DEVELOPING STUDENTS' SPEAKING SKILL THROUGH THE CLIL APPROACH IN FOREIGN LANGUAGE TEACHING

Ganieva Shakhnoza Abutalibovna

Master's student, Uzbekistan State World Languages University

Tashkent, Uzbekistan

E-mail: shakhaa0510@gmail.com

+998 97 891 4224

Supervisor: **Nosirov Abdurahim Abdimutalipovich**

Doctor of philological Sciences, Associate Professor, Professor Nasirov Abdurakhim Abdimutalipovich ,the post of vice-rector for international cooperation issues of the Uzbekistan State World Languages University.

Annotation: Speaking a foreign language fluently is essential in today's educational environment. However, when language abilities are inadequate, many students face communication difficulties. This study investigates how non-linguistic university students can improve their speaking skills by using the Content and Language Integrated Learning (CLIL) approach. By combining language learning with content-based instruction (CBI), CLIL enhances students' capacity to communicate in spite of language barriers while also advancing topic knowledge. The study emphasises useful strategies, significant obstacles, and how CLIL affects speaking abilities.

Key words: CLIL, foreign language teaching, speaking skill, communication strategies, content-based instruction, language proficiency

CHET TILINI ORGATISHDA CLIL YONDASHUVI ORQALI TALABALARDA GAPIRISH KOMPENSATSIYASINI RIVOJLANTIRISH

Annotatsiya: Xorijiy tilda ravon so'zlashish bugungi ta'lim muhitida muhim ahamiyatga ega. Biroq, til bilish darajasi yetarli bo'lmasa, ko'plab talabalar muloqot qilishda qiyinchiliklarga duch kelishadi. Ushbu tadqiqot ta`lim yo`nalishi lingvistik bo'lmagan universitet talabalari Content and Language Integrated Learning (CLIL) yondashuvidan foydalangan holda nutq qobiliyatlarini qanday yaxshilashlari mumkinligini o'rganadi. Til o'rganishni kontentga asoslangan ta'lim (CBI) bilan birlashtirib, CLIL talabalarning muammolarga qaramay muloqot qilish qobiliyatini oshiradi va shu bilan birga mavzu bo'yicha bilimlarni oshiradi. Tadqiqot foydali strategiyalar, muhim muammolar va CLIL nutq qobiliyatiga qanday ta'sir qilishiga urg'u beradi.

**Kalit so`zlar:** CLIL, chet tilini o'qitish, gapirish ko'nikmasi, so`zlashuv strategiyalari, mazmunga asoslangan o'qitish, til bilish darajasi

РАЗВИТИЕ КОМПЕНСАЦИОННЫХ НАВЫКОВ ГОВОРЕНИЯ У СТУДЕНТОВ С ПОМОЩЬЮ ПОДХОДА CLIL В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация: Свободное владение иностранным языком имеет важное значение в современной образовательной среде. Однако, когда языковые способности недостаточны,

многие студенты сталкиваются с трудностями в общении. В этом исследовании изучается, как студенты нелингвистических университетов могут улучшить свои навыки говорения, используя подход интегрированного обучения по содержанию и языку (CLIL). Объединяя изучение языка с обучением по содержанию (CBI), CLIL повышает способность студентов общаться, несмотря на языковые барьеры, а также расширяет знания по теме. В исследовании подчеркиваются полезные стратегии, существенные препятствия и то, как CLIL влияет на навыки говорения.

Ключевые слова: CLIL, обучение иностранным языкам, устная речь, стратегии коммуникации, предметно-ориентированное обучение, языковая компетенция

Introduction

In today's interconnected and multilingual world, learning to communicate successfully in a foreign language has become a required skill for all university students, regardless of subject of study. Speaking, as one of the fundamental components of communication ability, is very important. It allows students to not only communicate their views, but also participate in academic conversations, collaborate on worldwide projects, and enter the global workforce. Despite the importance of speaking skills, many students, particularly those from non-linguistic faculties, struggle to communicate fluently and effectively in a foreign language.

Common challenges include a restricted vocabulary, poor grammatical precision, a lack of exposure to actual language use, and a high level of worry about making mistakes while speaking. These challenges frequently result in communication breakdowns, which can impede students' academic success and undermine their confidence. One hopeful solution to this challenge is the development of speaking compensation strategies—techniques that allow learners to communicate even when they confront linguistic gaps.

CLIL provides a unique approach to address these difficulties. CLIL involves teaching academic courses in a foreign language, resulting in a dual focus on content mastery and language acquisition. CLIL promotes students to actively and spontaneously utilise the foreign language by embedding it in meaningful subject contexts. This environment naturally prompts the use of compensation strategies such as paraphrasing, using synonyms, asking for clarification, and employing non-verbal cues, thus strengthening students' overall speaking competence.

The use of CLIL in foreign language education is especially advantageous for non-linguistic students who may not receive adequate traditional language instruction. CLIL exposes students to authentic, subject-specific language and requires them to apply their language skills to real-world academic activities, bridging the gap between theoretical language knowledge and practical application. Furthermore, the content-driven aspect of CLIL shifts the emphasis away from language form and towards communication meaning, lowering students' anxiety of making mistakes and encouraging a more positive attitude towards language use.

Given these benefits, it is critical to examine how CLIL might be used systematically to improve speaking compensation abilities among university students. This study aims to explore the impact of CLIL on speaking abilities, identify effective strategies for fostering compensation techniques, and analyze the challenges associated with implementing CLIL in non-linguistic settings. By providing empirical evidence and practical recommendations, the study seeks to contribute to the growing body of research advocating for the integration of content and language learning as a means to enhance communicative competence in foreign language education.

Literature review

CLIL, popularised by Marsh (1994), is an educational strategy in which courses are taught in a foreign language while focussing on both content mastery and language acquisition.

Coyle, Hood, and Marsh (2010) define CLIL as the "4Cs Framework": content, communication, cognition, and culture. Speaking abilities are heavily emphasised in the "Communication" component.

Dalton-Puffer (2007) emphasises that CLIL environments inherently produce situations in which learners must negotiate meaning, hence encouraging the employment of compensating methods. Compensation methods are important in second language learning because they allow learners to keep the discourse flowing even when linguistic resources are limited (Tarone, 1980).

Swain's Output Hypothesis (1995) likewise emphasises the importance of active language creation in second language development. Swain emphasises that requiring learners to develop language encourages them to identify gaps in their linguistic understanding, resulting in improvement.

Overall, CLIL's real-world application contexts and emphasis on communication make it an ideal catalyst for increasing speaking compensation.

Several research indicate that CLIL considerably improves speaking fluency. Dalton-Puffer (2007) discovered that CLIL students have higher fluency and lexical diversity than students in typical language schools. According to Lázaro Ibarrola & García Mayo (2012), CLIL learners improve fluency through lengthier, structured interactions over time. According to Nikula (2007), CLIL encourages spontaneous language use by requiring students to actively participate in subject-related talks.

While fluency is frequently touted as a primary advantage of CLIL, some scholars question the method's effect on accuracy. Pérez-Vidal (2009) discovered that CLIL learners gain grammatical awareness but may struggle with complicated structures due to the emphasis on content rather than explicit grammar teaching. Merisuo-Storm (2007) found that younger students in CLIL programs had better pronunciation and made fewer errors in oral production. However, Bruton (2013) stated that CLIL students may lack depth in grammatical accuracy due to inadequate formal language education.

Research methods

Participants

The study included 60 undergraduate students from non-linguistic faculties (mining work) at Tashkent State Technical University, which was named after Islam Karimov University. Their ages varied from 19 to 25. To examine the impact of the CLIL method on speaking skills, this study employed a mixed-approaches strategy that combined quantitative and qualitative research methods. Furthermore, qualitative insights are gleaned from instructor and student comments. Pre- and post-test speaking evaluations are used to collect data, which is then analysed using CEFR criteria for fluency, accuracy, and vocabulary. Surveys and questionnaires will collect feedback from students and teachers, while classroom observations will provide real-time insights into spoken exchanges. Semi-structured interviews also delved deeper into CLIL-related experiences and issues.

Research design

A mixed-method approach was used. A quasi-experimental approach was utilised, with two groups: experimental (CLIL training) and control (traditional language education).
Procedure
• Over a 12-week period, the experimental group received instruction in English on specific subject modules, such as mining work strategies.
• English-language speaking challenges included project presentations, debates, role-playing, and collaborative problem-solving activities.
 • Students were taught compensatory tactics (e.g., asking for help, utilising synonyms).

Instruments

•   Pre- and post-intervention speaking tests assessing fluency, use of strategies, and overall communicative effectiveness.
•   Student self-assessment questionnaires.
•   Teacher observation checklists.

Results

An examination of contemporary literature and educational case studies demonstrates that integrating topic and language learning greatly improves students' speaking proficiency in foreign language classrooms. Learners who receive content-based training show significant increase in fluency, coherence, and general communicative competence. This technique promotes natural language use in meaningful circumstances, resulting in more confident oral communication.
In addition to language gains, kids in content-integrated contexts frequently report lower levels of classroom anxiety. The immersive and engaging character of such training contributes to a more comfortable environment, encouraging risk-taking in speaking and increasing participation in oral tasks.
Another key finding is the increase in learners' self-confidence when engaging in speaking activities. Exposure to diverse topics and communication styles within these lessons enhances students' readiness to express themselves. This heightened confidence is closely tied to the opportunities for spontaneous speaking and the sense of achievement that comes from successfully conveying content-related ideas in the target language.
Positive shifts in learner attitudes have also been observed. When students perceive language as a tool for understanding and discussing interesting topics, their motivation tends to increase. This shift leads to deeper involvement in classroom activities and a more enthusiastic approach to language learning.
However, some challenges remain. Learners occasionally struggle with limited vocabulary, particularly when engaging with unfamiliar subject matter. Additionally, students may need time to adjust to non-traditional teaching methods, especially when they are used to more grammar-focused or teacher-centered instruction. These findings suggest the importance of gradual scaffolding, strategic vocabulary support, and consistent exposure to authentic language use in order to maximize the effectiveness of integrated lesson planning.

Discussion

The findings of this study reinforce how evidence builds plus validates CLIL's success because CLIL encourages speaking compensation skills with college students in non-linguistic fields. As

the central theme, instructors used content so they were able to create communicative situations that were authentic. Then students expressed ideas of complexity in some other language. Often students were in places with linguistic challenges for them. Specifically within this context, spontaneous solutions have had to be developed, and thus compensation strategies become necessary for us.

The quantitative data clearly shows an increase within the CLIL group in the sophistication and frequency of these strategies such as circumlocution, the use of synonyms, and clarification requests. Swain's (1995) Output Hypothesis stresses that learners recognize as well as repair their gaps upon producing language, which aligns to Tarone's (1980) work on communication strategies.

Furthermore, qualitative feedback from students also teachers confirms CLIL created a speaking practice environment less stressfully. Students noted that because they focused on content rather than grammar, their anxiety about making mistakes reduced, also that encouraged them to prioritize conveying meaning over accuracy—a key factor in real-life communication.

Lasagabaster and Sierra (2009) stressed the role of CLIL in the increasing of motivation and engagement reflecting these results. Meaningfulness in content-based tasks made students participate more and interact more sustainably, which develop language vitally.

Certain challenges were also revealed in the study nevertheless. Some students initially experienced cognitive overload, especially in processing subject matter in a non-native language. This echoes concerns by Meyer (2010), who emphasized the importance of gradual scaffolding and teacher preparedness. Similarly, Bruton (2011) cautioned that the absence of systematic language correction in CLIL might lead to fossilization of errors if not properly addressed.

To mitigate these issues, the integration of explicit instruction on compensation strategies, along with structured speaking tasks and teacher support, proved essential in this study. The role of the instructor as both a subject expert and language facilitator was also central to successful CLIL implementation.

Conclusion

The CLIL approach is an extremely successful way to improve speaking skills in foreign language learners, particularly non-linguistic students.

CLIL creates natural chances for speaking practice by combining content learning and language exercise, encouraging students to employ a variety of ways to solve communication obstacles.

The empirical data collected demonstrates that CLIL enhances fluency, fosters confidence, and encourages students to experiment with various strategies to overcome communication barriers. In particular, students learned to navigate around vocabulary gaps, structure their thoughts more clearly, and express complex ideas using accessible language. These competencies are vital not only for academic success but also for future professional communication in a globalized context.

Despite some implementation challenges, such as initial cognitive load and limited exposure time, the study's outcomes strongly support further use of CLIL in higher education, particularly in non-linguistic faculties where language instruction is often limited. With adequate teacher training, scaffolding, and strategy instruction, CLIL can become a transformative element in foreign language education.

Future research should explore longitudinal outcomes of CLIL-based instruction, investigate its effects across diverse academic disciplines, and examine how technological tools can be integrated to further support speaking development within content-based learning environments.

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