaching methods, including the Content and Language Integrated Learning (CLIL) approach.

WKITU initiated the implementation of content-language integrated learning in 2020, aligning with its mission to train competitive specialists through multilingual education. The university administration

conducted several meetings with teachers to discuss the transition to English-medium instruction for certain disciplines. Additionally, consultations were held with employers to assess the demand for professionals with strong English language skills in the regional labor market. Following these discussions, the decision was made to introduce English-language instruction for select non-language disciplines.

Teaching specific disciplines in English is seen as a response to the evolving demands of the time and a necessity for Kazakhstan's economy to adapt to changing conditions. The influx of foreign investments into the country's economy, particularly in the oil and gas sector, underscores the importance of producing highly qualified professionals proficient in English. For



**Figure 1 - Distribution of teachers by age before English language teaching (%)**

instance, KPO b.v., the largest gas condensate field in the West Kazakhstan region, requires specialists with a high level of English language proficiency for its operations.

To facilitate the transition to content-language integrated learning, WKITU undertook extensive preparatory work, including the training of both teachers and students, the acquisition of a language laboratory, interactive displays, and essential scientific and methodological materials. Among these tasks, teacher training posed the greatest challenge due to the age diversity of the teaching staff. Many older teachers, educated during the Soviet era, initially resisted this practice, perceiving it as unnecessary, while not all younger teachers embraced it, often due to inadequate English language proficiency.

**MATERIALS AND METHODS OF RESEARCH.** The use of a foreign language to teach non-language subjects, typically by subject-specific instructors, has been a common practice within European education systems for over two decades. Initially, it was predominantly employed in primary and secondary schools but has more recently found its way into university programs.

CLIL in Economics involves the simultaneous study of both the subject (economics) and the language (e.g., English). Students improve their language skills by familiarising themselves with economic concepts, terms and theories. Economics disciplines are rich in abstract concepts and specialised vocabulary. Teaching economics with CLIL can improve cognitive academic language proficiency (CALP), which is essential for understanding and expressing complex ideas.

According to Coleman [1], the adoption of English as the medium of instruction in European higher education institutions has seen a substantial increase in Master's and Bachelor's degree programs since 1991. This approach has gained widespread popularity across various continents, including Latin America and Asia [2;3;4].

In the academic years 2021-2022 and 2022-2023, we, the teachers of economic disciplines at West Kazakhstan Innovative and Technological University, embarked on testing the CLIL methodology. Our educational backgrounds trace back to the Soviet Union, where we acquired a decent level of English proficiency, given

the circumstances. However, transitioning to teaching economic disciplines in English necessitated mental and psychological preparedness, along with an upgrade of our English language proficiency to align with modern subject-language integrated teaching methods.

In 2020, recognizing the pivotal role of English in education, the university administration enlisted the Department of Foreign Languages to develop assessment tasks and evaluate the English language skills of non-language subject teachers. In preparation for our English-medium instruction during the 2020-2021 academic year, we participated in English language courses focused on enhancing our listening and speaking skills. Remarkably, these training sessions were conducted within the university premises at no cost.

At that time, the university boasted a staff of 125 teachers, excluding those from the Department of Foreign Languages. The average age of our teaching staff was 51 years, with a substantial portion (54.4%) being of retirement age (61 years and older), comprising a total of 68 individuals. The university administration decided not to involve them in teaching and testing. Concurrently, 19.3% of teachers were under 30 years old, recent university graduates, constituting a total of 24 people. The remaining teachers fell into the age group between 30 and 61 years (26.3%), totaling 33 individuals. Consequently, 57 teachers, each with varying levels of English language proficiency, participated in the training initiative.

Upon the initial assessment, the English language proficiency tests revealed that among teachers under 30 years of age, the majority had only reached an elementary level of English. Meanwhile, within the group aged between 30 and 61 years, a substantial portion lacked even elementary-level English proficiency. The teachers were then categorized into groups based on their proficiency levels, resulting in four distinct groups. The first three groups comprised teachers with minimal or A1-level English proficiency. The final group, consisting of 10 teachers, received specialized training in integrated teaching methods, specifically the CLIL methodology.

The two-hour classes were held weekly for 7 months. The first 3 groups learnt English grammar. The university administration decided to train these teachers in English to gradually prepare them to use the CLIL methodology in the future.

**RESULTS AND THEIR DISCUSSION.** The training of these 10 individuals involved instruction in subject-language integrated learning technologies. This training was conducted by experienced teachers from the Department of Foreign Languages, some of whom held Fulbright scholarships and CELTA certifications from Cambridge. In addition to us, there were 2 teachers of economic disciplines, 1 teacher of history, 2 teachers of psychology, 2 teachers of pedagogy, 1 teacher of law, and 1 teacher of sociology who received training in subject-language integrated learning technologies.

The age distribution was as follows: 6 individuals were between the ages of 30 and 61, including us; the remaining 4 were under 30 years old.

Following the training, these 10 teachers were tasked with developing a teaching and learning package for the discipline chosen to be taught using the CLIL methodology. During the training, we were assigned the task of selecting the discipline for implementing CLIL. This assignment involved choosing a topic for study, formulating questions, and creating assignments for the chosen discipline. In group sessions, each of the 10 teachers had to deliver a presentation in English on their chosen topic as if they were addressing students. Given that this was a novel teaching approach, teachers had to allocate a significant amount of attention to delivering the material in English and preparing instructional materials. The preparation process necessitated having all the materials in English before commencing their teaching, with guidance from the Department of Foreign Languages on English grammar and content corrections. Developing and refining these materials demanded substantial effort and discipline from the teachers, who had to manage this alongside their regular teaching responsibilities and other duties.

For our English-medium teaching, we opted for the discipline "Economics of Enterprise," a pivotal component of specialized courses essential for the education of economists, managers, accountants, financiers, and public administrators. Third-year students in programs such as "Economics," "Finance," "Accounting and Audit," "State and Local Administration," and "Management," totaling 38 students, studied this discipline. Since the course was scheduled for the second half of the academic year, students were notified in the first half that "Economics of Enterprise" would be taught in English. The Dean's Office of the Faculty of Languages and Management made preliminary preparations for students by organizing free English classes at specific times each week. Towards the end of the first half of the year, students' proficiency was assessed through tests

created by teachers from the Department of Foreign Languages. The English grammar tests consisted of 50 questions and lasted for 50 minutes. It was assumed that speaking and listening skills would improve directly during the "Economics of Enterprise" classes. Our hypothesis was that students scoring above 50% on these tests would have a better understanding of the course material. The testing results are presented in Table 1.

Out of all the students, only 26 (68.4%) met the hypothetical criteria for enrollment in the "Economics of Enterprise" course taught in English. The remaining 12 students (31.6%) potentially faced challenges in mastering the discipline. However, since English-medium instruction for this economic discipline was a new initiative at the university, the faculty administration made the following decision after reviewing the test results:

The 26 students who scored above 50 percent on the test were divided into two groups of 13 students each. Both groups followed an identical teaching schedule, which included 5 hours per week. This schedule comprised 3 hours of lectures and 2 hours of practical sessions, in addition to 2 hours of independent study with the teacher.

As for the remaining 12 students who scored below 50 percent, they followed a different schedule. In addition to the primary 5 hours of instruction, we, in collaboration with teachers from the Department of Foreign Languages, allocated an extra 2 hours for enhancing English grammar. This necessitated thorough preparation from both our side and that of the Foreign Languages Department teachers before each lesson. Before the commencement of classes, lecture materials in both Kazakh and English, along with the syllabus, were sent to the students' email accounts.

The core topics covered in the "Economics of Enterprise" course included "Enterprise economics and its role in the economic disciplines system," "Enterprise as an economic entity, a fundamental component of

**Table 1 - The results of testing to determine the level of English language of third-year students before studying the discipline "Economics of Enterprise"**

<b>Metrics</b>	<b>total</b>	<b>percentage, %</b>
Number of students:	38	100
females	25	65,8
males	13	34,2
Coped with all the tasks:	5	13,2
females	5	13,2
males	-	-
Those scoring above 50% correct answers:	21	55,2
females	12	31,6
males	9	23,7
Those scoring below 50% correct answers:	12	31,6
females	8	21,1
males	4	10,5

the economic system," "Fixed capital of the enterprise," "Working capital of the enterprise," "Labor resources within the enterprise," "Investment and innovation activities of the enterprise," "Major organizational and legal structures of enterprises," "Production, production costs, and operational expenditures," "Planning enterprise activities," "Financial outcomes of enterprise operations," and "Economic efficiency of enterprise activities."

Before commencing the course, we engaged in an informal discussion with the students, encouraging them not to be self-conscious about their pronunciation. We emphasized the importance of taking their speaking and memorization of English definitions seriously at home.

The majority of the vocabulary introduced in the course topics was intuitive, as it paralleled the usage in the Russian language. For instance, "Economy" in Kazakh is "экономика," "Business" corresponds to "бизнес," "Plan" equates to "план," "Finance" mirrors "финансы," "Program" corresponds to "программа," "Strategy" is "стратегия," "Tactics" aligns with "тактика," "Efficiency" is "эффективность," "Marketing" mirrors "рынок," and "Project" corresponds to "проект."

The content of the "Economics of Enterprise" course involved the exploration of both theoretical and practical foundations of enterprise activities from the perspective of emerging markets. This encompassed the analysis of the composition and structure of fixed and working capital within enterprises, alongside the examination of various facets of economic activities undertaken by enterprises, employing a variety of teaching methods.

For instance, when we covered the topic "Enterprise as an Economic Entity, the Cornerstone of the Economic System," we assigned students the task of compiling a list of 20 competitive enterprises in the West Kazakhstan region that are indispensable for the region's economic growth. Additionally, they were required to provide descriptions of these enterprises' primary activities.

Each topic we covered incorporated cross-curricular connections. For example, when addressing the topic "Production, Production Costs, and Operating Costs," students who had previously studied disciplines such as "Economic Theory" and "Microeconomics" were already acquainted with concepts like costs, fixed and variable costs, average costs, and total costs, along with their respective abbreviations (e.g., FC for fixed costs and VC for variable costs). We leveraged this familiarity to facilitate the explanation of the topic by relating it to their existing knowledge. We explained to students that we were examining costs from an enterprise perspective by categorizing them into production, commercial, and total costs. This analogy made it easier for them to grasp the material.

During our exploration of the topic "Working Capital of the Enterprise," a student proposed dedicating a lesson specifically to a particular type of working capital: "Cash Money." In this context, we established a cross-curricular connection with the discipline "Macroeconomics"

when discussing concepts like "marginal propensity to consume" and "marginal propensity to save."

Furthermore, we organized an open event titled "Money: How to Earn It and How Not to Spend It All at Once, Where to Invest, and How to Invest." This event welcomed students from the first and second years of study, along with teachers. Students actively contributed to organizing the event, which featured songs centered around the theme of "money." The event included a quiz focused on "Money as an Asset," exploring the role of money in both enterprise and individual life.

When studying the topic "Investment and Innovation Activities of the Enterprise," students expressed a desire to share successful examples of investments that not only brought substantial profits to the owners but also improved the lives of consumers. For instance, they discussed Bill Gates and Microsoft, Steve Jobs and Apple, Amancio Ortega Gaona and the leading trading network Inditex's "Zara." At the regional level, they mentioned Quant LLP and its owner Mikhail Pshenichny, Talap JSC, Topan LLP, and JSC "Ural Plant" Zenit. Quant LLP primarily engages in the manufacturing of upholstered and cabinet furniture, as well as wholesale and retail trade in audio, video, household appliances, cabinet, upholstered, and office furniture, collaborating with over 100 suppliers. When studying the topic "Basic Organizational and Legal Forms of Enterprises," we conducted business games with the aim of discovering what kind of businesses students would like to establish and in which organizational-legal forms their future enterprises would operate. During each lesson, students filled in a dictionary containing new words related to the topic and definitions of economic terms. These words and new terms were displayed on the interactive screen. Before each class, we encouraged students to take notes in English in separate notebooks for lectures, practical tasks, and vocabulary. We believe that this division of notes instills discipline in students and enhances their visual memory. Our collaborative efforts with students have yielded positive results. By the end of the course, 34 students scored more than 50% on the English grammar retesting. Homework at the end of each topic included not only questions covered in lectures and problem-solving but also English grammar tasks. The primary form of assessment at the conclusion of the discipline was an oral exam. Each exam question consisted of two theoretical questions and one task. The exam assessed not only knowledge of the answers to questions and familiarity with terms and definitions in English but also speaking and listening skills. In addition to ourselves, teachers from the Department of Foreign Languages also participated in the exams to evaluate the students' English proficiency.

When exploring the topic of "Basic Organizational and Legal Forms of Enterprises," we conducted business games with the aim of discovering what types of businesses students aspired to establish and in which organizational-legal forms their future enterprises

would operate.

During each lesson, students maintained a dictionary containing newly acquired words related to the topic and definitions of economic terms. These words and new terms were displayed on the interactive screen. Prior to each class, we encouraged students to take notes in English within separate notebooks designated for lectures, practical tasks, and vocabulary. We believe that this division of notes instills discipline in students and enhances their visual memory.

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It's important to highlight that not all students initially embraced this approach, and some were resistant to the innovations. A questionnaire conducted by the Department of Pedagogy and Psychology teachers before the commencement of classes revealed that 52% of students expressed satisfaction.

The questionnaire comprised four questions:

1. Do you consider English proficiency important for your future? Please elaborate on your response.
2. How do you feel about the idea of studying a subject in English? Please explain your feelings.
3. Are you excited about attending the class? Please provide your reasons.
4. Have you noticed any improvement in your English skills? If so, please describe how.

The responses to the first question showed that out of 38 students, only 20 believed that English proficiency was necessary. Some students reasoned that they didn't see the need to learn English as they lived in Kazakhstan and had no plans to leave. They believed they could secure employment without English proficiency.

Regarding the second question, only 10 students expressed enthusiasm for learning a subject in English, while others viewed it as a program requirement without much excitement. Interestingly, the same 10 students displayed a willingness to attend classes diligently and complete all assignments. They were actively enhancing their English skills through various methods, such as online classes on YouTube and watching movies with subtitles. Their strong motivation stemmed from their aspiration to secure employment in fields where English proficiency was essential, such as the oil and gas industry. Some students had examples of relatives

and acquaintances who had independently mastered professional English in these fields.

One student, who possessed the highest level of English proficiency, mentioned listening to and singing songs by Queen and their lead singer, Freddie Mercury.

Following the end-of-semester examinations, teachers from the Department of Pedagogy and Psychology conducted another questionnaire to gauge student satisfaction with the English course.

The questionnaire included five questions:

1. Did you enjoy studying the subject in English? Please elaborate on your answer, including what aspects you liked and disliked.
2. What difficulties did you encounter while studying the subject in English?
3. Would you be interested in continuing to study some subjects in English? If so, please specify which disciplines.
4. Would you recommend your friends and peers to study some subjects in English? Please explain your reasons.
5. Do you plan to continue studying English?

Out of 30 students, all indicated that they enjoyed the practice of studying subjects in English. They found it to be a novel and engaging format of interaction with both their teachers and fellow students. Part of the practical classes involved discussions, allowing students to freely share their opinions.

Regarding difficulties, 20 students mentioned challenges related to pronunciation and accent, while 27 students cited the extensive preparation time required for classes. Some also noted feeling self-conscious in front of their peers, which hindered their participation during lessons (15 students). These students expressed a preference for written assignments.

Fifteen students expressed their interest in continuing to study subjects in English and even specified which ones they would like to pursue. However, only 8 students indicated that they would recommend studying subjects in English to others. Some respondents believed that advising someone to study English is futile, as individuals need to recognize its importance for themselves. Additionally, 20 students emphasized that further English language learning remained a priority for them.

**CONCLUSION.** As it was our first experience teaching a discipline in English, we encountered certain difficulties. Preparation for each lesson was time-consuming. We worked through the material independently and with the assistance of the teachers from the Department of Foreign Languages. A significant amount of time was also dedicated to checking written assignments and justifying grades. Conducting classes in English demands constant dynamism from teachers, as maintaining the continuous interest of the audience is more challenging compared to similar classes conducted in Kazakh. For the students, the difficulty lay in the fact that English was not their native language. Consequently, they found it more challenging to concentrate on the material being

presented, and they required additional preparation time and strong focus. Since most of the students did not have a strong command of English, they struggled to provide comprehensive answers to questions. English not being their native language, students often thought about the questions in their mother tongue and then translated them into English. Some students hesitated to ask questions in English due to their fear of making language mistakes or mispronunciations. As proponents of the CLIL methodology, we firmly believe that the use of content-language integrated learning enhances the English language proficiency of both teachers and students. Students develop higher-order thinking skills (HOTS) and independent analytical and evaluative abilities. Despite the CLIL method's demand for improving our language competencies and substantial preparation time, we found it to be an enjoyable experience. It also required coordination with the teachers from the Department of Foreign Languages, who provided unwavering support, and the teachers from the Department of Pedagogy and Psychology, who conducted student questionnaires at the beginning and end of the semester. These teachers were just as motivated as we were. Our limited experience of teaching economics in English has demonstrated that, despite the various challenges in implementing CLIL teaching, it is possible to achieve specific learning objectives with strong motivation. This achievement was made possible through the collaborative efforts of the university administration, the Faculty of Languages and Management, the teachers from the Department of Foreign Languages, and the Department of Pedagogy and Psychology. Fostering students' motivation lies at the heart of any educational endeavor. In our view, we successfully bolstered the motivational aspect of learning for some students, who, at the end of the academic year, expressed gratitude for this learning format and pledged to continue improving their English skills and studying subjects in English. It is gratifying for us to realize that we were able to introduce something new to our students' learning journey. In our opinion, the use of the CLIL methodology in universities broadens students' horizons, enhances their language skills, and most importantly, motivates them to pursue further studies and improve their English language proficiency.

Throughout the course, students participated in discussions, presentations and debates on a variety of economic topics, which fostered both their economic thinking and their fluency in the language.

Teaching economics through CLIL often includes cross-cultural aspects, as students need to understand economic concepts from a global perspective that may differ from that of their home country. To measure students' language progress, students turned in written papers on specific topics, prepared oral presentations and worked on projects.

For the students, the difficulty stemmed from the fact that English was not their native language. Consequently,

they found it more challenging to fully concentrate on the material being presented and required additional preparation time and strong focus. Since most students did not possess a strong command of English, providing comprehensive answers to questions became a struggle. English not being their native language, many students often thought about the questions in their mother tongue and then translated them into English. Some hesitated to ask questions in English due to their fear of making language mistakes or mispronunciations.

As staunch proponents of the CLIL methodology, we firmly believe that the use of content-language integrated learning enhances the English language proficiency of both teachers and students. Students develop higher-order thinking skills (HOTS) and independent analytical and evaluative abilities. Despite the CLIL method's demand for improving our language competencies and the substantial preparation time involved, we found it to be an enriching experience. It also required close coordination with the teachers from the Department of Foreign Languages, who provided unwavering support, as well as the teachers from the Department of Pedagogy and Psychology, who conducted student questionnaires at the beginning and end of the semester. These teachers were equally motivated as we were.

Our limited experience of teaching economics in English has demonstrated that, despite the various challenges in implementing CLIL teaching, it is possible to achieve specific learning objectives with strong motivation. This achievement was made possible through the collaborative efforts of the university administration, the Faculty of Languages and Management, the teachers from the Department of Foreign Languages, and the Department of Pedagogy and Psychology. Fostering students' motivation lies at the heart of any educational endeavor. In our view, we successfully bolstered the motivational aspect of learning for some students, who, at the end of the academic year, expressed gratitude for this learning format and pledged to continue improving their English skills and studying subjects in English. It is gratifying for us to realize that we were able to introduce something new to our students' learning journey. In our opinion, the use of the CLIL methodology in universities broadens students' horizons, enhances their language skills, and, most importantly, motivates them to pursue further studies and improve their English language proficiency.

We believe that the learning objectives of this course, which include linguistic objectives as the correct use of specific economic terminology, along with topic-specific objectives, have been achieved.

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