



Content And Language Integrated Learning (CLIL) In Teaching World Economy

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ABSTRACT

The internationalization of higher education has increased the need to teach professional subjects through English, especially in economics. World Economy is a discipline that deals with international trade, globalization, migration, financial integration, development gaps, global value chains, and the work of international institutions. These topics are not only studied in textbooks; they are also discussed in reports and policy papers published by organizations such as the International Monetary Fund, the World Bank, and the World Trade Organization. This article examines the role of Content and Language Integrated Learning (CLIL) in teaching World Economy at the university level. CLIL is analyzed as a dual-focused educational approach in which subject content and language development are planned together. The article relies on conceptual analysis of CLIL theory, especially the 4C framework, and connects it with practical needs in economic education. It argues that CLIL can help students understand authentic international sources, interpret economic indicators, use economic terminology in context, and express analytical ideas in English. At the same time, the article discusses possible challenges, including students' language level, teachers' methodological preparation, and the complexity of authentic materials. The paper concludes that CLIL can be an effective approach in teaching World Economy if it is supported by clear learning objectives, appropriate scaffolding, and carefully selected economic content.

INTRODUCTION

In contemporary higher education, economics is increasingly connected with international communication. A student who studies World Economy is expected to understand not only national economic processes, but also global issues such as trade integration, exchange rate instability, foreign direct investment, labor migration, financial crises, and the activities of international organizations. Much of this professional information is available in English. Therefore, general

English competence is no longer sufficient for students of economics. They also need the ability to read specialized sources, interpret statistical information, discuss global trends, and present economic arguments in English.

This need creates a methodological problem. In many educational contexts, language teaching and subject teaching remain separate. Students may learn grammar and everyday vocabulary in English classes, while economic concepts are taught in another course and often in another language. As a result, students can know English at a general level but still experience difficulty when they read an IMF forecast, analyze a World Bank report, or discuss WTO terminology. Content and Language Integrated Learning, commonly known as CLIL, offers a way to reduce this gap.

CLIL is commonly defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood, & Marsh, 2010). In this approach, language is not treated only as a separate subject; it becomes a tool for learning academic content. In the context of World Economy, this means that students learn global economic topics through English while developing the language needed to explain, compare, evaluate, and discuss those topics. The purpose of this article is to analyze the academic and methodological value of CLIL in teaching World Economy and to identify its practical opportunities and limitations.

Literature Review

The theoretical basis of CLIL is connected with the integration of subject knowledge and language learning. Coyle, Hood, and Marsh (2010) emphasize that CLIL is not simply a new form of language education or a traditional subject lesson translated into another language. Its central feature is integration: content and language are interwoven, although the emphasis may vary depending on the lesson aims. This point is important because World Economy cannot be effectively taught through English if students receive no language support, and English cannot be professionally meaningful if it is separated from economic content.

One of the best-known theoretical models in CLIL is the 4C framework. The Cambridge English CLIL glossary describes the 4Cs as Content, Communication, Cognition, and Culture, following Coyle's model (Cambridge English, n.d.). Content refers to the subject matter; Communication refers to the language needed for learning and expressing that content; Cognition refers to thinking processes such as analysis, comparison, evaluation, and problem-solving; Culture refers to awareness of social, institutional, and intercultural contexts. In World Economy teaching, these four elements appear naturally. Students work with economic content, use English to communicate ideas, develop analytical thinking, and compare economic experiences of different countries.

Dalton-Puffer's research on CLIL classroom discourse is also relevant for this topic. Her work examines the communicative abilities developed in CLIL classrooms and shows that classroom language can become a means of constructing subject knowledge, not only a tool for simple interaction (Dalton-Puffer, 2007). This idea is important for economics education because students must learn to build arguments, explain causes and effects, interpret evidence, and justify conclusions.

From a practical methodological perspective, Ball, Kelly, and Clegg (2015) argue that CLIL teaching requires teachers to guide input and support output. This means that students should not be given difficult subject texts without preparation. Instead, teachers need to design tasks, vocabulary support, visual aids, and speaking or writing frames that help students move from understanding to independent production. Such guidance is especially necessary in World

Economy, where materials may include dense reports, statistical tables, graphs, and specialized terminology.

Methodology

This article is based on conceptual and analytical methodology. It does not present classroom experiment results; rather, it examines existing CLIL theory and applies it to the pedagogical needs of teaching World Economy in higher education. The analysis is organized around three questions: first, what theoretical features of CLIL are relevant for World Economy; second, what kinds of international economic materials can support CLIL-based teaching; and third, what challenges should be considered when applying this approach in university classrooms.

This methodology is suitable because CLIL is not a fixed technique with one universal classroom model. Its implementation depends on the subject, students' language level, learning objectives, and institutional conditions. In World Economy classes, CLIL should not mean simply delivering the whole course in English without support. Instead, it should be understood as a planned approach in which students use English to access economic content and, at the same time, receive support for the academic language needed to work with that content.

Analysis and Discussion

World Economy is one of the most suitable disciplines for CLIL because its content is naturally international. The subject includes topics that are regularly discussed in English-language reports, databases, policy papers, and academic publications. For example, the IMF's World Economic Outlook provides analysis of global growth, inflation, macroeconomic risks, and policy challenges. In its October 2023 report, the IMF projected that global inflation would decline from 8.7 percent in 2022 to 6.9 percent in 2023 and 5.8 percent in 2024 (International Monetary Fund, 2023). Such data can be used in a CLIL lesson to teach both economic content and academic language. Students can learn how to describe a trend, explain the reasons for inflation decline, and discuss the limitations of forecasts.

The WTO's World Trade Report 2023 is another relevant source for CLIL-based teaching. The report examines re-globalization and explains it as a way of integrating more people, economies, and pressing issues into world trade in order to build a more secure, inclusive, and sustainable future (World Trade Organization, 2023). This source can be used in a lesson on globalization, trade liberalization, or protectionism. Students may compare the arguments for open trade and trade restrictions, identify key concepts such as trade fragmentation and multilateral trading system, and then prepare short analytical statements in English.

The World Bank's World Development Report 2023 also provides meaningful material for World Economy classes. The report notes that about 184 million people, or 2.3 percent of the world's population, live outside their country of nationality, and it analyzes migration through a development perspective (World Bank, 2023). This information allows teachers to connect economic content with social and policy issues. A CLIL lesson on migration may ask students to explain why labor moves across borders, how migration affects origin and destination countries, and what economic benefits and risks can appear.

Another useful source is the World Development Report 2020, which focuses on global value chains. The report examines whether global value chains can still offer a path to development through trade and discusses how technology and geopolitical tensions may affect production networks (World Bank, 2020). In a CLIL classroom, this material can be used to help students understand how goods are produced across several countries. Students can describe production

stages, identify the role of developing economies, and evaluate the advantages and risks of dependence on international supply chains.

These examples show that CLIL is not only about translating economic terms into English. It is about creating a learning environment where students use English to work with real economic knowledge. Terminology becomes more meaningful when it is learned in context. Terms such as balance of payments, exchange rate volatility, foreign direct investment, trade deficit, monetary tightening, and global value chain are not simple vocabulary items. They are concepts that require explanation, examples, and analytical use. CLIL helps students move from memorizing isolated words to applying them in economic reasoning.

The 4C framework can be clearly observed in a World Economy lesson. If the topic is foreign direct investment, Content includes the meaning, forms, and effects of FDI. Communication includes expressions such as capital inflow, host country, investor, technology transfer, profit repatriation, and employment creation. Cognition appears when students evaluate both positive and negative effects of FDI on developing economies. Culture appears when students discuss why countries may have different attitudes toward foreign investors depending on their political priorities, institutional quality, or development strategy. In this way, CLIL allows the same lesson to develop economic knowledge, language competence, analytical thinking, and intercultural awareness.

CLIL also strengthens students' ability to interpret data. World Economy is closely connected with indicators, tables, graphs, and comparative statistics. Students need to describe increases and decreases, compare countries, explain causes, and formulate conclusions. Through CLIL, they can practice academic language such as "the data indicate," "the figure shows," "compared with," "a gradual decline can be observed," and "this trend may be explained by." These phrases are not decorative language; they are part of professional economic communication.

However, CLIL implementation has real challenges. The first challenge is students' English proficiency. If students lack sufficient language competence, they may focus only on understanding individual words and lose the economic meaning. For this reason, scaffolding is necessary. Teachers can use pre-reading questions, glossaries, visual organizers, shortened extracts, guiding questions, and model answers. The aim is not to reduce academic quality, but to make complex materials accessible step by step.

The second challenge is teacher preparation. A CLIL teacher needs both subject awareness and language-teaching methodology. If the teacher focuses only on economics, students may not receive enough language support. If the teacher focuses only on language, the economic analysis may become superficial. Therefore, cooperation between English teachers and economics teachers is highly useful. Joint preparation of materials, shared assessment criteria, and team teaching can improve the quality of CLIL-based World Economy lessons.

The third challenge is material selection. Authentic sources are valuable, but they can also be difficult. IMF, WTO, and World Bank reports are often long, technical, and written for specialists. Therefore, teachers should select short extracts, clear charts, executive summaries, and topic-based sections. This agrees with the practical CLIL principle of guiding input and supporting output described by Ball, Kelly, and Clegg (2015). Students first need structured support, and only later can they work independently with more complex professional sources.

Practical Implications

For CLIL to be effective in teaching World Economy, lessons should include both content objectives and language objectives. In a lesson on international trade, for example, the content objective may be to explain the difference between free trade and protectionism. The language

objective may be to use comparison structures and economic terminology to discuss advantages and disadvantages. This dual planning prevents the lesson from becoming only a language exercise or only a subject lecture in English.

Classroom tasks should move from comprehension to production. A teacher may begin with key vocabulary, then introduce a short authentic extract or chart, and finally ask students to produce an oral or written response. For instance, students may read a short paragraph from an IMF report, identify key terms, describe the trend in inflation, and explain possible causes. In another lesson, students may compare two countries' export structures and present their findings using academic phrases.

Assessment should also reflect the integrated nature of CLIL. Students should be evaluated not only on grammar, but also on content accuracy, correct use of terminology, quality of argument, data interpretation, and clarity of presentation. This balanced assessment is important because CLIL aims to develop both subject competence and language competence.

In non-English-speaking higher education contexts, including Uzbekistan, CLIL can help students connect local economic education with international academic standards. Many economics students need English for academic mobility, international master's programs, conferences, research, business communication, and cooperation with foreign partners. Teaching World Economy through CLIL can therefore make the learning process more relevant to students' future professional needs.

CONCLUSION

Content and Language Integrated Learning is a valuable approach for teaching World Economy because it reflects the international nature of the discipline. World Economy is based on global processes, international institutions, comparative data, and cross-border communication. Learning this subject through English can help students develop not only economic knowledge but also the academic language required to work with global sources.

The strength of CLIL lies in integration. It connects content, communication, cognition, and culture within one learning process. Students do not simply learn English separately and economics separately. They use English to analyze economic reports, interpret indicators, discuss global issues, and express professional arguments. This makes language learning more meaningful and subject learning more connected with international practice.

At the same time, CLIL should not be reduced to teaching a subject in English without support. Effective CLIL requires clear objectives, appropriate materials, scaffolding, teacher preparation, and balanced assessment. If these conditions are met, CLIL can improve students' academic communication, analytical thinking, and readiness for professional environments where English is widely used. For future economists, this competence is not only an additional skill; it is becoming an important part of modern economic education.

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