ISSN 3060-5091 (Online)
Farg‘ona metodika maktabi – Ферганская методическая школа – Fergana methodical school
2026-yil 6/2-son.

DOI: https://doi.org/10.5281/zenodo.24551897

The use of authentic materials in clil-based english lessons at academic lyceums

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Annotation. *This descriptive and analytical article examines the use of authentic materials in Content and Language Integrated Learning (CLIL)-based English lessons at academic lyceums. It considers how materials originally produced for public, professional, or subject-learning purposes can support the joint development of disciplinary understanding and English. The study uses conceptual and comparative analysis of scholarly literature, generalisation, and methodological interpretation. Its discussion relates authentic resources to the four components of CLIL: content, communication, cognition, and culture. Particular attention is given to the difference between preserving an original source and adapting the support or tasks through which learners engage with it. The analysis proposes selection criteria that connect subject objectives, language proficiency, cognitive demands, cultural relevance, reliability, and classroom resources. Illustrative activities in geography, biology, economics, and history show how teachers can organise preparation, source analysis, interaction, and assessment. These activities are methodological proposals rather than tested interventions. The article argues that authenticity becomes educationally useful through purposeful integration, accessible scaffolding, and explicit assessment of both content and language.*

Keywords: *authentic materials; CLIL; academic lyceums; 4Cs framework; academic English; scaffolding.*

Использование аутентичных материалов на уроках английского языка в академических лицеях на основе подхода clil

Аннотация. *В данной статье с научно-теоретических позиций проведён комплексный анализ социально-педагогической и психологической сущности понятий антиципации и форсайта. Раскрыты психологические механизмы антиципации как способности личности к предварительному осмыслению будущих событий и процессов, прогнозированию возможных ситуаций и планированию собственной деятельности в соответствии с ожидаемыми изменениями. Кроме того, освещено значение форсайт-подхода в стратегическом планировании развития системы образования и общества, определении перспективных направлений развития, а также принятии инновационных управленческих решений.*

В статье проанализирована взаимосвязь данных понятий, их роль в развитии прогностического мышления, стратегического мышления, профессиональной компетентности и адаптивных навыков будущих специалистов в образовательном процессе. Результаты исследования подтверждают, что интеграция антиципации и форсайт-подхода в педагогическую деятельность является одним из важных факторов повышения качества и эффективности образования, а также подготовки конкурентоспособных специалистов, соответствующих требованиям современного общества. Представленная статья является полезным научно-методическим источником для профессорско-преподавательского состава высших учебных заведений, докторантов, магистрантов и исследователей, осуществляющих научную деятельность в области педагогики и психологии.

Ключевые слова: *антиципация, форсайт, социально-педагогическая прогностика, психологическое опережающее отражение, проектирование будущего, предиктивная когниция, когнитивная модель.*

Akademik litseylarda clil yondashuviga asoslangan ingliz tili darslarida autentik materiallardan foydalanish

Annotatsiya. *This article presents a comprehensive scientific and theoretical analysis of the socio-pedagogical and psychological essence of the concepts of anticipation and foresight. It examines the psychological mechanisms of anticipation as an individual's ability to foresee future events and processes, predict possible situations, and plan activities in accordance with anticipated changes. Furthermore, the study highlights the significance of the foresight approach in the strategic planning of educational systems and social development, identifying promising directions for future development, and supporting innovative decision-making processes. The article also analyzes the interrelationship between anticipation and foresight, emphasizing their role in developing prospective specialists' predictive thinking, strategic thinking, professional competence, and adaptive skills within the educational process. The findings demonstrate that integrating anticipation and foresight approaches into pedagogical practice is an important factor in improving the quality and effectiveness of education, as well as preparing competitive professionals capable of meeting the demands of contemporary society. This study serves as a valuable scientific and methodological resource for university faculty members, doctoral researchers, master's students, and scholars conducting research in the fields of pedagogy and psychology.*

Kalit so'zlar: *anticipation, foresight, socio-pedagogical prognostics, psychological anticipatory reflection, future design, predictive cognition, cognitive model.*

INTRODUCTION

Academic lyceum English lessons can connect language study with the disciplinary reading and reasoning required for further education. Here, academic lyceums are treated as academically oriented upper-secondary settings; no uniform national curriculum or institutional implementation is assumed. In such settings, subject-based English work should develop concepts as well as vocabulary. Reading a biology article solely to practise verb forms does not establish this dual focus.

Authentic materials offer access to subject knowledge presented for purposes beyond language practice. Their complexity, however, can obscure concepts when linguistic support is insufficient. This article examines how teachers can use these resources within CLIL while preserving meaningful subject learning and making English demands manageable.

LITERATURE REVIEW

D.Coyle presents the 4Cs framework as a means of examining relationships among content, communication, cognition, and culture [1]. D.Coyle, P.Hood, and D.Marsh develop the pedagogical integration of subject and language learning, including planning, materials, and assessment [2]. Their work supports treating language as part of how learners construct and communicate disciplinary knowledge. A.Gilmore reviews competing definitions of authenticity, differences between textbook and authentic discourse, motivation, and task difficulty [5]. W.Guariento and J. Morley distinguish questions of text authenticity from task authenticity [6]. Together, these discussions shift attention from simply importing outside texts to designing purposeful learner engagement.

M.Peacock found increased observed motivation and on-task behaviour with authentic materials, although learners rated them as less interesting [7]. This context-specific finding does not establish equivalent effects at academic lyceums. C.Dalton-Puffer reviews CLIL outcomes and classroom discourse, including academic language functions and genres; the review also identifies limitations in content assessment [4]. J.Cummins distinguishes conversational fluency from the ability to understand and express academic concepts [3]. For lyceum methodology, these perspectives suggest that exposure, engagement, and academic learning require separate attention.

RESEARCH METHODOLOGY

The study is a descriptive and analytical methodological synthesis, not a systematic review or experiment. Publications were selected purposively for their direct relevance to CLIL integration, authenticity, motivation, discourse, and academic language. Bibliographic details were checked against publisher and institutional records. Conceptual analysis clarified terminology; comparative analysis examined complementary claims and their contextual limits. Generalisation and methodological interpretation connected these ideas to upper-secondary lesson planning. The analytical outcomes are the distinctions, selection principles, and illustrative tasks below. No participants, observations, questionnaires, or achievement measurements were collected. Recommendations express reasoned pedagogical possibilities; they do not demonstrate effectiveness in a particular lyceum.

RESULTS AND DISCUSSION

Following the provenance-based approach discussed by A.Gilmore, authentic materials originate in communication intended to inform, explain, persuade, or accomplish another substantive purpose [5]. They retain features of their original audience, genre, and context. Authentic English need not originate from a native speaker. A public science video may be educational and authentic because it teaches science rather than exemplifying selected English structures. A text written or rewritten to practise predetermined language forms is pedagogically constructed or adapted. An unchanged, clearly identified extract can preserve original wording; glosses and guiding questions provide external support. Rewriting sentences changes the text and should be acknowledged as adaptation. Neither originality nor difficulty guarantees accuracy or instructional value. Newspaper and magazine articles offer competing accounts of scientific or economic issues. Scientific texts provide disciplinary evidence and terminology, whereas popular-science texts may offer more accessible explanations. Educational videos and documentaries represent processes visually; podcasts and recorded interviews expose learners to explanations, stance, and varied speech. Maps, charts, diagrams, and infographics require interpretation of relationships as well as words.

Authentic websites and digital resources allow comparison across sources. Subject-related reports, brochures, and informational documents introduce institutional purposes and audiences. Selection should consider each genre’s limits: a news summary may omit methodological detail, while an infographic may conceal uncertainty or use a misleading scale. A source’s public availability establishes neither reliability nor suitability.

The proposed methodological principle is to specify a content outcome and a language outcome together. In geography, learners might explain a rainfall pattern while using comparative forms and cautious causal language. Biology requires process explanations; history requires contextualised interpretations; economics requires distinctions between claims and supporting indicators. Authentic sources make such language functions visible in context. Learners should then use them in explanations, discussions, and arguments addressed to classmates. Reusing terminology without explaining a relationship provides limited evidence of understanding. Conversely, an accurate diagram with hesitant English may reveal conceptual knowledge that fluent speech alone would conceal. D.Coyle's framework identifies four interconnected dimensions [1]. The applications proposed here show how one source can support their integration. Content concerns disciplinary knowledge: students interpret a climate chart, a biological process, a historical account, or an economic report. Teachers must check the concepts and evidence that the source requires. Communication concerns language used to learn and share that content. Learners identify subject-specific terms, describe relationships, request clarification, and justify interpretations. Cognition concerns the thinking needed for these purposes: comparing information, identifying problems, interpreting data, analysing evidence, and evaluating arguments. Tasks should preserve these demands while reducing avoidable language barriers. Culture concerns perspectives, practices, and contexts. Comparing reports about water use can reveal different priorities and values without treating one account as representative of an entire society. Students can relate international accounts to familiar contexts and question whose voices are absent.

These dimensions support one another when learners use disciplinary evidence to discuss an issue from several perspectives. In a water-management task, content supplies the problem, cognition organises evaluation, communication enables a justified proposal, and culture prompts scrutiny of the interests behind competing solutions. Selection should begin with subject objectives and students' age, prior knowledge, and educational level. Teachers should judge English proficiency against the actual task, examining vocabulary density, sentence structure, implicit references, speech rate, and visual support. A short source may remain difficult if its reasoning is unfamiliar. Reliability requires checking authorship, institutional responsibility, date, evidence, and agreement with other credible sources. Cultural relevance includes both local connections and opportunities to examine unfamiliar perspectives. For pre-task preparation, teachers can activate existing knowledge, introduce the source and audience, establish a content question, and explain indispensable terms. During reading, listening, or viewing, individual learners can annotate evidence before comparing interpretations in pairs. Repeated viewing, captions, transcripts, labelled diagrams, bilingual glossaries, and sentence frames can support access. Teachers should check caption accuracy and fade support as learners gain independence. Post-task group work can require an explanation or recommendation, followed by individual revision. Lesson duration must accommodate preparation and discussion as well as input; printed extracts or downloaded resources, where permitted, can address limited connectivity. Feedback should distinguish content accuracy and evidence use from vocabulary, coherence, and language control. An individual exit response or a new comparable source can check understanding beyond group participation.

The following activities are illustrative proposals. For geography, a teacher could select an English-language climate chart and a public report extract on water use. Before reading, students interpret the legend and review terms such as rainfall and consumption. During the task, pairs distinguish reported data from proposed explanations. Afterwards, groups recommend a water-saving measure and acknowledge a limitation of their evidence. Assessment checks chart interpretation, feasibility, and comparative and causal language.

For biology, a short public documentary segment on pollination could be paired with a popular-science explanation. Students predict the process, view for the overall sequence, and

view again to complete a diagram. Pairs explain the sequence using process vocabulary and causal connectors. An individual explanation of what might happen if one stage were interrupted checks conceptual transfer and language use. For economics, groups could compare a recorded interview about food prices with an institutional price chart. After reviewing units and dates, learners identify which interview claims the chart supports and which require additional evidence. They then write a qualified conclusion rather than infer causation from a single trend. For history, two museum or archive website accounts of the same event could support comparison of audience, emphasis, and omitted perspectives. Assessment would address historical contextualisation and the language of comparison and attribution.

CONCLUSION

Authentic materials can connect disciplinary inquiry with purposeful English use in academic lyceum lessons. The literature provides a basis for this integration, while offering no guarantee that authenticity alone improves learning. The methodological analysis therefore places selection, task design, scaffolding, and dual assessment at the centre of practice. The 4Cs framework helps align subject knowledge, language functions, reasoning, and intercultural interpretation. Teachers should evaluate both conceptual understanding and learners' ability to express it. The proposed activities require local adaptation and empirical evaluation before claims about their effectiveness can be made.

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