

USING THE CLIL APPROACH IN TEACHING ENGLISH TO ECONOMICS STUDENTS**Babayeva Komila Rishatovna**

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Abstract. The increasing demand for English proficiency among economics students has led educators to explore more effective teaching approaches. One such approach is Content and Language Integrated Learning (CLIL), which combines subject content with language instruction. This study examines the effectiveness of the CLIL approach in teaching English to economics students. It focuses on how integrating economic content into language lessons influences students' vocabulary acquisition, communication skills, and motivation. The study is based on qualitative classroom observations and analysis of student performance. Findings suggest that CLIL enhances both subject knowledge and language competence, while also increasing student engagement. However, challenges such as cognitive load and teacher preparation are also identified. The study concludes that CLIL is a promising approach for improving English learning outcomes in economics education when properly implemented.

Key words: CLIL, content and language integrated learning, English for Economics, ESP, higher education, language acquisition, economic vocabulary, student engagement, bilingual education, communicative competence.

Introduction

English has become an essential tool for students in economics and business-related fields due to globalization and the dominance of English in international trade, finance, and academic communication. As a result, traditional language teaching methods are often insufficient for preparing students for real-world professional contexts.

Content and Language Integrated Learning (CLIL) is an educational approach that integrates subject matter learning with foreign language instruction. In this approach, students learn both content (such as economics) and language simultaneously. This dual-focus method is particularly relevant for economics students, who need both subject knowledge and English proficiency for academic and professional success.

Literature Review

CLIL has been widely recognized as an innovative approach in language education. It is based on the idea that language is best learned through meaningful content rather than isolated grammar instruction. According to research, CLIL promotes deeper cognitive engagement and improves both language and subject knowledge simultaneously.

In the context of economics education, CLIL allows students to learn specialized vocabulary and concepts in English, which is essential for reading academic texts, analyzing financial reports, and participating in international discussions.

Studies show that CLIL improves student motivation because learners perceive language as directly relevant to their academic and professional goals. However, some researchers also note challenges, including increased cognitive demands and the need for teachers who are proficient in both subject content and language instruction.

Overall, CLIL is considered an effective but demanding approach that requires careful planning and implementation.

Methodology

This study uses a qualitative research design to examine the impact of the CLIL approach in teaching English to economics students. The research was conducted in a university setting with a group of undergraduate economics students.

Results

The findings indicate that the CLIL approach had a positive impact on both language learning and content understanding among economics students. Students demonstrated improved ability to use economic vocabulary in English and showed greater confidence in discussing economic topics.

One of the most notable outcomes was increased student engagement. Because the lessons were directly related to their field of study, students were more motivated to participate in discussions and activities. They were also more willing to express their opinions in English, even if their language accuracy was not perfect.

Additionally, students showed better understanding of economic concepts when they were taught in English through real-life examples and discussions. The integration of language and content helped students connect theoretical knowledge with practical usage.

However, some difficulties were also observed. Certain students experienced cognitive overload when dealing with complex economic concepts and unfamiliar English vocabulary simultaneously. This occasionally led to confusion and reduced confidence in participation.

Discussion

The results of this study suggest that the CLIL approach is an effective method for teaching English to economics students. By integrating subject content with language instruction, CLIL creates a more meaningful and engaging learning environment. Students are not only learning English as a language system but also using it as a tool for understanding their academic discipline.

These findings align with previous research, which highlights the benefits of CLIL in improving both language proficiency and subject knowledge. The increased motivation observed among students supports the idea that learning becomes more effective when it is relevant to learners' academic and professional goals.

However, the study also confirms that CLIL presents certain challenges. The combination of language learning and complex subject content can create cognitive difficulties for some students. This suggests that careful scaffolding is necessary to support learners, especially at lower proficiency levels.

Teacher competence is another important factor. Effective CLIL implementation requires teachers who are skilled in both language instruction and economic content. Without proper training, the effectiveness of the approach may be limited.

Another important aspect emerging from the findings is the role of scaffolding in ensuring the success of the CLIL approach. The results suggest that students benefit most when economic content is carefully structured and supported with clear language guidance. Without sufficient scaffolding, learners may struggle to process both linguistic and conceptual demands at the same time. This indicates that teachers need to gradually increase task complexity, provide vocabulary support, and use visual aids or examples to bridge the gap between language proficiency and subject understanding. When such support is present, students are more likely to engage actively and retain both language forms and economic concepts more effectively.

Furthermore, the findings highlight the importance of student autonomy and interaction in CLIL-based learning environments. Students demonstrated higher levels of participation when lessons included collaborative tasks such as group discussions, problem-solving activities, and case study analysis. This suggests that CLIL not only improves language acquisition but also promotes critical thinking and communicative competence in professional contexts. However,

the success of these interactive methods depends on creating a supportive classroom atmosphere where students feel comfortable expressing ideas despite linguistic limitations. Therefore, CLIL implementation should also focus on fostering confidence and reducing anxiety related to foreign language use, especially in academically demanding subjects like economics.

Overall, while CLIL is not without challenges, its benefits in terms of engagement, motivation, and integrated learning make it a valuable approach in economics education.

Conclusion. This study examined the use of the CLIL approach in teaching English to economics students. The findings indicate that CLIL is an effective method for improving both language skills and understanding of economic content. It increases student motivation and encourages active participation in learning.

However, challenges such as cognitive load and the need for skilled teachers must be addressed for successful implementation. With proper support and planning, CLIL can significantly enhance English language education in economics programs.

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