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THE ROLE OF CLIL IN ENHANCING STUDENTS‘ VOCABULARY ACQUISITION

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Abstract. *This study examines the role of Content and Language Integrated Learning (CLIL) in enhancing students’vocabulary acquisition. Vocabulary knowledge is an essential component of language learning and academic success. CLIL provides learners with opportunities to encounter and use new words in meaningful subject-related contexts. Through content-based instruction, students are exposed to authentic language and develop a deeper understanding of vocabulary. This article explores how CLIL contributes to vocabulary growth and supports language development. The findings suggest that CLIL can improve vocabulary retention, increase learner engagement, and promote effective language learning. Overall, CLIL is a valuable approach for developing students’ vocabulary knowledge in multilingual educational settings.*

Keywords: *CLIL, vocabulary acquisition, language learning, multilingual classrooms, content-based instruction, vocabulary development.*

Аннотация. *Данное исследование рассматривает роль CLIL (Content and Language Integrated Learning) в развитии словарного запаса учащихся. Владение лексикой является важным компонентом изучения языка и академической успешности. Подход CLIL предоставляет учащимся возможность знакомиться с новыми словами и использовать их в содержательном предметном контексте. Благодаря обучению, основанному на содержании, учащиеся сталкиваются с аутентичным языком и глубже усваивают лексику. В статье анализируется влияние CLIL на расширение словарного запаса и развитие языковых навыков. Результаты показывают, что данный подход способствует лучшему запоминанию слов, повышению учебной активности и более эффективному изучению языка. В целом CLIL является эффективным инструментом развития словарного запаса в условиях многоязычного образования.*

Ключевые слова: *CLIL, усвоение лексики, изучение языка, многоязычные классы, обучение на основе содержания, развитие словарного запаса.*

Annotatsiya. *Ushbu tadqiqot CLIL (Content and Language Integrated Learning) yondashuvining o‘quvchilarning so‘z boyligini rivojlantirishdagi o‘rnini o‘rganadi. So‘z boyligi til o‘rganish va akademik muvaffaqiyatning muhim tarkibiy qismi hisoblanadi. CLIL o‘quvchilarga yangi so‘zlarni mazmunli fan kontekstida uchratish va qo‘llash imkoniyatini yaratadi. Mazmunga asoslangan ta’lim orqali o‘quvchilar autentik til bilan ko‘proq ishlaydi va lug‘aviy birliklarni chuqurroq o‘zlashtiradi. Maqolada CLILning so‘z boyligini oshirish va til rivojlanishini qo‘llab-quvvatlashdagi ahamiyati tahlil qilinadi. Natijalar ushbu yondashuv lug‘atni eslab qolishni yaxshilashi, o‘quvchilarning faolligini oshirishi va samarali til o‘rganishga yordam berishini ko‘rsatadi. Umuman olganda, CLIL ko‘p tilli ta’lim muhitida so‘z boyligini rivojlantirishning samarali vositasi hisoblanadi.*

Kalit so‘zlar: *CLIL, so‘z boyligini o‘zlashtirish, til o‘rganish, ko‘p tilli sinflar, mazmunga asoslangan ta’lim, lug‘at rivoji.*

Introduction. Vocabulary is one of the most important components of language learning. A strong vocabulary helps students understand texts, express their ideas clearly, and communicate effectively in different situations. It also plays a significant role in academic achievement, as learners need sufficient vocabulary knowledge to understand subject content and participate actively in classroom activities. However, many students find it difficult to learn and remember new words when vocabulary is taught separately from meaningful contexts.

According to Coyle (2007), Content and Language Integrated Learning (CLIL) integrates language development with subject learning, creating meaningful opportunities for students to use language in authentic contexts [1]. Through CLIL, learners encounter new vocabulary while studying academic subjects, which helps them understand and retain words more effectively. This approach encourages active language use and supports vocabulary growth through meaningful communication. Therefore, CLIL has become an increasingly popular method for improving vocabulary acquisition in multilingual educational settings. This study explores the role of CLIL in enhancing students’ vocabulary development and examines its contribution to language learning.

Literature Review. Content and Language Integrated Learning (CLIL) has gained considerable attention as an effective approach for integrating language learning with subject content. Marsh (2002) describes CLIL as a method that enables students to learn both content and language simultaneously, creating a more meaningful learning experience [2]. This approach has been widely adopted in multilingual educational settings to support both academic and linguistic development.

Vocabulary acquisition is a fundamental aspect of language learning. According to Nation (2001), a rich vocabulary is essential for successful communication and comprehension [3]. Learners with a larger vocabulary are generally more capable of understanding texts, participating in classroom discussions, and expressing their ideas effectively. Therefore, developing vocabulary remains one of the primary goals of language education.

Several studies have highlighted the positive impact of CLIL on vocabulary development. Dalton-Puffer (2007) argues that CLIL classrooms expose learners to a wider range of academic and subject-specific vocabulary through authentic learning contexts [4]. As students encounter new words repeatedly in meaningful situations, they are more likely to remember and use them effectively. This continuous exposure contributes to long-term vocabulary retention.

In addition, Ball, Kelly, and Clegg (2015) emphasize that CLIL encourages active language use and interaction, which further supports vocabulary growth [5]. Through discussions, projects, and content-based activities, students have opportunities to practice newly learned words and reinforce their understanding. Overall, previous research suggests that CLIL is an effective approach for enhancing students' vocabulary acquisition and language development.

Research Methodology. This study employed a mixed-method research design to investigate the role of CLIL in enhancing students' vocabulary acquisition. The research was conducted in a secondary school in Urganch, Uzbekistan, and involved 7th-grade students studying English through CLIL-based activities.

Data were collected through classroom observations, vocabulary tests, and student questionnaires. The observations were used to examine how students interacted with new vocabulary during CLIL lessons, while the tests measured vocabulary growth before and after the implementation of CLIL activities. Questionnaires were administered to gather students' opinions about learning vocabulary through content-based instruction.

The collected data were analyzed using descriptive and comparative methods. The results of the vocabulary tests were compared to identify changes in students' vocabulary knowledge, while observation and questionnaire data were used to evaluate learners' engagement and attitudes. This methodology provided a comprehensive understanding of the effectiveness of CLIL in supporting vocabulary acquisition among secondary school students.

Analysis and Results. The analysis of the collected data indicates that CLIL had a positive effect on students' vocabulary acquisition. The results of the vocabulary tests showed that most students improved their knowledge of subject-related and general

English vocabulary after participating in CLIL-based lessons. Students were able to recognize and use a wider range of words in classroom activities, which suggests that learning vocabulary through content helped them retain new lexical items more effectively.

Classroom observations revealed that students were actively engaged in learning tasks and frequently used newly acquired vocabulary during discussions and group activities. The use of meaningful subject content encouraged learners to interact with the target language in authentic situations. Similar findings were reported by Dalton-Puffer (2007), who noted that CLIL provides learners with greater exposure to academic vocabulary and promotes language development.

The questionnaire results also showed that most students had positive attitudes toward CLIL lessons. They reported that learning vocabulary through topics and subject content was more interesting and easier than memorizing isolated word lists. Furthermore, teachers observed that students became more confident in using new vocabulary during classroom communication. These findings support the view of Ball, Kelly, and Clegg (2015) that CLIL creates effective opportunities for vocabulary growth through active language use and meaningful interaction.

Overall, the results demonstrate that CLIL contributes significantly to vocabulary development and enhances students' engagement in the language learning process.

Conclusion. This study examined the role of Content and Language Integrated Learning (CLIL) in enhancing students' vocabulary acquisition. The findings indicate that CLIL provides learners with meaningful opportunities to encounter and use new vocabulary through subject-based learning activities. As a result, students are able to develop a broader vocabulary and improve their ability to use words in different contexts.

The study also revealed that CLIL increases student engagement and encourages active participation in classroom tasks. Learning vocabulary through authentic content helps learners retain new words more effectively than traditional memorization methods. In addition, students showed positive attitudes toward CLIL lessons and demonstrated greater confidence in using newly acquired vocabulary.

Overall, the results suggest that CLIL is an effective approach for supporting vocabulary development and language learning. Therefore, its implementation in multilingual classrooms can contribute to both academic success and improved language competence (Nation, 2001).

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