UDK: 37.016:81
ORCID 0009-0001-2489-4921

IMPACT OF CLIL ON STYDENTS‘ LISTENING AND COMPREHENSION SKILLS

M.D.Boynazarova,
student, Urgench state pedagogical institute
muhlisa_06@icloud.com

Abstract. *This study examines the impact of Content and Language Integrated Learning (CLIL) on students' listening and comprehension skills. CLIL is an approach that combines subject learning with language development in a meaningful context. It is widely used in multilingual classrooms where students need to improve both content knowledge and language abilities.*

The article explores how CLIL helps learners understand spoken language more effectively through real classroom input and interaction. It also highlights that continuous exposure to the target language can improve students' listening and comprehension skills.

The study concludes that CLIL has a positive effect on learners' listening development, although its success depends on teaching methods and classroom support.

Keywords: *CLIL, listening skills, comprehension skills, language learning, multilingual classrooms, language acquisition.*

Аннотация. *Данное исследование рассматривает влияние CLIL (Content and Language Integrated Learning) на навыки аудирования и понимания учащихся. CLIL представляет собой подход, который объединяет изучение предметного содержания и развитие языковых навыков и широко применяется в многоязычных классах. Этот подход позволяет учащимся изучать язык в естественном и содержательном контексте.*

В статье анализируется, как CLIL способствует развитию навыков понимания устной речи. Результаты исследования показывают, что CLIL увеличивает языковое воздействие на учащихся и улучшает их навыки аудирования.

В целом CLIL считается эффективным подходом для развития языковых навыков, однако его результативность зависит от методов преподавания и условий обучения.

Ключевые слова: *CLIL, навыки аудирования, навыки понимания, изучение языка, многоязычные классы, овладение языком.*

Annotatsiya. *Ushbu tadqiqot CLIL (Content and Language Integrated Learning) yondashuvining o‘quvchilarning tinglab tushunish va anglash ko‘nikmalariga ta’sirini o‘rganadi. CLIL fan mazmuni va til o‘rganishni birlashtirgan*

yondashuv bo‘lib, ko‘p tilli sinflarda keng qo‘llaniladi. Ushbu yondashuv o‘quvchilarga tilni tabiiy va mazmunli kontekstda o‘rganish imkonini beradi.
Maqolada CLIL orqali o‘quvchilarning eshitib tushunish ko‘nikmalari qanday rivojlanishi tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, CLIL o‘quvchilarning tilga bo‘lgan kirishini oshiradi va ularning tinglab tushunish qobiliyatini yaxshilaydi.
Umuman olganda, CLIL yondashuvi o‘quvchilarning til ko‘nikmalarini rivojlantirishda samarali usul hisoblanadi, biroq uning natijasi o‘qitish usuli va sinf sharoitiga bog‘liq.

Kalit so‘zlar: *CLIL, tinglab tushunish ko‘nikmalari, tushunish ko‘nikmalari, til o‘rganish, ko‘p tilli sinflar, tilni egallash.*

Introduction. In modern education, developing students' language skills has become increasingly important, especially in multilingual classrooms. Learners often need to understand academic content while also improving their ability to comprehend spoken language in a foreign or second language. This makes listening and comprehension skills essential for successful learning.

Content and Language Integrated Learning (CLIL) is an approach that integrates subject content with language learning to promote both knowledge and language development (Mehisto, Marsh & Frigols, 2008) [1]. It provides students with meaningful exposure to the target language through real classroom activities and subject content. This study explores the impact of CLIL on students' listening and comprehension skills and discusses how this approach supports language development in multilingual educational environments.

Literature Review. Content and Language Integrated Learning (CLIL) is widely recognized as an educational approach that combines subject content with language learning. According to Mehisto, Marsh, and Frigols (2008), CLIL allows learners to develop both academic knowledge and language skills at the same time, making learning more meaningful and effective [2]. This approach has become an important part of multilingual education systems in many countries.

Coyle (2007) explains CLIL through the 4Cs framework, which includes Content, Communication, Cognition, and Culture. This model shows that CLIL is not only focused on language learning but also on developing thinking skills and cultural awareness. It helps teachers design lessons that support both subject understanding and language development [3].

Research also shows that CLIL has a positive effect on students' language skills. Dalton-Puffer (2007) found that learners in CLIL classrooms often improve their communication abilities and vocabulary because they are exposed to the language in

real academic contexts [4]. In addition, CLIL increases student motivation, as learners actively use the language during subject lessons.

Overall, previous studies suggest that CLIL is an effective method for improving both language competence and content learning, especially in multilingual classroom environments.

Research methodology. This study employs a mixed qualitative and quantitative research design to investigate the impact of CLIL on students' listening and comprehension skills. The research is based on primary data collected from a real school setting to examine how CLIL influences students' language learning outcomes in practice.

The study was conducted in a secondary school in Urganch, Uzbekistan, involving 7th-grade students. Participants included English language teachers and students who were engaged in CLIL-based lessons. Data were collected through classroom observations, student questionnaires, and informal teacher interviews. These tools were used to gather information about students' listening comprehension, classroom participation, and overall learning experience.

The collected data were analyzed using descriptive analysis methods. Observation and interview data were interpreted to identify learning patterns and student engagement, while questionnaire results were used to determine general trends in students' listening and comprehension development. This methodology provides insight into the practical effectiveness of CLIL in improving language skills in real classroom environments.

Analysis and Results. The analysis of the collected data shows that CLIL has a positive impact on students' listening and comprehension skills. Based on classroom observations in the 7th-grade English classes in a secondary school in Urganch, students demonstrated higher engagement during CLIL-based lessons compared to traditional lessons. They were more active in listening tasks and showed better understanding of subject-related vocabulary when it was presented in context.

The results of the student questionnaires indicate that most learners found CLIL lessons more interesting and easier to follow. Many students reported that they could understand spoken English better when it was connected to real subject content. This suggests that meaningful context helps improve listening comprehension and reduces difficulties in understanding new language input. They were more active in listening tasks and showed better understanding of subject-related vocabulary when it was presented in context (Dalton-Puffer, 2007) [5].Teacher interviews also support these findings. Teachers noted that students became more confident in listening activities and participated more actively during lessons. However, they also mentioned that some

students with lower language proficiency faced difficulties in understanding complex instructions, which sometimes required additional explanation or support.

Overall, the findings show that CLIL contributes positively to improving students' listening and comprehension skills in multilingual classroom settings. Despite some challenges, such as differences in language proficiency, CLIL proves to be an effective approach when supported with appropriate teaching strategies. Overall, the findings show that CLIL contributes positively to improving students' listening and comprehension skills in multilingual classroom settings (Mehisto, Marsh, & Frigols, 2008) [6].

Conclusion. This study examined the impact of Content and Language Integrated Learning (CLIL) on students' listening and comprehension skills. The findings indicate that CLIL can help learners improve their ability to understand spoken language by providing meaningful and context-based learning experiences. Students who participated in CLIL lessons showed greater engagement and confidence in listening activities. The study also revealed that integrating subject content with language learning creates more opportunities for authentic language use and supports overall language development. Although some learners experienced difficulties due to differences in language proficiency, these challenges can be reduced through appropriate teaching strategies and classroom support. Overall, the results suggest that CLIL is an effective approach for developing students' listening and comprehension skills. Therefore, its wider implementation in multilingual classrooms may contribute to both language improvement and academic success.

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