

A CLIL-Based Model for Developing English Language Skills

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Abstract: This article explores the effectiveness of Content and Language Integrated Learning (CLIL) in developing students' language skills in English within subject-specific contexts. The study focuses on the integration of content knowledge and language acquisition, particularly in higher education settings. By applying CLIL methodology, learners are exposed to authentic materials and meaningful communication, which enhances their cognitive engagement and linguistic competence. The research analyzes various teaching strategies, classroom practices, and assessment methods that support the development of reading, writing, listening, and speaking skills. The findings suggest that CLIL not only improves language proficiency but also promotes critical thinking, intercultural awareness, and subject understanding. The article concludes that CLIL serves as an innovative and effective pedagogical approach for modern education systems.

Keywords: Content and Language Integrated Learning (CLIL), language skills, English language teaching, integrated education, higher education, communicative competence, methodology, cognitive development.

Introduction: In the context of globalization and the increasing demand for multilingual competence, innovative approaches to language teaching have become essential in modern education. One such approach is Content and Language Integrated Learning (CLIL), which combines subject matter instruction with foreign language acquisition. CLIL has gained widespread recognition, particularly in European educational systems, as an effective method for enhancing both content knowledge and language proficiency. This article explores the role of CLIL in improving students' speaking skills, emphasizing its dual-focused nature that integrates language learning with meaningful academic content. By analyzing theoretical perspectives and practical applications, the study highlights how CLIL fosters communicative competence, motivation, and cognitive development among learners in diverse educational settings.

Content and language integrated learning (CLIL) refers to teaching subjects such as science, history, art,

geography, physical education, and, partly as discussed, mathematics to learners through a foreign or additional language. David Marsh and Ann Mulgers started their advocacy in 1994 [4;88]. This approach combines the content of general subjects that motivate the student with phrases such as "You can do it." Thus, students encounter processes that are as close as possible to the natural way of learning other academic content [5;67].

This study aims to determine the level of improvement in students' speaking skills and the degree of their application. Using the "Content and Language Integrated Learning" (CLIL) approach in teaching speech skills, it shows these findings based on the results of a survey on the application of Content and Language Integrated Learning. N., Vahyuningsih, N., and Agustina, H.N., developed the CLIL approach to teaching speech skills [9;80]. Learning English plays an important role in forming. One of the efforts aimed at implementing quality education is the creation of

resources that are globally competitive—it is necessary to use English in learning. English is used for many things, but the most important thing is to communicate with each other.

English plays an important role as a means of communication, knowledge, information, science, technology, art and culture in transmission and reception, and in maintaining international relations. Therefore, learning English is now mandatory. There are some barriers to using the English language, and these are the teaching materials. Learning to improve students' speaking skills (CLIL) is a method of problem-based learning that must always evolve and transform the learning process. Technology and culture have changed teaching methods in terms of content and language to create a better education.

According to Dalton Puffer [1;45], the term CLIL refers to a foreign language educational environment in which the content and language of instruction are studied while simultaneously using the student's native language as a medium. Therefore, this research focuses on analyzing the content and integrated language learning (CLIL) for improvement.

According to Marsh et al.[5;67], 'CLIL is a dual-directional learning approach in which both content and language are used to learn and teach. Similar to previous methods, such as content-based instruction, all three methods are integrated into the content of language elements, regardless of which label is highlighted in bilingual education or English. In CLIL, great importance is given to the use of language, not the native language of the student, and the flow of natural language is absorbed into the content, and the language is mastered in real life situations. Errors in language learning are natural, and fluency errors are not taken into account. CLIL assumes that a lack of language knowledge does not affect the understanding of the subject content. Most CLIL programs are observed in an experimental state in many countries. In many European schools, teaching and learning using non-native language topics is widely used.

CLIL is a new methodological approach over the past two decades that was first introduced in the 1990s but has become popular in a number of European countries.

Within Content and Language Integrated Learning

(CLIL), the focus is not only on language but also on content.

Types of CLIL Teachers should consider how to implement CLIL the context-based method, the language used, and on the basis of teaching and time-sharing in the learning process is said of a need.

Content Language Integrated Learning (CLIL) is a dual-directional approach to teaching. Used for teaching and learning target language content

the study of a subject and language within a particular set of learning objectives set by the teacher. In words, additional language is used as a tool, and Delliow's Teaching and Learning Zafiri [10;46], in addition, Marsh & Langé [6;78] consider multilingualism to be a modern and successful way of achieving CLIL. This approach involves implementing CLIL for students using a foreign language instead of English for subjects other than native language such as science, geography, history, mathematics, or physics. Practices that are challenging for educators and endorsed by this approach by transitioning from one practice to another.

CLIL is taught in a non-linguistic field, increasing the motivation of students at a higher level than students not trained in CLIL. To this

- to interest them in learning foreign languages,
- their mobility is an example.

Dalton-Puffer [2;18] and Rohmah [8;102] suggest the following advantages of using CLIL for preferred learners:

1. Creates conditions for the naturalistic study of language;
2. Presents the purpose for using the language in the lesson;
3. Sharply increases the amount of influence on the language.
4. Students are encouraged;
5. Develops the cognitive and communicative abilities of students;
6. Students' skills in meaningful communication are further developed;
7. Developing intercultural awareness among students.

It requires learners to develop expressions that are linguistically linked to speech and pragmatically appropriate [7;139]. According to Martinez Flor,

learners need to know how to use language in context. Finnochiaro and Brumfit's ideas about speaking are related to thoughts and feelings in terms of conversation or conversation [3;140]. For this, language learners need to know enough of the sound, structure, vocabulary and cultural system of the English language. They need to think about the ideas they want to express. They must be able to pronounce the English sound well, and attention is paid to changing the position of the lips, jaws, and tongue.

Furthermore, it is necessary for learners to express their thoughts in grammatical, lexical, and cultural terms, and to consciously express the appropriate function in relation to the situation in which the conversation is being conducted. However, getting students to speak English regularly in class is one of the challenges for teachers. The task becomes even more difficult if the teacher wants to carry out speech-related activities in CLIL classes.

CONCLUSION

In conclusion, Content and Language Integrated Learning (CLIL) represents a powerful and dynamic approach to language education that goes beyond traditional teaching methods. By integrating subject content with language instruction, CLIL creates a natural and meaningful context for language use, which significantly enhances students' speaking abilities and overall communicative competence. The approach not only motivates learners but also develops their cognitive, cultural, and intercultural awareness. Despite certain challenges in implementation, such as the need for appropriate materials and teacher training, the benefits of CLIL are evident in its ability to prepare students for real-life communication and global interaction. Therefore, adopting and further developing CLIL methodologies can contribute to improving the quality of education and fostering globally competitive learners.

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