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Content & Language  
Integrated Learning  
International Conference



# International CLIL Conference

“Innovating Education: Advancing CLIL  
for Global Learning and Collaboration”

# BOOK OF ABSTRACTS

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**BOOK OF ABSTRACTS**

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

EDITED BY  
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**BOOK OF ABSTRACTS — INNOVATING EDUCATION: ADVANCING  
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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.

For the first time, this conference is hosted by Urgench State University in collaboration with several partner universities and agencies. We express our deep appreciation for their support and contributions. I would also like to personally thank Dr. Sardor Khodjaniyazov, Rector of Urgench State University, for his continued support and contributions to making the 2025 CLIL Conference a success.

**Dr. Azamat Akbarov Chairperson,  
2016-2025 CLIL Conferences & Silk Road  
Research Academy**

## The Development of Academic Literacies in CLIL: From Research to Practice

*Ana Llinares*

*Universidad Autónoma de Madrid, Spain*

Building on research conducted by the UAM-CLIL research group (<http://www.uam-clil.org>), in this first presentation I will show the role of models such as Systemic Functional Linguistics, Dalton-Puffer's (2013) model of Cognitive Discourse Functions (CDFs) and Legitimation Code Theory (Maton, 2020) to conceptualize content and language integration in CLIL, EMI and other multilingual settings. I will also address two targets of the 2030 Sustainable Development goal "Quality Education": critical thinking and teamwork. I will illustrate how the development of critical thinking in the L2 is key to guarantee the success of the CLIL approach. The presentation will also illustrate how the analytical models used for the analysis of learners' content and language integrated development can be useful for CLIL teacher professional development. I will showcase teachers' progression from a multidisciplinary assessment of student production—where language and content teachers analysed students' work from their respective disciplinary perspectives—to interdisciplinary reflection, where educators integrated their understanding of content and language in seminar discussions and developed transdisciplinary activities together.

## CLIL Network for Languages in Education (CLILNetLE)

*Ana Llinares*

*Universidad Autónoma de Madrid, Spain*

This second presentation will draw on the previous one to contextualise CLIL disciplinary literacies in an on-going European project: "CLIL Network for Languages in Education: Towards Bi- and Multilingual Disciplinary Literacies (CLILNetLE)" (<https://www.cilnetle.eu/>), which was established to address the fragmentation in research on disciplinary literacies within Content and Language Integrated Learning (CLIL). This initiative has united scholars across Europe to explore various aspects of disciplinary literacies, ensuring a deeper understanding of both the concept itself and effective strategies for fostering Bi- and Multilingual Disciplinary Literacies (BMDL) at the school level. I will provide some insights drawing on the work developed in different working groups: conceptualization of bi- and multilingual disciplinary literacies, the role of BMDL in learning and using disciplinary knowledge across different subjects, the development of BMDL across various educational stages, the use and acquisition of BMDL in digital spaces and informal learning environments, and finally engagement with stakeholders, including how post-secondary (tertiary) education and professional sectors perceive the BMDL competencies of school graduates.

# Empowering Learners through Innovative Assessment: Transforming CLIL Practices with Alternative Techniques

*Afroza Akhter Tina*

*Webster University in Tashkent, Uzbekistan*

This demonstration explores innovative assessment methods within the framework of Content and Language Integrated Learning (CLIL), focusing on four interactive and alternative techniques designed to gauge learners' understanding of course content effectively. The primary objective is to present four alternative assessment activities: 'Individual Assessment Cards,' 'Progressive I-Can Statements,' 'Portfolio Assessments,' and 'Reflective Diaries.' Each of these tools is crafted to reduce the assessment burden on educators while empowering students to articulate their understanding and insights following each lesson. Integrating these assessment strategies highlights the essential role of supporting effective learner techniques in language acquisition. By emphasizing skills such as obtaining, storing, retrieving, and using language appropriately, the approach fosters a more profound engagement with both content and language. The incorporation of alternative assessments not only enriches the learning experience but actively engages students in their own educational journey, thus allowing them to express their unique understanding, growth, and progress over time. The 'I-Can Statements' serve a dual purpose: they enhance learner confidence in literacy skills, paving the way for more assertive language use. Furthermore, 'Portfolio Assessments' and 'Reflective Diaries' are essential components that facilitate continuous feedback, promoting an ongoing dialogue between students and teachers. These reflective practices encourage self-assessment and critical thinking, enabling learners to set personal goals and articulate their learning journeys. Ultimately, this demonstration emphasizes the transformative potential of innovative assessment strategies within a CLIL context. By fostering a more engaging and reflective learning atmosphere, these techniques not only support student development in both language and content areas but also contribute to the professional growth of educators. The integration of such assessments aligns with the contemporary educational paradigm, which values student agency and teacher adaptability, thereby creating a more effective learning environment tailored to the needs of diverse learners. This synthesis of theory and practice exemplifies how alternative assessment methodologies can lead to meaningful educational outcomes, preparing students for successful communication and critical thinking in an increasingly interconnected world.

**Keywords:** *Assessment, CLIL (Content and Language Integrated Learning), Alternative Techniques, Reflective Practices, Student Engagement*

# Language Policy and Multiculturalism: Challenges and Opportunities in CLIL Classroom

*Aysel Asadova*

*Nakhchivan State University, Azerbaijan*

Language policy plays a crucial role in shaping the experience of students and teachers in CLIL (Content and Language Integrated Learning) classrooms, especially in multicultural and multilingual settings. While CLIL offers great opportunities for language development and cultural exchange, it also presents challenges, such as maintaining linguistic equity, supporting students with different language backgrounds, and balancing content learning with language proficiency. This article explores how language policies influence teaching practices, student engagement, and intercultural communication in CLIL environments. It also discusses strategies to overcome challenges, emphasizing the need for inclusive policies that recognize linguistic diversity as an asset rather than a barrier. By fostering a supportive multilingual environment, CLIL classrooms can become spaces where both language learning and cultural awareness thrive.

**Keywords:** *CLIL, multilingual education, multiculturalism, language policy, linguistic diversity, inclusive teaching, second language learning, intercultural communication.*

# Enhancing Teacher Competencies for Successful CLIL Implementation

*Azamat Akbarov*

*Silk Road Research Academy, Uzbekistan*

Content and Language Integrated Learning (CLIL) has gained significant attention in global education as an effective approach to simultaneously develop students' language proficiency and subject knowledge. However, the success of CLIL heavily depends on the competencies of the educators implementing it. This presentation explores the essential competencies teachers need to effectively integrate both content and language in their classrooms. Three key areas of expertise are critical: linguistic-communicative competence, subject-specific competence, and CLIL methodological competence. These competencies allow teachers to create dynamic learning environments where students can engage with both academic content and language learning in meaningful ways.

In particular, this presentation highlights the challenges faced by pre-service and in-service teachers, especially those teaching English as a foreign language, who may feel hesitant to adopt CLIL due to concerns about their language proficiency or unfamiliarity with CLIL methodologies. We will discuss how teachers can build these essential competencies and develop the confidence needed to implement CLIL effectively. Furthermore, we will consider best practices and professional development strategies drawn from successful CLIL programs worldwide, offering practical insights for both novice and experienced educators.

The session aims to provide valuable guidance for educators at different stages of their careers, emphasizing the importance of continuous professional growth and offering starting points for integrating CLIL into diverse teaching contexts.

*Keywords: CLIL, Teacher Competencies, Linguistic-Communicative Competence, Subject-Specific Competence, CLIL Methodology, Professional Development, Teacher Training, Pre-service Teachers, In-service Teachers*

## Assessment and Evaluation in CLIL contexts

*Azizakhan Jumanazarova*

*Jizzakh State Pedagogical University, Uzbekistan*

The study explores about Assessment and Evaluation in Content and Language Integrated Learning (CLIL) involve measuring students' achievements in both subject content and language proficiency simultaneously. Effective assessment and evaluation within CLIL require careful planning and implementation to address the dual objectives of content mastery and language proficiency. This approach integrates subject-based language acquisition, requiring innovative methods to evaluate dual objectives effectively. CLIL assessments emphasize a balance between formative and summative methods to monitor progress and outcomes. Tools such as, rubrics, portfolios and checklists are used to ensure fairness and inclusivity. Rubrics outline specific criteria for both content and language providing transparent expectations for students. Portfolios collect evidence of student progress over time, demonstrating growth in content knowledge and language skills. Checklists monitor the achievement of specific objectives, ensuring alignment with CLIL goals. Also, oral assessments are including debates and presentations, further test students' ability to apply content knowledge through spoken language. Challenges include addressing the varying language proficiency levels of students and balancing the weight of content and language evaluation. Assessment and evaluation in CLIL require a dual-focused, innovative approach to measure students' success in content and language learning. By employing diverse methods and addressing inherent challenges, CLIL assessments contribute to holistic student development, preparing learners for success in multilingual and interdisciplinary contexts.

**Keywords:** *subject content, language proficiency, effective assessment, subject-based language, formative and summative methods, rubrics, portfolios, checklists, oral assessment, dual-focused approach, innovative approach*

# Creativity in Digital Curriculum Design: Rethinking CLIL in the Age of Generative AI

*Basiyr Rodney*

*Webster University in Tashkent, Uzbekistan*

In this keynote, I will explore how generative AI is reshaping the landscape of Content and Language Integrated Learning (CLIL) by expanding our understanding of “digital design language.” Drawing on the ideas of digital “immigrants” (Prensky) and communities of practice (Lave & Wenger), I’ll discuss how these emerging technologies intersect with culture, collaboration, and creativity in ways that both challenge and enhance traditional approaches to curriculum design.

Traditional curriculum design has often relied on structured, time-bound models such as Tyler’s Rationale or Understanding by Design (UbD). These frameworks, while foundational, can feel restrictive in a rapidly changing digital environment. By contrast, the generative AI era emphasizes speed, agility, and autonomy—allowing educators to adapt content on the fly and respond more fluidly to the cultural and linguistic needs of diverse learners. In this talk, I’ll demonstrate how we can marry the depth of established pedagogical frameworks with the dynamic potential of AI-driven platforms, ensuring that the personal, human element of teaching remains at the heart of what we do.

By the end of this session, I hope to offer a balanced perspective on how to harness AI to foster innovative curriculum design that connects learners across cultural and linguistic contexts. In doing so, we can continue building CLIL environments that are not only rigorous and relevant, but also responsive to our increasingly interconnected world.

# Incorporating Effective Learning Techniques in CLIL Classrooms

*Dilafruz Abdumajidova*

*Webster University in Tashkent, Uzbekistan*

The Content and Language Integrated Learning (CLIL) approach has gained global prominence as a dual-focus educational methodology, merging content mastery with language acquisition to prepare students for a multilingual and interconnected world. CLIL's significance lies in fostering cognitive flexibility, cultural competence, and employability. Scholars such as Coyle, Hood, and Marsh (2010) emphasize its pedagogical value, highlighting its role in developing linguistic proficiency alongside subject knowledge. However, CLIL classrooms present unique challenges, as educators must balance subject content delivery with language scaffolding, often requiring innovative teaching strategies to ensure learning success.

This paper investigates the application of six evidence-based learning strategies—spaced practice, retrieval practice, elaboration, concrete examples, dual coding, and interleaving—within CLIL instruction. Rooted in cognitive science (Weinstein, Sumeracki, & Caviglioli, 2019), these strategies optimize memory retention and comprehension, which are essential for CLIL learners navigating dual learning objectives. For instance, spaced practice, as outlined by Ebbinghaus's forgetting curve, combats cognitive overload by enabling gradual acquisition of both language structures and content knowledge. Retrieval practice supports Sweller's Cognitive Load Theory by reinforcing long-term retention of subject-specific terminology and concepts through active recall.

Elaboration fosters deeper understanding, aligning with Vygotsky's socio-constructivist principles by encouraging learners to connect new knowledge to prior experiences. Concrete examples, advocated by Anderson and Krathwohl (2001) in their revisions of Bloom's taxonomy, provide contextual grounding for abstract concepts, enabling learners to grasp both linguistic and disciplinary nuances. Dual coding, grounded in Paivio's Dual Coding Theory (1971), combines visuals and textual input to facilitate comprehension and engagement, particularly for language learners processing complex content. Interleaving aligns with Bjork's Desirable Difficulties framework, promoting flexibility in applying knowledge across disciplines.

This paper not only outlines practical applications of these strategies in CLIL classrooms but also situates them within scholarly discussions on effective pedagogy. By integrating these strategies, educators can address common challenges such as uneven language development and content overload. Empirical evidence and case studies presented here demonstrate how these approaches enhance learner outcomes, including improved retention, critical thinking, and confidence in language use.

Ultimately, incorporating these six learning strategies empowers CLIL educators to create dynamic and inclusive classrooms that meet diverse learner needs, fulfilling the dual goals of content mastery and linguistic proficiency.

*Keywords:* CLIL, cognitive science, dual coding, language acquisition, effective learning strategies, cognitive load theory, socio-constructivism.

## CLIL as Innovation: Opportunities and Challenges

*Elyanora Menglieva*

*University of Warwick, UK*

CLIL as a language pedagogy emerged only recently – in 1990th- but has already proved its benefits when integrated in foreign language education. It has gained popularity over these decades as it holds a huge potential for language and content learning. This talk will focus on the factors that lead to the successful CLIL integration and challenges that might raise during the change. Also, in my talk I will share best practices of introducing programs as educational innovations.

## Enhancing Students Reading Competence Through Read-Aloud and Content Conversations in Stem Domain Teaching

*Feruza Masharipova*

*Urgench State University, Uzbekistan*

This article examines the importance of STEM-related picture book read-alouds in enhancing students' reading competence and critical thinking skills. Drawing on the NEGA project, co-led by specialists from the U.S. Department of State and Uzbekistan, the study highlights how innovative read-aloud strategies, specifically using *If I Built a Car* and *If I Built a School* by Chris Van Dusen, can connect storytelling with STEM literacy. By integrating the 5E instructional model—Engage, Explore, Explain, Elaborate, and Evaluate—educators can create dynamic lessons that foster creativity, collaboration, and problem-solving, preparing learners for interdisciplinary challenges.

The article emphasizes the practical application of read-alouds through activities such as relationship builders, classroom energizers, and content-focused conversations, designed to actively engage learners. This approach transforms passive reading into an interactive, student-centered learning process, encouraging learners to explore complex STEM concepts like design and engineering in imaginative ways. Teachers in Uzbekistan who applied these strategies reported improved comprehension, engagement, and confidence among students, highlighting the transformative potential of combining language and STEM education.

Findings from the NEGA project highlight how the 5E model enhances the effectiveness of picture book read-alouds, linking storytelling to scientific and real-world contexts. The article concludes with actionable recommendations for educators to adopt these strategies, demonstrating how they cultivate lifelong learning skills, critical thinking, and deeper engagement with both texts and STEM disciplines.

*Keywords:* Reading competence, STEM literacy, 5E approach, Picture Book Read-Aloud, Critical Thinking, Creativity, Content Conversations, Adolescent Learners, Experiential Learning, Interdisciplinary Teaching

# The Synergy of Cooperative Learning in CLIL Pedagogy within Higher Education Institutions

*Gunjan Jain*

*Westminster International University in Tashkent, Uzbekistan*

As the world becomes increasingly interconnected, more and more focus is being placed on the need for language and disciplinary knowledge. This presentation will discuss the benefits of collaborative learning in content and language-integrated learning (CLIL) pedagogy in improving language achievement and students' learning effectiveness in higher education institutions (HEIs). CLIL is a pedagogical approach that can help to develop language skills and, at the same time, promote cooperative learning strategies. Collaboration is an essential part of learning in higher education, which makes students work in groups and exchange ideas, which helps to develop communication and teamwork skills that are crucial in the modern world. Through the analysis of different CLIL strategies, such as project-based learning, peer learning, and collaborative tasks, this presentation outlines how they can be used to develop a lively and practical learning environment for students. This way of teaching increases students' engagement, language development, and knowledge acquisition through group work. The study also points out the necessity of preparing teachers for the effective implementation of CLIL to improve their competence and comfort in establishing inclusive and active learning environments.

This research reveals the techniques of integrating CLIL approaches in higher education that can help to develop cooperative learning and prepare the learners for the world of the 21st century in the educational process.

*Keywords: CLIL, Pedagogy, Higher education institution, collaborative, 21st-century skills*

# Neurodiversity and Language Acquisition: Enhancing Nonverbal Communication Skills

*Iroda Makhammatkulova*

*Samarkand State Institute of Foreign Languages, Uzbekistan*

The article document explores the complexities of language acquisition in neurodiverse individuals, highlighting the vital role of nonverbal communication skills in fostering effective communication. We will delve into the unique challenges faced by individuals with neurodevelopmental disorders, such as autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and specific language impairment (SLI).

Neurodevelopmental disorders, such as autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and specific language impairment (SLI), can significantly impact language acquisition and communication skills. Individuals with these disorders may experience difficulties with language comprehension, production, and social communication, including nonverbal cues. Understanding the specific challenges associated with each disorder is crucial for providing tailored support and interventions.

For instance, individuals with ASD may have difficulties interpreting social cues, understanding facial expressions, and engaging in reciprocal interactions. Children with ADHD may exhibit impulsive behaviors, difficulty with sustained attention, and challenges with regulating their emotions, which can affect their ability to participate in social situations and learn language. Specific language impairment (SLI) is characterized by difficulties with language development that are not attributed to other underlying conditions, affecting the acquisition and use of vocabulary, grammar, and syntax.

Various strategies can be employed to enhance nonverbal communication skills in neurodiverse individuals. These strategies aim to address specific challenges, improve social understanding, and provide tools for effective communication. One effective approach involves the use of visual supports and augmentative and alternative communication (AAC) aids. Visual supports, such as picture cards, social stories, and visual schedules, can provide clarity and structure, making social situations more predictable and understandable. AAC devices, such as speech-generating devices, communication boards, and sign language, can supplement verbal communication and provide alternative means of expression for individuals with limited verbal abilities.

Social skills training and role-playing can also be invaluable tools. These programs provide a safe and structured environment for practicing social interactions, interpreting nonverbal cues, and developing appropriate social responses. Role-playing scenarios allow individuals to rehearse social situations and build confidence in navigating social interactions. This approach can help to improve social awareness and enhance communication skills, promoting greater independence and social inclusion.

**Keywords:** *Neurodiversity, language acquisition, nonverbal communication, autism spectrum disorder, inclusive education, social skills, educational interventions.*

# Teaching CLIL in the AI Era: Innovations and Challenges

*Jamila Makhmudova*

*Tashkent Regional Pedagogical Skills Center, Uzbekistan*

Content and Language Integrated Learning (CLIL) has transformed language education by combining subject-specific knowledge with language acquisition. In the AI era, technological advancements offer new opportunities to enhance CLIL methodologies, making learning more engaging, personalized, and efficient.

AI-powered tools, such as intelligent tutoring systems, adaptive learning platforms, and automated assessment technologies, enable teachers to provide tailored instruction that meets individual student needs. Machine translation, speech recognition, and AI-driven chatbots support language comprehension and production, fostering immersive learning environments. Virtual and augmented reality further enhance CLIL by creating interactive simulations where students can experience real-world applications of both language and subject content.

However, the integration of AI in CLIL also presents challenges. Teachers must develop digital literacy skills to effectively use AI tools while maintaining the pedagogical principles of CLIL. There is also a risk of over-reliance on AI, which may reduce critical thinking and authentic language interaction if not balanced with human-led instruction. Additionally, ethical concerns, such as data privacy and bias in AI-generated content, must be addressed to ensure fair and inclusive learning experiences.

*Keywords: CLIL, learning, AI, innovation, content.*

This paper explores the intersection of CLIL and AI, discussing best practices for integrating AI into CLIL classrooms while maintaining the core principles of content and language learning. It highlights innovative AI applications, examines potential drawbacks, and provides practical recommendations for educators to harness AI's potential effectively. As AI continues to shape education, understanding its role in CLIL is essential for preparing students with both linguistic competence and subject knowledge in a rapidly evolving digital world.

# CLIL Competencies: The Knowledge and Skills You Need to Teach

*Marija Kovač*

*Webster University in Tashkent, Uzbekistan*

Content and Language Integrated Learning (CLIL) has become a powerful approach to developing both subject knowledge and language skill in various educational settings. Research has given us the theoretical framework and highlighted the benefits of implementing CLIL. This keynote focuses on the crucial factor for successful CLIL implementation: teacher expertise. What competencies do teachers need to successfully integrate content and language in their teaching? The three essential competencies for CLIL educators are linguistic-communicative competence, content-disciplinary competence, and CLIL methodological competence. By building these skills, teachers can create learning environments that foster both language and content development. Are all of these equally important for both pre-service and in-service teachers? We will discuss that and pay special attention to English as a foreign language teacher who hesitate to adopt CLIL due to concerns about their language skills and CLIL methodology. In this speech, we will discuss key areas for professional development and suggest possible starting points, drawing on best practices from other CLIL contexts worldwide.

*Keywords: CLIL Teacher Competencies, Professional Development, Pre-service CLIL Teacher Education, In-service CLIL Teacher Training*

# The Role of CLIL in Developing the Sociolinguistic Competence of Future English Language Teachers

*Mukhabbat Khusanova*

*Jizzakh State Pedagogical University, Uzbekistan*

Content and Language Integrated Learning (CLIL) has become an influential approach in language education by integrating subject content with language learning. This paper examines how CLIL contributes to developing the sociolinguistic competence of future English language teachers, which is a critical aspect of their professional development. Sociolinguistic competence refers to the ability to use language appropriately in various social and cultural contexts, including understanding nuances like politeness, idiomatic expressions, and context-specific communication. For English language teachers, these skills are essential for creating culturally responsive classrooms and teaching language in a meaningful way.

Incorporating CLIL into teacher training programs provides trainees with authentic, real-world contexts to practice language use while gaining subject knowledge. This dual-focus approach helps prospective teachers understand the sociolinguistic intricacies of English, such as how to adapt language for different audiences, convey cultural norms, and manage pragmatic features of communication. Strategies like task-based learning, scaffolded activities, and reflective practices are integral to CLIL's success in building these competencies.

However, implementing CLIL in teacher training is not without challenges. Issues such as limited resources, lack of teacher preparedness, and the difficulty of assessing sociolinguistic competence can hinder its effectiveness. Overcoming these barriers requires targeted training for educators, well-designed CLIL materials, and robust assessment methods. Despite these challenges, this paper highlights the potential of CLIL to empower future English teachers, enabling them to navigate diverse linguistic and cultural classroom settings while fostering inclusive and effective learning environments.

**Keywords:** *CLIL, sociolinguistic competence, English language teaching, teacher education, intercultural communication, communicative competence, inclusive teaching, professional development, pedagogy, language learning.*

# Multilingualism and Multiculturalism in CLIL Classrooms: Enhancing Learning and Cultural Competence

*Nasiba Zaripbayeva*

*Urgench State University, Uzbekistan*

This study explores the role of multilingualism and multiculturalism in Content and Language Integrated Learning (CLIL) classrooms and their impact on student engagement, language proficiency, and intercultural competence. With the increasing globalization of education, CLIL classrooms are becoming diverse learning environments where students bring different linguistic and cultural backgrounds. This paper examines strategies for effectively integrating multiple languages and cultural perspectives into CLIL instruction, ensuring both content mastery and language development.

The study employs a qualitative research methodology, including classroom observations, teacher interviews, and student surveys from multilingual CLIL settings. Findings indicate that culturally responsive teaching strategies, code-switching, and peer collaboration enhance student motivation and comprehension. Moreover, fostering a multicultural learning environment improves critical thinking skills and prepares students for global citizenship. However, challenges such as language dominance issues and teacher preparedness are also highlighted.

Based on these findings, the paper presents practical guidelines for teachers, including inclusive pedagogical approaches, culturally adapted materials, and interactive learning techniques. These recommendations aim to help educators create linguistically inclusive and culturally enriching CLIL classrooms. The study contributes to ongoing discussions on how multilingual and multicultural dynamics can enhance CLIL implementation and student success.

*Keywords: Multilingualism, Multiculturalism, CLIL, Intercultural Competence, Inclusive Education*

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

*Nazira Ergesheva*

*Tashkent State University of Oriental Studies, Uzbekistan*

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*

# Integrating Socratic Seminars into Clil: A Dual Approach to Subject Learning and Language Development”

*Nilufar Tillayeva*

*Webster University in Tashkent, Uzbekistan / Oxus University, Uzbekistan*

Content and Language Integrated Learning (CLIL) is an approach that combines teaching subject content with developing language skills, helping students learn both at the same time. This paper explores how Socratic seminars, a method of student-led discussions based on open-ended questions, can enhance learning in CLIL classrooms. The purpose is to show how Socratic seminars can improve critical thinking, subject knowledge, and meaningful language use in a CLIL setting.

The study reviews the 4Cs framework of CLIL (Content, Communication, Cognition, and Culture) and connects it to the benefits of Socratic seminars. Practical steps for using Socratic seminars in CLIL are outlined, including preparation (choosing materials and teaching vocabulary), discussion (student-led reasoning and dialogue), and reflection (reviewing what was learned about the subject and language). Example topics, such as environmental issues or historical events, are also provided to show how Socratic seminars can be applied to different subjects.

Findings suggest that Socratic seminars help students understand subject content better, improve their vocabulary and communication skills, and encourage critical thinking and cultural awareness. Challenges, like language difficulties and uneven participation, are addressed with strategies such as scaffolding, small group discussions, and assigning roles.

The paper highlights how combining Socratic seminars with CLIL can make learning more interactive and student-focused. This method supports the goals of CLIL by helping students build subject knowledge and language skills while preparing them for success in a multilingual and globalized world.

*Keywords: CLIL, Socratic seminars, critical thinking, language learning, subject teaching, student-centered learning.*

## Methods of teaching a foreign language to preschool and school-age children

*Nozima Davletova*

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This article is dedicated to the study and application of the linguistic and psychological aspects of foreign language teaching to preschool and schoolaged children. The thinking of school-aged children, the development of their memory, imagination, and will correspond to these stages. Therefore, a child experiences some linguistic and psychological difficulties while learning a foreign language. Through this article, the pedagogue manages to overcome such difficulties.

It's no secret that preschool educational institutions are the first places where education and training are provided, and the initial speech skills of the student begin to develop at this stage. It serves as a basis for the development of children's minds, thinking, character and interests. Observations of scientific fields gave the result that 70-80% of the first source of information received by humanity during its lifetime is 5-7 years old. Children of this age reach an advanced stage in both physical and mental development. It is necessary to pay special attention to the child's speech when he is learning an additional language. According to scientists, teaching a foreign language to a child is often carried out on the basis of his native language. The most convenient and easy learning period for learning a foreign language is the pre-school period. The uniqueness of language learning in older children can be called an innate ability. Learning a foreign language is one of the tools that positively affects the overall mental development of a child, according to N.A. Tarasyuk, "Through language communication and speech activity, a child develops, is educated, gets to know the world and himself. , in particular, the process of foreign education captures all the spiritual wealth that can be given to a child." It is known that speech is a type of activity of a certain area of the human brain, and this process is manifested along with various sensory and motor reactions. Therefore, in the development of a child's speech, it is extremely important to develop sensory channels and motor skills together with exercises. Therefore, the mind is affected not only through speech, but also through the development of sensory feelings, that is, through seeing, hearing, touching, smelling, tasting, and gestures.

**Keywords:** *preschool education, primary education, child, language psychology, development, language teaching, content.*

# Enhancing the Professional Competencies of Future Educators Through the Integration of the CLIL Method in Teacher Training Programs

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This article explores the development of professional competencies in future teachers through the integration of Content and Language Integrated Learning (CLIL) in teacher training programs. CLIL, a dual-focused educational approach that combines content learning with language acquisition, has proven to be an effective method for fostering interdisciplinary skills and enhancing pedagogical practices. The paper discusses the key professional competencies required by modern educators, including subject knowledge, linguistic proficiency, methodological expertise, and intercultural communication skills. It highlights how CLIL contributes to the holistic development of these competencies by promoting active learning, critical thinking, and student-centered teaching methodologies. The study also examines practical strategies for implementing CLIL in teacher training curricula, addressing potential challenges and offering recommendations for its successful adoption. The findings underscore the importance of preparing future educators to effectively navigate the demands of multilingual and multicultural classrooms, equipping them with the skills needed to enhance student engagement and learning outcomes in diverse educational contexts.

**Keywords:** *professional competencies, future teachers, CLIL, teacher training, language acquisition, interdisciplinary teaching, pedagogical practices, intercultural communication, active learning, multilingual classrooms.*

# Improving Subject Expertise and Linguistic Competence via CLIL in STEM, Humanities, and the Arts

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Content and Language Integrated Learning (CLIL) has arisen as a novel educational methodology, effectively combining subject-specific material with language development. This study analyzes the adoption of CLIL across three distinct academic domains: STEM, humanities, and the arts. By analyzing case studies from diverse educational settings, the research evaluates how CLIL fosters deeper understanding of subject matter while enhancing linguistic competencies. The methodology encompasses qualitative and quantitative data collection, including classroom observations, student and teacher surveys, and performance assessments. In STEM classrooms, CLIL strategies such as inquiry-based learning and real-world problem-solving were observed to develop both technical vocabulary and critical thinking skills. Humanities-focused CLIL activities, including debates and text analysis, enriched students' cultural literacy and persuasive communication. Meanwhile, in the arts, project-based CLIL assignments fostered creative expression alongside mastery of descriptive and interpretative language.

The study also identifies challenges, such as the need for teacher training and resource development, particularly in linguistically diverse classrooms. Recommendations for addressing these challenges include professional development programs, collaborative curriculum design, and the integration of digital tools to support CLIL pedagogy.

This research underscores the transformative potential of CLIL in preparing students for globalized academic and professional environments. By harmonizing content and language learning, CLIL not only enhances subject-area expertise but also empowers learners with the communicative skills necessary for cross-cultural collaboration and innovation.

*Keywords: CLIL, STEM, humanities, arts, language learning, integrated education, pedagogy.*

## Scaffolding: The Holy Grail of CLIL

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Scaffolding is a key concept in education worldwide as it is becoming more and more 'mainstream' in teacher education. In a CLIL context it is even more prevalent: one cannot open a CLIL book without encountering the term multiple times.

However: do we all know what it is? In my experience 10 teachers asked to explain this in their own words all give different answers.

During my plenary 'Scaffolding: the Holy Grail of CLIL' I will dive into what scaffolding really is (and that is a lot older than CLIL), why it is so important (both in regular and CLIL education) and what it means for teachers in their classrooms.

At the end of the plenary, educators will not just know more about scaffolding, but will be able to use it in their everyday lessons as well.

*Keywords: CLIL, Scaffolding*

# Integrating Soft Skills into CLIL Textbooks: Magnitude Thinking as a Cognitive Tool

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Material developers should be familiar with how to integrate soft skills into their materials to enhance the learning experience beyond mere content delivery. To this end, this study introduces Magnitude Thinking as a new soft skill that can be systematically incorporated into CLIL (Content and Language Integrated Learning) textbooks. Magnitude Thinking, a cognitive approach that encourages learners to assess scale, impact, complexity, holism, and accuracy, can significantly elevate CLIL pedagogy by fostering critical engagement, deeper comprehension, and strategic reasoning. For effective integration, textbook designers must first understand all five dimensions of Magnitude Thinking: (1) Perception of Scale, ensuring content complexity matches learners' cognitive levels; (2) Assessment of Impact, highlighting real-world relevance of knowledge; (3) Complexity Analysis, helping learners manage linguistic and disciplinary challenges; (4) Holistic Contextualization, promoting interdisciplinary connections; and (5) Accuracy Check, refining precise and evidence-based understanding. By embedding these elements into CLIL materials, material developers can transform passive learning into an active, cognitively engaging process. This study provides a framework for embedding Magnitude Thinking in textbook design, offering practical examples where texts and activities encourage students to analyze the magnitude of a concept, assess its broader implications, and critically evaluate its accuracy. A comparative analysis of existing CLIL materials versus those incorporating Magnitude Thinking reveals that the latter enhances deep learning, problem-solving skills, and interdisciplinary understanding. The findings suggest that incorporating Magnitude Thinking as a core soft skill in CLIL materials can bridge the gap between linguistic proficiency and cognitive development, ensuring that learners not only master content but also develop the analytical mindset necessary for global collaboration and innovation. The study calls for curriculum designers, educators, and policymakers to reconsider how soft skills are embedded in educational resources, advocating for a shift from memorization-based learning to cognitively dynamic and meaningful education. By adopting Magnitude Thinking, CLIL textbooks can evolve beyond traditional models, preparing students to navigate complexity, make informed decisions, and engage critically with global issues. This study contributes to the ongoing discourse on 21st-century education, advocating for pedagogical innovation through the integration of cognitive soft skills in language and content learning.

**Keywords:** *CLIL, Magnitude Thinking, Soft Skills, Textbook Design, Cognitive Learning, Pedagogical Innovation*

# Developing Students' Creativity Through CLIL and Project Based Learning

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In modern English language teaching, Content and Language Integrated Learning (CLIL) and Project-Based Learning (PBL) are two innovative approaches that align with 21st-century educational goals. Both methods promote active learning, critical thinking, collaboration and real-world application, making them highly effective in today's diverse and technology-driven classrooms. CLIL is a teaching method that integrates subject content with a foreign language. It fosters deeper learning by immersing students in meaningful language use. Project based learning is a student-centered approach where learners explore real-world challenges and develop solutions through collaborative projects, enhancing critical thinking and creativity.

Clarifying the connection between CLIL, PBL and creativity engage students in authentic learning experiences that require problem- solving, inquiry and innovation. CLIL encourages linguistic flexibility, while PBL fosters independent and imaginative thinking. Creativity emerges when students experiment with language and concepts in real-world contexts. There are different kind of strategies to enhance creativity through CLIL and PBL. The most common ones are authentic and multimodal projects. They design projects that integrate various disciplines and media.

Collaborative and interdisciplinary work encourage teamwork where students assume different roles (researchers, designers, writers). As an example: A cross-curricular PBL project combining art and literature, where students illustrate a bilingual graphic novel. Digital and creative tools use technology to enhance expression and innovation. Students create podcasts, blogs or animation videos in the foreign language to explore a topic.

By integrating CLIL and PBL, students develop linguistic skills while exploring creative solutions to real-world challenges. Encouraging experimentation, collaboration, and interdisciplinary learning helps nurture creativity in a meaningful and engaging way.

**Key words:** *Higher-order thinking skills (HOTS), Content-driven instruction, Contextualized learning, Collaboration, Critical thinking, Creativity Real-world applications, Problem-solving, Innovation.*

## Achievements and Challenges of the CLIL Module in WIUT

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The talk will focus on the implementation of the Content and Language Integrated Learning (CLIL) module in the MA in Learning and Teaching (MALT) course at Westminster International University in Tashkent (WIUT). This optional module introduces practicing teachers to the theory underpinning the teaching of a content subject through English and discusses how this dual-focused educational approach can be applied in classrooms.

The module has been running since 2023 and more than 35 students were trained in the first two years; this academic year 14 more students are studying the module. Though nowadays CLIL lessons are not compulsory in secondary and higher education in the republic, the inclusion of this approach to learning and teaching in the MALT course is explained by the necessity of training future teachers of CLIL, since this approach is gaining popularity in many countries, including Uzbekistan. The module emphasizes the importance of our master students professional development and the impact they can exert on student engagement. Key aspects of the module include developing students' understanding of the main principles of CLIL as well as helping them improve the core language skills such as writing and reading and the ability to use academic vocabulary. The module assists in developing a number of transferrable skills, one of which is the ability to reflect on students' own experience and identify ways to improve their teaching skills. The interactive module sessions advance master students' skills in adapting existing and creating original teaching and assessment materials. The talk will outline the topics, procedures and cognitively demanding activities of the twelve module sessions which facilitated students' learning.

*Keywords: CLIL, teaching, learning, English, skills*

# Integrating Virtual Reality in CLIL: Transforming Language Learning Through Immersive Experiences

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The integration of Virtual Reality (VR) in Content and Language Integrated Learning (CLIL) presents an innovative approach to enhancing language acquisition through immersive experiences. This study aims to explore the transformative potential of VR technologies in CLIL settings, focusing on their effectiveness in promoting language proficiency and cultural understanding among learners.

The methodology employed involves a mixed-methods approach, combining quantitative assessments of language skills with qualitative feedback from participants engaged in VR-enhanced CLIL lessons. The research was conducted in diverse educational settings, encompassing primary, secondary, and tertiary institutions where VR modules were incorporated into existing curricula. Key components of the methodology included pre- and post-intervention language assessment, observations during VR sessions, and follow-up interviews with both educators and students.

Findings indicate that the use of VR in CLIL not only increases student engagement but also facilitates deeper learning experiences by allowing learners to interact with realistic simulations of target language environments. Participants reported significant improvements in vocabulary acquisition, pronunciation accuracy, and conversational fluency. Furthermore, qualitative data revealed that learners felt more motivated and confident when using the target language within immersive contexts that mirrored real-life situations. The study also highlights how VR fosters cultural competence by allowing students to experience diverse socio-cultural contexts firsthand.

The implications of this research suggest that educators should consider integrating VR technology into their CLIL methodologies to enhance the effectiveness of language instruction. By leveraging the immersive capabilities of VR, teachers can create dynamic learning environments that bridge theoretical knowledge with practical application. Additionally, this study advocates for further exploration into adaptive VR content tailored to specific learner needs and curricular goals.

Integrating Virtual Reality into CLIL represents a significant step forward in language education, offering a compelling avenue for enhancing linguistic skills through engaging and authentic learning experiences.

***Keywords:** Virtual reality, CLIL, language learning, immersive experiences, educational technology, language acquisition, multimodal learning, cultural contexts, pedagogical strategies.*

# The Effectiveness of Inquiry-Based Learning in Developing Speaking Skills

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Developing speaking skills is a crucial aspect of language acquisition, fostering communication competence and confidence in learners. Inquiry-Based Learning (IBL) has emerged as an effective pedagogical approach to enhance speaking skills by engaging students in active exploration, problem-solving, and critical thinking. This abstract discusses the effectiveness of IBL in improving learners' speaking abilities by emphasizing student-centered activities, real-life problem-solving, and collaborative discussions. IBL fosters an interactive learning environment where learners take ownership of their learning through inquiry, questioning, and exploration. Unlike traditional teacher-led instruction, IBL encourages students to engage in meaningful dialogues, articulate their thoughts, and refine their speaking skills through discussions, debates, and presentations. Through guided inquiry, students actively seek knowledge, construct their understanding, and develop fluency by engaging in authentic communicative tasks. The role of teachers shifts from knowledge providers to facilitators who guide students in formulating questions, researching, and presenting their findings, thus promoting independent and confident speakers. One of the primary advantages of IBL in speaking skill development is its ability to create real-world contexts for communication. Students participate in discussions, role-plays, and problem-solving tasks that simulate real-life interactions, encouraging spontaneous speech production and the practical application of language. By engaging in collaborative projects, learners enhance their vocabulary, pronunciation, and coherence while also improving their critical thinking and decision-making abilities. The study highlights that IBL provides to diverse learning styles by incorporating multimedia resources, group activities, and technology-driven tasks that support oral communication. Learners develop the ability to articulate their opinions, support arguments with evidence, and refine their speaking abilities in a supportive and engaging setting. Research has shown that students exposed to IBL demonstrate greater confidence, motivation, and willingness to communicate in various social and academic contexts. Despite its numerous benefits, implementing IBL for speaking skill development requires careful planning, structured facilitation, and adequate teacher training. Educators must design thought-provoking questions, scaffold learning experiences, and provide constructive feedback to ensure students develop linguistic competence effectively. Additionally, classroom environments should encourage open-ended discussions, peer collaboration, and active participation to maximize learning outcomes. The findings suggest that integrating inquiry-based methods in language classrooms significantly improves speaking proficiency, motivation, and self-expression. This abstract provides insights into how educators can implement IBL effectively to enhance learners' speaking skills in diverse educational contexts.

**Keywords:** *Speaking skill, Inquiry based learning, scaffold learning, interactive learning*

# Integrating CLIL to Enhance Reading Proficiency and Pedagogical Skills in Prospective English Teachers

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This study investigates the application of Content and Language Integrated Learning (CLIL) as a pedagogical approach to improve the reading skills of prospective English teachers. CLIL, which combines language instruction with subject-specific content, is particularly effective in fostering both linguistic competence and critical thinking. The research adopts a mixed-methods design, incorporating quantitative measures such as pre-test and post-test assessments to evaluate reading proficiency, alongside qualitative data from focus groups and participant feedback to explore perceptions and experiences with CLIL.

The intervention involved the integration of CLIL strategies, including the use of authentic, interdisciplinary materials, scaffolding techniques, and collaborative learning tasks, into a teacher training program. Participants engaged with diverse texts such as academic articles, instructional resources, and literary works, which were analyzed through guided reading activities and interactive discussions. Results demonstrated significant improvements in reading comprehension, vocabulary acquisition, critical analysis, and the ability to draw connections between content and language learning.

Furthermore, the study emphasizes the potential of CLIL to enhance teacher readiness by equipping future educators with transferable skills that are essential for their professional development. Implications include the need for curriculum designers to incorporate CLIL-based modules into teacher education programs, with a focus on promoting linguistic and pedagogical competencies simultaneously. This research contributes to the growing body of literature on CLIL and its role in language teacher training.

***Keywords:** CLIL, reading skills, teacher training, English language teaching, pedagogical strategies, professional development, curriculum design*

# Teacher Training and Professional Development in CLIL: Teaching Foreign Languages with AI

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The integration of Artificial Intelligence (AI) in Content and Language Integrated Learning (CLIL) is revolutionizing teacher training and professional development. AI-driven tools, such as intelligent tutoring systems, automated assessment platforms, and personalized learning environments, provide educators with innovative methods to enhance their instructional practices. This study explores the impact of AI on CLIL teacher training, focusing on its ability to offer adaptive learning experiences, real-time feedback, and data-driven insights. A qualitative research approach was employed, analyzing AI-enhanced teacher training programs, case studies, and educator surveys. Findings suggest that AI significantly enhances foreign language instruction by enabling differentiated learning, automating performance assessments, and providing valuable analytics for educators. Participants reported increased confidence in utilizing AI tools for lesson planning, student engagement, and formative assessment. However, challenges such as data privacy concerns, the need for digital literacy, and resistance to technological change must be addressed. The study concludes that AI presents a transformative opportunity for CLIL educators, advocating for its systematic integration into teacher development programs. Future research should explore strategies for overcoming implementation barriers and optimizing AI's role in language education. Institutions and policymakers must invest in AI literacy training and infrastructure to ensure educators can effectively leverage these technologies. AI-driven professional development has the potential to reshape language instruction, making it more personalized, efficient, and effective in fostering multilingual competencies.

***Keywords:** Artificial Intelligence (AI), Content and Language Integrated Learning (CLIL), Teacher Training, Professional Development, Foreign Language Instruction, Intelligent Tutoring Systems, Adaptive Learning, Automated Assessment, AI-driven Education, Digital Literacy.*

# Using Digital Technology to assess receptive skills: An Interactive Worksheet-Based Approach

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The assessment of receptive language skills—listening and reading—is critical in language learning, influencing learners’ comprehension and overall communication capacities. Traditional assessment approaches frequently fail to give dynamic, tailored feedback that improves learner engagement and accuracy in assessing receptive skills. This study investigates the efficacy of digital technology, namely interactive worksheets, for testing receptive language skills in second language learning.

The research takes a mixed-methods approach, integrating quantitative and qualitative analysis. ESL/EFL students participated in the study and worked on interactive digital worksheets that included multimedia features such as audio recordings, adaptive reading exercises, and automated feedback. Pre-test and post-test results are statistically examined to determine how successful digital worksheets are when compared to traditional evaluation methods. Furthermore, surveys and interviews with students and instructors provide information about the user experience, motivation, and perceived dependability of interactive assessments.

Preliminary findings indicate that digital interactive worksheets improve receptive skills evaluation by providing rapid feedback, encouraging self-regulation, and providing adaptable difficulty levels based on learners’ abilities. When compared to paper-based tests, participants are more engaged and perform better on comprehension. The findings also show that digital technologies reduce instructor effort while providing more standardized and objective assessment standards.

The study advances the field of language assessment by arguing for the use of interactive, technology-enhanced methods in evaluating receptive abilities. Practical implications include ideas for educators on how to create effective digital exams and use AI-powered analytics to tailor learning. Future research may explore the long-term impact of digital assessments on language proficiency and their scalability in diverse learning contexts.

**Keywords:** *Interactive worksheets, digital assessment, receptive skills, language learning, multimedia integration, adaptive learning.*

# International Trends in Higher Education that Affect Uzbek Language Education

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The landscape of higher education is evolving rapidly, influenced by technological advancements, globalization, and changing student needs. These trends are particularly relevant to the context of Uzbek language education, as they shape the methodologies, policies, and practices within Uzbekistan's higher educational framework. This presentation is focusing on four trends which affect higher education systems around the world namely massification, internationalization, privatization, and questions of quality. Each of these factors presents unique challenges and opportunities for institutions and students.

The first trend is Massification. According to Trow (2005) massification in higher education has following classification: elite system: 15% or less of the relevant age group enrolls (situation in Uzbekistan before 2022) versus mass system where 16 to 50% of relevant age groups are enrolls (desired outcome), in some rare cases there is also a universal system when more than 50% of respected age groups are enrolled. Massification often results in a diverse student body with varying levels of language proficiency. Instructors may face challenges in addressing the needs of students who come from different linguistic backgrounds or who have different levels of exposure to the language being taught. Universities in Uzbekistan, who are targeting higher enrollment figures every year must adopt inclusive teaching practices that accommodate this diversity. This includes recognizing the linguistic strengths of all students and integrating multilingual approaches into the curriculum to enhance engagement and learning outcomes.

Second important trend is Internationalization which now takes many different forms. According to Knight (2003) Internationalization is the process of integrating an international, intercultural, or global dimension into the purposes, functions, or delivery of higher education. This trend significantly impacts language education, influencing curriculum design, teaching methodologies, and student experiences. Internationalization fosters intercultural exchange, enabling students to engage with diverse cultures through language learning. This exposure enhances students' cultural awareness and sensitivity, which are crucial skills in today's interconnected world.

The third trend is Privatization which means the private provision of formerly public services. Privatization can be a result of massification, as the state cannot fund all of the new higher education institutions that are needed to meet the increased demand by students and the economy. Not only are new institutions created, but also traditional institutions are expected to generate revenue to supplement state support. (Hartley et al, 2016). Privatization also is connected to both internationalization and to questions of quality, as privatization often means that new, sometimes unknown actors enter the education sphere. It often leads to a curriculum that is influenced by market demands rather than educational best practices. Language programs may

emphasize test preparation or specific skill sets that are perceived as more profitable, potentially neglecting broader educational goals such as cultural understanding and critical thinking.

Last but not the least, the fourth trend is the question of quality. Ensuring the quality of language education in universities requires a multifaceted approach that encompasses quality assurance frameworks, robust curriculum development, ongoing teacher training, enhanced student engagement, and effective feedback mechanisms. By implementing these strategies, universities can provide high-quality language education that meets the needs of students and prepares them for success in an increasingly globalized world. These four trends are going to be explained and provide a framework for the conference.

# Methods of Using AI in Teaching English Language

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This paper aims to identify effective methods for integrating Artificial Intelligence (AI) into English language teaching, with a focus on improving learner engagement, enhancing language proficiency, and optimizing teacher workloads. The study seeks to determine best practices that balance technology-driven instruction with essential human oversight. A systematic review of existing AI-powered educational platforms—such as automated writing assessment tools, adaptive grammar applications, and conversational chatbots—was conducted. Second, three pilot classroom interventions were implemented in secondary-level English courses. Data were collected via pre- and post-tests measuring reading comprehension, writing accuracy, and speaking fluency. In addition, qualitative insights were gathered through teacher interviews and student surveys to capture perceptions of AI's effectiveness and potential drawbacks. Results indicate that AI-assisted learning can significantly boost student performance and motivation, particularly by providing instant feedback and personalized learning pathways. Writing fluency improved when students accessed automated error correction tools, while chatbots facilitated more frequent speaking practice. However, teachers noted concerns about over-reliance on AI-generated corrections and the need to maintain a balance between technology use and development of critical thinking skills. Ultimately, a blended instructional model—combining AI resources with traditional teacher-led activities—emerged as the most beneficial for sustained language development and learner autonomy. Integrating AI into English language teaching heralds a transformation toward learner-centered pedagogy. Automated tasks free instructors to focus on higher-level teaching strategies, such as fostering critical thinking and cultural awareness. Moreover, AI-driven adaptive learning can accommodate diverse learner needs and bridge gaps in resource-scarce environments. Yet, policy measures must address ethical concerns regarding data privacy, equitable access to technology, and adequate training for educators. Overall, AI's responsible implementation can catalyze innovation in curriculum design, expand opportunities for personalized instruction, and enrich the future of language education.

**Keywords:** *AI in Education, English Language Teaching, Adaptive Learning, Automated Feedback, Chatbots, Educational Innovation*

# The Role of Multiculturalism in Translation Theory of Fictions

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The study aims to indicate the role of multiculturalism in translation theories in higher level of classes which based on the study of translation theories in universities and academic fields. Some students were into learning the process and the notion of translation methods form English into Uzbek or vice versa, in these cases most of the language learners struggle with theirs lack of knowledge and experience. Especially most of our valuable fictions were translated into English. Based on these findings, because it has a direct impact on how stories, cultural quirks, and identities are communicated across languages, multiculturalism is important to the translation theory of fiction. The following were given some significant ways that multiculturalism and translation theory in fiction interact. Through dialects, folklore, historical allusions, and social conventions, fiction frequently conveys profound cultural meaning. To avoid losing cultural identity, multiculturalism in translation necessitates awareness of these factors. This is especially important in postcolonial translation, where it is important to avoid diluting or misrepresenting works from oppressed cultures. During the practice with higher level of students and doctorate students, who were conducting their research work on the translation works, most of them were given different works of translation papers and were organized the survey how they realized the meaning of translation paper correctly or not. In this survey they were informed with variety of translation methods and the work of real translators. Results from a follow-up study and a questionnaire survey with students and young researchers showed positive effects on attitudes. The study provides theoretical guidelines to help FL teachers and students develop their translation methods. attitudes, affirmations, in learning foreign languages.

*Keywords: Translation theory, Cultural Identity, Language Learning, Multiculturalism, Foreign Language Teaching, Translation Methods*

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