THE EFFECTIVENESS OF CLIL IN IMPROVING READING COMPREHENSION SKILLS

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Abstract
This article examines the effectiveness of Content and Language Integrated Learning (CLIL) in improving students' reading comprehension skills. It discusses the theoretical foundations of CLIL, its main principles, and its application in foreign and local educational contexts. Particular attention is paid to vocabulary development, understanding main ideas, identifying specific information, and developing critical thinking. The article also considers the advantages and challenges of using CLIL in reading instruction and provides methodological recommendations for teachers.
Keywords: CLIL, reading comprehension, integrated learning, vocabulary development, reading strategies, language skills, critical thinking, teaching methodology.
Annotasiya
Ushbu maqolada o'quvchilarning o'qishni tushunish ko'nikmalarini oshirishda content va til integratsiyalashgan o'qitish (CLIL) samaradorligi ko'rib chiqiladi. Unda CLILning nazariya soslari, uning asosiy tamoyillari va xorijiy va mahalliy ta'lim sharoitlarida qo'llanilishi muhokama qilinadi. Lug'atni rivojlantirish, asosiy g'oyalarni tushunish, aniq ma'lumotlarni aniqlash va tanqidiy fikrlashni rivojlantirishga alohida e'tibor qaratilgan. Maqolada shuningdek, o'qish darslarda CLIL dan foydalanishning afzalliklari va qiyinchiliklari ko'rib chiqiladi va o'qituvchilar uchun metodik tavsiyalar beriladi.
Kalitso'zlar: CLIL, o'qishnitushunish, integratsiyalashgano'rganish, so'zboyliginirivojlantirish, o'qishstrategiyalari, tilko'nikmalari, tanqidiyfikrlash, o'qitishmetodologiyasi.
Аннотация
В данной статье рассматривается эффективность предметно-языкового интегрированного обучения (CLIL) в развитии навыков понимания

прочитанного у учащихся. Обсуждаются теоретические основы CLIL, его ключевые принципы, а также применение данного подхода в международном и локальном образовательном контекстах. Особое внимание уделяется расширению словарного запаса, пониманию основных идей текста, поиску конкретной информации и развитию критического мышления. В статье также анализируются преимущества и трудности внедрения CLIL на уроках чтения и предлагаются методические рекомендации для педагогов.

Ключевые слова: CLIL, понимание прочитанного, интегрированное обучение, развитие словарного запаса, стратегии чтения, языковые навыки, критическое мышление, методика преподавания.

Introduction

In modern education, reading comprehension is considered one of the most important skills in foreign language learning. Reading enables students to acquire information, develop vocabulary, understand different cultures, and improve their independent learning abilities. However, effective reading involves more than recognizing words and understanding sentences. Students must also identify main ideas, understand details, make predictions, and interpret information.One effective approach to developing these abilities is content and language integrated learning (CLIL). CLIL combines subject content and foreign language learning, allowing students to acquire knowledge while using a foreign language as a means of communication.The main purpose of this article is to analyze the effectiveness of CLIL in improving reading comprehension skills and identify practical strategies for applying this approach in educational institutions.

1. Theoretical foundations of CLIL and reading comprehension

CLIL stands for content and language integrated learning. This approach was introduced by David Marsh in the 1990s and focuses on teaching subject content through an additional language.according to Coyle, Hood, and Marsh (2010), CLIL is based on four essential components known as the 4Cs framework:

- **content** – acquiring knowledge of a particular subject.
- **communication** – using language to exchange information and express ideas.
- **cognition** – developing thinking skills such as analyzing, comparing, and evaluating.
- **culture** – understanding different cultures and developing intercultural awareness.

These components contribute to the development of reading comprehension. For example, when students read a text about environmental protection in a biology lesson,

they learn new vocabulary, acquire scientific knowledge, identify important information, and develop critical thinking.Reading comprehension involves understanding the general meaning of a text, identifying main ideas, recognizing supporting details, understanding unfamiliar vocabulary through context, and making logical conclusions. CLIL provides meaningful opportunities to develop these skills through subject-related reading materials.

2. The role of CLIL in developing reading comprehension skills

CLIL can support reading comprehension in several important ways.First, it develops vocabulary. Students encounter subject-specific words in meaningful contexts. For example, when studying geography, learners read texts containing words such as climate, environment, population, and natural resources. This helps them understand and remember new vocabulary.Second, CLIL improves students' ability to identify main ideas and specific information. Reading subject-related texts encourages learners to distinguish important information from supporting details.Third, CLIL promotes critical thinking. Students are encouraged not only to understand texts but also to compare information, analyze problems, and express their opinions.Finally, CLIL develops independent learning skills. Students learn to use dictionaries, understand unfamiliar words through context, and search for additional information.Therefore, CLIL supports both language development and academic knowledge acquisition.

3. Effective CLIL strategies for teaching reading

The effective implementation of CLIL requires a well-organized reading process consisting of three stages.**Pre-reading activities** prepare students for understanding the text. Teachers can introduce key vocabulary, show pictures, ask prediction questions, and organize brainstorming activities.**While-reading activities** help students understand the text and identify important information. Teachers can use skimming, scanning, matching headings, completing tables, and answering comprehension questions.**Post-reading activities** encourage students to apply the information they have learned. These activities include summarizing texts, group discussions, presentations, and answering analytical questions.For example, when teaching a lesson on climate change, students can first discuss environmental problems, then read an english text about global warming, and finally prepare a short group presentation suggesting solutions.These activities integrate reading, speaking, vocabulary development, and critical thinking.And also supporting this idea,AngélicaMaría Pinto Ruiz said that the learners even not in their mother tongue have not been prepared to use strategies that aid them to understand the texts.Therefore,

this implementation is focused on reading strategies and CLIL to improve the students' reading comprehension in all contexts.

4. CLIL in foreign and local educational contexts

CLIL has been implemented in various European countries, including Spain, Finland, Germany, and the Netherlands.In Spain, selected school subjects are taught through English and other foreign languages. This creates opportunities for students to develop reading skills using authentic academic materials.InFinland, integrated learning emphasizes independent study, project work, and critical thinking. Students work with different information sources and develop their ability to understand and evaluate texts.In Germany, bilingual education programmes allow students to study subjects such as history, geography, and science through a foreign language.In Uzbekistan, CLIL offers opportunities to improve foreign language education by integrating English reading materials into subjects such as biology, geography, history, and information technology. For example, students can read english texts about ecosystems, human health, climate, and technological development.However, implementing CLIL may involve certain challenges, including insufficient teaching materials, differences in students' language proficiency, and the need for additional teacher training.To overcome these difficulties, teachers should use adapted reading materials, visual resources, vocabulary support, and interactive activities.

5. Challenges and methodological recommendations

Although CLIL has significant educational potential, its effectiveness depends on appropriate teaching methods and learning materials.One major challenge is students' language proficiency. Difficult vocabulary and complex sentence structures may prevent learners from understanding the main ideas of a text. Another challenge is teachers' preparation, as effective CLIL instruction requires both subject knowledge and language teaching skills.The following recommendations can improve reading instruction through CLIL:

- select reading texts appropriate to students' language levels and interests.
- introduce key vocabulary before reading.
- use pictures, diagrams, and multimedia materials to support comprehension.
- teach skimming, scanning, and contextual guessing strategies.
- organize pair work and group discussions.
- encourage students to summarize and evaluate the information they read.
- assess both subject understanding and reading comprehension.

These strategies can make reading lessons more interactive, meaningful, and effective.

Conclusion

In conclusion, CLIL is a valuable pedagogical approach that integrates subject content and foreign language learning. It provides opportunities for students to develop vocabulary, understand academic texts, identify main ideas, make inferences, and improve critical thinking skills.The analysis of international and local educational experiences demonstrates that CLIL can contribute to the development of students' reading comprehension when appropriate teaching strategies and materials are used.In Uzbekistan, implementing CLIL in reading instruction requires qualified teachers, suitable learning resources, and effective methodological support. The integration of subject knowledge and language learning can create a more meaningful educational environment and prepare students for academic and professional communication.

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