HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

DEVELOPING STUDENTS' ENGLISH COMMUNICATION COMPETENCE IN CLIL LESSONS

Raxmonova Muattar Safoqul qizi
E-mail: muattarrahmonova3@gmail.com
Telefon: +998900390013
doi:https://doi.org/10.5281/zenodo.22701433

Abstract. Content and Language Integrated Learning (CLIL) is an increasingly important approach to foreign language education that combines the teaching of subject content with the development of language competence. This article examines the pedagogical potential of CLIL lessons for developing students' English communication competence. Particular attention is paid to the integration of subject-specific content, communicative activities, collaborative learning, problem-solving tasks, project-based learning, and authentic materials. The study analyzes how CLIL creates meaningful contexts in which students can use English for academic and interpersonal communication. The article also discusses the role of scaffolding, interaction, vocabulary development, critical thinking, and formative assessment in supporting learners' communicative performance. The findings suggest that systematically organized CLIL instruction can improve students' speaking, listening, reading, and writing skills while simultaneously developing academic vocabulary, confidence, collaboration, and higher-order thinking. Effective CLIL implementation requires clearly defined content and language objectives, differentiated tasks, appropriate linguistic support, and learner-centered classroom interaction.

Keywords: CLIL, English language teaching, communication competence, communicative competence, integrated learning, academic English, language skills, scaffolding, collaborative learning, content-based instruction.

Introduction. The development of students' English communication competence has become one of the major objectives of modern foreign language education. In an increasingly interconnected world, learners are expected not only to know grammatical rules and vocabulary but also to communicate effectively in academic, professional, social, and intercultural contexts. Consequently, contemporary English language teaching increasingly focuses on meaningful communication, authentic language use, collaboration, critical thinking, and the practical application of linguistic knowledge. Traditional foreign language instruction often presents language as a separate subject in which students practice grammar, vocabulary, reading, listening, speaking, and writing through specially designed exercises. Although these activities remain important, they may not always provide sufficient opportunities for students to use English for authentic purposes. Learners may demonstrate knowledge of grammatical structures but experience difficulties when they need to express ideas, explain concepts, participate in discussions, or solve problems in English. Content and Language

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Integrated Learning provides an alternative pedagogical framework. CLIL is an approach in which a foreign or additional language is used as a medium for learning subject content while language development occurs simultaneously. Coyle, Hood, and Marsh emphasize the interconnected nature of content, communication, cognition, and culture within CLIL education [1]. The central value of CLIL for language development lies in its ability to create meaningful communicative situations. Instead of discussing artificial language exercises, students can use English to study history, geography, biology, physics, economics, information technology, environmental issues, literature, and other subjects. As a result, language becomes a tool for acquiring knowledge and expressing meaning. Communication competence in CLIL is broader than the ability to speak fluently. It includes the ability to understand spoken and written information, express ideas clearly, use subject-specific vocabulary, participate in interaction, negotiate meaning, present arguments, and adapt communication to different contexts. Therefore, CLIL can provide a multidimensional environment for developing students' English communication competence. The purpose of this article is to examine the pedagogical potential of CLIL lessons in developing students' English communication competence and to identify effective instructional strategies that support communicative development in integrated content-and-language classrooms.

Literature Review. The theoretical foundations of CLIL are connected with several major developments in language pedagogy, including communicative language teaching, content-based instruction, task-based learning, bilingual education, and constructivist approaches to learning. Coyle, Hood, and Marsh identify four major dimensions of CLIL: Content, Communication, Cognition, and Culture. These dimensions demonstrate that language development cannot be separated from meaningful content and cognitive activity. Students are expected to acquire knowledge, communicate through the target language, engage in higher-order thinking, and develop intercultural awareness [1]. Richards and Rodgers emphasize the importance of communicative approaches that encourage learners to use language for meaningful interaction rather than simply memorizing linguistic forms [2]. From this perspective, CLIL provides a particularly favorable environment because students need English to discuss, explain, compare, evaluate, and present content. Krashen's input hypothesis highlights the importance of comprehensible input in second-language acquisition. CLIL can provide students with rich language input through subject-specific texts, teacher explanations, multimedia materials, diagrams, charts, videos, and authentic resources. However, the input needs to be appropriately scaffolded so that students can understand complex content without being overwhelmed by linguistic difficulty. Swain's output hypothesis emphasizes the importance of producing language. Learners develop their language competence when they are required to express ideas and communicate meaning. CLIL activities such as presentations, debates, group discussions, reports, and project work create opportunities for meaningful language output. Cummins distinguishes between conversational language and academic language proficiency. This distinction is particularly relevant to CLIL because students need to develop the language required for understanding textbooks,

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

interpreting data, explaining processes, presenting arguments, and participating in academic discussions. Project-based learning also complements CLIL. Thomas argues that project-based learning encourages students to investigate authentic questions and produce meaningful outcomes. Within CLIL, project work can require students to conduct research in English, collaborate with peers, analyze information, and present their findings. Thus, the literature indicates that CLIL can create favorable conditions for developing communication competence by combining meaningful input, purposeful output, interaction, cognitive engagement, and authentic content.

Methodology. The study is based on a qualitative analysis of pedagogical and methodological approaches related to CLIL and English communication competence. The research employs theoretical analysis, comparative analysis, observation-based interpretation, and generalization of relevant pedagogical principles.

The methodological framework focuses on the following dimensions of communicative development:

- speaking fluency and accuracy;
- listening comprehension;
- reading comprehension;
- academic writing;
- subject-specific vocabulary;
- interaction and collaboration;
- critical thinking;
- confidence in using English.

The proposed CLIL instructional model includes five interconnected stages.

Stage 1. Content and language objectives. At the beginning of a lesson, the teacher establishes two types of objectives. The first concerns the academic content, while the second concerns the language students are expected to use.

For example:

Content objective: Students will understand the main causes of climate change.

Language objective: Students will be able to explain causes and consequences using expressions such as because of, as a result, leads to, contributes to, and therefore. The combination of these objectives helps teachers maintain a balance between subject learning and language development.

Stage 2. Linguistic scaffolding. Students may experience difficulties when working with complex subject content in a foreign language. Therefore, teachers should provide appropriate scaffolding.

Useful scaffolding techniques include: vocabulary lists, visual aids, diagrams and mind maps, sentence starters, model answers, guiding questions, simplified texts, glossaries, graphic organizers. For example, before a discussion about environmental problems, students can receive a vocabulary bank containing terms such as pollution, greenhouse gases, renewable energy, carbon emissions, biodiversity, and sustainable development.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Stage 3. Content exploration. Students interact with content through reading, listening, watching, observing, or investigating. The teacher should select materials that are sufficiently challenging but accessible.

Authentic resources can include: newspaper articles, educational videos, scientific texts, maps, graphs, infographics, interviews, podcasts, digital encyclopedias. These materials expose learners to naturally occurring English and subject-specific terminology.

Stage 4. Communicative application. At this stage, students actively use English to process and communicate information.

Possible activities include: pair discussions, group discussions, debates, role plays, problem-solving, presentations, interviews, project work, peer teaching. The teacher's role is to facilitate interaction rather than dominate classroom communication.

Stage 5. Reflection and formative assessment. Students reflect on both content and language development. The teacher can use self-assessment, peer assessment, observation checklists, short presentations, exit tickets, and learning journals. This stage allows students to identify their strengths and areas for improvement.

Results and Discussion. The analysis demonstrates that CLIL lessons have considerable potential for developing students' English communication competence. The main advantage is the creation of purposeful communication. Students use English because they need it to accomplish a particular academic task.

Development of Speaking Skills. Speaking is one of the most visible areas of communicative development in CLIL. Students regularly have to explain concepts, describe processes, discuss problems, ask questions, and present information. For example, in a biology-related CLIL lesson, students may be asked to explain the process of photosynthesis. Instead of simply memorizing vocabulary, they use language to describe a scientific process:

Plants absorb carbon dioxide from the atmosphere.

Water is transported from the roots to the leaves.

Light energy is converted into chemical energy.

Such activities develop both subject knowledge and academic speaking skills.

Pair and group work are particularly useful because they increase students' opportunities to produce language. In a teacher-centered classroom, individual students may have limited speaking time. Collaborative CLIL activities distribute communicative responsibility among learners.

Development of Listening Skills**.** CLIL also provides rich opportunities for developing listening comprehension. Students listen to teacher explanations, presentations, videos, podcasts, interviews, and peer contributions. However, CLIL listening tasks should be carefully structured. Students can first predict content from a title or image, then listen for general meaning, and finally identify specific information. For example, students may watch a short video about renewable energy and complete a table containing:

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Energy source	Advantages	Disadvantages	Examples
Solar	Renewable, clean	Weather-dependent	Solar panels
Wind	Low emissions	Requires suitable locations	Wind farms
Hydropower	Reliable	Environmental impact	Dams

The activity develops listening comprehension while reinforcing subject knowledge.

Development of Academic Vocabulary. Vocabulary development represents a central component of CLIL. Students acquire not only general English vocabulary but also terminology associated with particular academic disciplines.

For example, an information technology CLIL lesson may introduce:

algorithm, database, artificial intelligence, cybersecurity, programming, data processing, machine learning.

However, vocabulary should not be taught exclusively through memorization. Students need opportunities to use new words in meaningful contexts.

A useful sequence is:

Encounter → Understand → Practice → Communicate → Reuse

This sequence helps students move vocabulary from passive recognition to active communication.

Development of Interaction Skills

Communication competence requires more than individual speaking ability. Students must also know how to interact with others.

CLIL activities can develop interactional language such as:

- I agree with your point because...
- Could you explain that further?
- In my opinion...
- I would like to add something...
- I partly agree, but...
- What evidence supports this idea?
- Could we consider another solution?

These expressions allow students to participate in discussions more effectively.

Development of Critical Thinking. CLIL naturally connects language learning with cognitive processes. Students do not merely reproduce information; they analyze, compare, evaluate, and create.

For example, students can be asked:

“Which renewable energy source would be most appropriate for our region? Explain your choice.”

To answer this question, learners need to consider geographical, economic, environmental, and technological factors while communicating their reasoning in English. Thus, CLIL creates opportunities for the simultaneous development of language and higher-order thinking.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Collaborative Learning. Collaboration is another important feature of effective CLIL instruction. Group projects require students to negotiate roles, exchange information, make decisions, and present a shared product. For example, four students can work on a project titled "Designing a Sustainable School." One student researches energy consumption, another investigates waste management, a third develops a transportation plan, and the fourth prepares the final presentation. All students communicate in English while integrating knowledge from different disciplines.

Table 1. CLIL Activities and Their Contribution to Communication Competence

CLIL activity	**Primary language skill**	**Additional competence**
Group discussion	Speaking	Collaboration
Academic video analysis	Listening	Information processing
Subject-specific article	Reading	Academic literacy
Project report	Writing	Research skills
Debate	Speaking and listening	Critical thinking
Presentation	Speaking	Confidence and creativity
Problem-solving task	Integrated skills	Decision-making
Peer teaching	Speaking and listening	Collaboration
Data interpretation	Reading and speaking	Analytical thinking

The table demonstrates that CLIL activities can simultaneously develop multiple competencies rather than focusing on a single language skill.

Despite its advantages, CLIL implementation can present several challenges.

First, students may have insufficient English proficiency to understand complex academic content. Teachers therefore need to adjust linguistic demands and provide scaffolding. Second, teachers may face difficulties balancing content and language objectives. Excessive emphasis on content can reduce opportunities for language practice, while excessive focus on language can undermine subject learning. Third, authentic materials may contain advanced vocabulary and complex grammatical structures. Teachers should adapt materials when necessary while maintaining their intellectual value. Fourth, assessment can be challenging because both content knowledge and language performance need to be considered.

Conclusion. CLIL represents a highly promising approach to developing students' English communication competence because it transforms the target language into a practical instrument for learning, interaction, and knowledge construction. By integrating language and subject content, CLIL creates authentic contexts in which students need to communicate in English for meaningful academic purposes. The analysis shows that CLIL can contribute to the development of speaking, listening, reading, and writing skills while simultaneously strengthening academic vocabulary, critical thinking, collaboration, creativity, and learner confidence. Communicative activities such as discussions, debates, presentations, problem-solving tasks, and project work are particularly valuable because they require students to use English actively rather than simply recognize linguistic forms. However, the

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

effectiveness of CLIL depends on appropriate pedagogical design. Teachers should establish clear content and language objectives, provide adequate scaffolding, select accessible but intellectually meaningful materials, organize collaborative interaction, and apply formative assessment. Ultimately, CLIL should be viewed not merely as a method of combining two subjects but as an educational framework that enables students to learn through language and language through meaningful learning. Its systematic implementation can make English instruction more purposeful, cognitively engaging, and closely connected with students' academic and future professional needs.

References

1. Coyle, D., Hood, P., & Marsh, D. CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press, 2010.
2. Cummins, J. Language, Power and Pedagogy: Bilingual Children in the Crossfire. Clevedon: Multilingual Matters, 2000.
3. Brown, H. D. Principles of Language Learning and Teaching. New York: Pearson Education, 2007.
4. Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2014.
5. Dalton-Puffer, C. Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam: John Benjamins, 2007.
6. Mehisto, P., Marsh, D., & Frigols, M. J. Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan Education, 2008.
7. Harmer, J. The Practice of English Language Teaching. Harlow: Pearson Longman, 2007.
8. Nation, I. S. P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2013.
9. Thomas, J. W. A Review of Research on Project-Based Learning. San Rafael, CA: Autodesk Foundation, 2000.