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URGENCH STATE
UNIVERSITY NAMED
AFTER ABU RAYHAN BIRUNI



Content & Language
Integrated Learning
International Conference



International CLIL Conference

"Innovating Education: Advancing CLIL
for Global Learning and Collaboration"

BOOK OF ABSTRACTS

Location & Date:

2025 **20** FEBRUARY
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**5th International Content and Language
Integrated Learning (CLIL) Conference**

February 20, 2025
Urgench/Uzbekistan

BOOK OF ABSTRACTS

**INNOVATING EDUCATION: ADVANCING
CLIL FOR GLOBAL LEARNING
AND COLLABORATION**

EDITED BY
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2025

**BOOK OF ABSTRACTS — INNOVATING EDUCATION: ADVANCING
CLIL FOR GLOBAL LEARNING AND COLLABORATION**

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| PUBLISHER: | Urgench State University | |
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| DTP & DESIGN: | Sirojiddin Turghunboyev | |
| DTP AND PREPRESS: | Urgench State University | |
| PRINTED BY: | Urgench State University Publishing & Printing | |
| CIRCULATION: | 200 copies. | |
| PLACE OF PUBLICATION: | Urgench | |
| COPYRIGHT: | © Urgench State University, 2025 Urgench State University Publication | |

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Foreword

Welcome to the 5th International CLIL Conference! The theme of this year's event, "Innovating Education: Advancing CLIL for Global Learning and Collaboration," aims to bring together researchers, educators, and language professionals to bridge the gap between theory and practice while exploring innovative approaches to applying research findings in diverse educational settings.

The first CLIL conference took place in 2016 in Sarajevo, Bosnia and Herzegovina, with the theme "Understanding CLIL, Celebrating Diversities." The main plenary speaker at the 2016 CLIL conference was Dr. Rick de Graaff from Utrecht University, The Netherlands. At that time, he was the coordinator of the AILA CLIL ReN (Research Networks). The second CLIL conference was organized in 2017 in Almaty, Kazakhstan. The main plenary speaker at the second CLIL conference was Professor David Marsh from the University of Jyväskylä, Finland. He coined the term CLIL in 1994.

In 2023 and 2024, the third and fourth conferences, respectively, transitioned to an online format and were hosted in Tashkent, Uzbekistan. At the 2023 CLIL conference, the main plenary speakers were Dr. Ana Llinares from Universidad Autónoma de Madrid, Spain, and Dr. Letizia Cinganotto from the University for Foreigners of Perugia, Italy. Currently, these two professors are well-known in the CLIL community and both are involved in AILA ReNs. In the 2024 CLIL conference, the main plenary speaker was Dr. Letizia Cinganotto from the University for Foreigners of Perugia, Italy.

This year's fifth conference of 2025, held both in-person and online at Urganch State University in Uzbekistan, marks our first face-to-face gathering since 2017, making this a particularly special event.

Over the past decade, the International CLIL Conference has grown in global recognition, attracting thousands of language educators and researchers, along with renowned academics in the field. This year's event continues that legacy, drawing participants from Central Asia and beyond, showcasing diverse research and insights into CLIL (Content and Language Integrated Learning). We are also pleased to welcome distinguished speakers, including experts from the UAM-CLIL Research Group at Universidad Autónoma de Madrid (Spain), known for their applied linguistic research on CLIL. Dr. Ana Llinares from Universidad Autónoma de Madrid coordinates the UAM-CLIL Research Group.

The mission of the conference remains to provide a multilingual, international platform for the exchange of research, ideas, and best practices in language teaching and development within various linguistic contexts. Thanks to a high number of submissions and a rigorous blind review process, we are able to present a dynamic program that promises stimulating discussions and valuable insights. We extend our gratitude to all contributors for their valuable submissions.

Comparative analysis of Content and language integrated learning (CLIL) and Communicative language teaching in higher education system of Uzbekistan

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Applying the Content and Language Integrated Learning (CLIL) method, along with Communicative Language Teaching (CLT) in economics, can be beneficial for language development while attaining subject matter. Both approaches have their advantages. Language is acquired within the context of subject matter in which a CLIL course is taught: economics is taught simultaneously through the target language, aiding in economic bilingual proficiency. The subject is centered on cognitive abilities, academic languages as well as disciplinary vocabulary. In doing so, students' comprehension of seeing is believing complex economic concepts is enhanced, alongside improving their language abilities within the sphere of economics.

By contrast, CLT focuses more on the communication and interaction aspect of language. This method involves a wider approach, giving language learners the ability to carry out daily life conversations that are relevant in the world today and use them interchangeably such as discussing the various concepts of economics, debates, and case studies of the subject. Students may also find themselves immersed within a new economy that is entirely different from the one they are used to that is manipulated through a target language for fluency purposes. Unlike CLIL, where there is equilibrium in the learning of content and language, CLT predominantly focuses more on the language skills components for instance speaking, listening, and language negotiation.

This comparative analysis reveals that while both CLIL and CLT aim to improve language proficiency, their methodologies and outcomes differ significantly. CLIL supports deeper cognitive engagement with both the content and the language of economics, making it particularly suitable for academic settings. CLT, however, excels in developing spontaneous language use and communicative competence, which is vital for real-world application of economic knowledge. In higher education, integrating both approaches could offer a more holistic and effective model for teaching economics, where students not only master the subject matter but also become proficient in the language used to discuss it.

Keywords: *CLIL, economics majoring, bilingual, communicative competence*

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