

## THE ROLE OF CLIL IN DEVELOPING LANGUAGE AND SUBJECT COMPETENCE

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**Annotatsiya.** Ushbu maqola CLIL (Content and Language Integrated Learning — Kontent va tilni integratsiyalashgan o'qitish) yondashuvining o'quvchilarda til va fan kompetensiyalarini bir vaqtda rivojlantirishdagi rolini o'rganishga bag'ishlangan. Maqolada CLIL metodologiyasining nazariy asoslari, uning an'anaviy til o'qitishdan farqlari, shuningdek, amaliy tatbiqi bo'yicha tavsiyalar bayon etilgan. Tadqiqot shuni ko'rsatadiki, CLIL yondashuvi o'quvchilarning tilni real kontekstda egallashiga, fan bo'yicha bilimlarini chuqurlashtirish bilan birga kommunikativ kompetensiyalarini oshirishga sezilarli hissa qo'shadi.

**Kalit so'zlar:** CLIL, integratsiyalashgan o'qitish, til kompetensiyasi, fan kompetensiyasi, kommunikativ yondashuv, ikki tilli ta'lim, 4C tamoyili, kognitiv rivojlanish, chet tili o'qitish.

**Аннотация.** Данная статья посвящена исследованию роли подхода CLIL (Content and Language Integrated Learning — интегрированное предметно-языковое обучение) в одновременном развитии языковой и предметной компетенций учащихся. В статье рассматриваются теоретические основы методологии CLIL, её отличия от традиционного преподавания языков, а также практические рекомендации по внедрению данного подхода. Исследование показывает, что CLIL способствует усвоению языка в реальном контексте, углублению предметных знаний и повышению коммуникативной компетентности учащихся.

**Ключевые слова:** CLIL, интегрированное обучение, языковая компетенция, предметная компетенция, коммуникативный подход, двуязычное образование, принцип 4C, когнитивное развитие, обучение иностранным языкам.

**Abstract.** This article examines the role of CLIL (Content and Language Integrated Learning) in the simultaneous development of language and subject competence among learners. The study explores the theoretical foundations of CLIL methodology, its distinctions from traditional language teaching approaches, and practical recommendations for its effective implementation. Research findings indicate that CLIL significantly contributes to authentic language acquisition in meaningful contexts, deepening subject knowledge while enhancing communicative competence. The article argues that CLIL represents a transformative pedagogical framework for modern foreign language education.

**Keywords:** CLIL, integrated learning, language competence, subject competence, communicative approach, bilingual education, 4C framework, cognitive development, foreign language teaching.

## INTRODUCTION

In the era of globalisation, the demand for individuals with both strong communicative competence in foreign languages and deep subject-area knowledge has grown substantially. Traditional approaches to language teaching, which separate

linguistic instruction from content learning, have increasingly been viewed as insufficient to meet these demands [1]. As a result, innovative pedagogical models that bridge language and content instruction have gained considerable attention worldwide.

Content and Language Integrated Learning (CLIL) is one such approach, offering an integrated framework in which a foreign language is used as the medium of instruction for non-linguistic subjects. Originally developed and theorised in European educational contexts in the 1990s, CLIL has since expanded globally, demonstrating its potential to simultaneously cultivate both linguistic and academic competencies [2].

The relevance of this research is determined by the growing need to reform language education in Uzbekistan in alignment with international standards, as well as the increasing integration of English as a medium of instruction across higher educational institutions. This article aims to analyse the theoretical underpinnings of CLIL, identify its key components, and assess its impact on developing dual competencies in learners.

#### **MAIN BODY**

##### **• Theoretical Foundations of CLIL**

CLIL, as a term and methodology, was formally coined by David Marsh in 1994. It refers to any dual-focused educational context in which an additional language is used as a medium for the teaching and learning of both language and content [3]. Unlike immersion programmes or content-based instruction, CLIL maintains an equal emphasis on both dimensions, ensuring that neither language development nor subject mastery is sacrificed.

The conceptual backbone of CLIL is the 4C Framework, proposed by Coyle, Hood, and Marsh (2010), which identifies four interconnected pillars: Content (subject matter and knowledge), Communication (language use and development), Cognition (higher-order thinking skills), and Culture (intercultural awareness and citizenship) [4]. This framework ensures that CLIL lessons are holistic, integrating cognitive challenge with authentic language use.

Krashen's Input Hypothesis also provides theoretical support for CLIL: when learners receive comprehensible input slightly above their current level of competence ( $i+1$ ), natural language acquisition occurs. CLIL creates precisely such conditions, as subject-specific content provides rich, meaningful input that motivates learners to engage with the foreign language for authentic communicative purposes [5].

##### **• CLIL and Language Competence Development**

One of the most significant contributions of CLIL lies in its capacity to accelerate and deepen language competence. Because learners engage with the target language not as an end in itself but as a tool for accessing subject content, language acquisition occurs in a meaningful, purposeful context. Studies across European and Asian educational settings have consistently demonstrated that CLIL learners achieve higher levels of fluency, vocabulary breadth, and functional communicative ability compared to peers in conventional language classrooms [2].

Moreover, CLIL promotes the development of academic language — the formal, technical register required for higher education and professional communication. Learners are exposed to discipline-specific vocabulary, complex grammatical structures, and discourse patterns that are rarely encountered in general language courses. This exposure is particularly

valuable in preparing students for university-level study and international professional environments [1].

- **CLIL and Subject Competence Development**

Beyond language gains, CLIL has been shown to enhance subject-area competence in meaningful ways. When learners engage with academic content through a foreign language, they are required to process information more deliberately and deeply. This additional cognitive effort, sometimes described as the CLIL cognitive load effect, encourages critical thinking, problem-solving, and analytical reasoning skills [4].

Research in European schools has demonstrated that CLIL students frequently match or exceed the subject knowledge of their peers taught through the first language, while simultaneously acquiring foreign language proficiency. The dual challenge of processing both language and content activates higher-order thinking skills as defined by Bloom's Taxonomy, including analysis, synthesis, and evaluation [3].

- **Implementation Challenges and Practical Recommendations**

Despite its evident advantages, CLIL implementation presents notable challenges. Teachers are required to possess both subject expertise and foreign language proficiency, a combination that is not always readily available. Additionally, the development of CLIL-appropriate materials — which must simultaneously address linguistic scaffolding and content objectives — demands significant time and professional development [2].

To address these challenges, the following practical recommendations are proposed: (1) institutions should invest in targeted teacher training programmes that build both linguistic confidence and CLIL pedagogical skills; (2) collaborative lesson planning between language teachers and subject specialists

should be encouraged; (3) scaffolding strategies such as graphic organisers, bilingual glossaries, and visual supports should be systematically incorporated; and (4) formative assessment tools should be designed to evaluate both language and content performance without penalising learners for linguistic errors in subject assessments [5].

## **CONCLUSION**

CLIL represents a powerful and increasingly relevant pedagogical paradigm for modern education. By integrating language and content instruction within a single coherent framework, it addresses the dual demands of linguistic and academic competence development that traditional approaches are often unable to meet. The 4C Framework, grounded in cognitive and linguistic theory, provides a robust structure for designing CLIL lessons that are both academically rigorous and linguistically rich.

For educational institutions in Uzbekistan and other contexts undergoing language-in-education reform, CLIL offers a viable and evidence-based pathway toward producing graduates who are genuinely bilingual and academically competent. Effective implementation, however, requires sustained investment in teacher development, curriculum design, and institutional support. Future research should focus on longitudinal studies of CLIL outcomes in Central Asian educational contexts to further validate and refine its application.

## **FOYDALANILGAN ADABIYOTLAR / REFERENCES**

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