



## **THE IMPACT OF CLIL ON VOCABULARY ACQUISITION IN YOUNG LEARNERS**

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### **Abstract**

This study investigates the impact of Content and Language Integrated Learning (CLIL) on vocabulary acquisition among young learners aged 6 to 12. CLIL, which integrates subject content teaching with foreign language instruction, has gained popularity as an effective approach to enhance bilingual competence. The research compares vocabulary development in learners exposed to CLIL with those receiving traditional language instruction. Data collected through vocabulary tests and classroom observations indicate that CLIL significantly improves the acquisition and retention of subject-specific vocabulary, while also supporting incidental learning of general language. Findings suggest that meaningful content engagement in CLIL facilitates deeper processing of new words, contributing to better long-term vocabulary retention. The study highlights the importance of combining CLIL methodologies with explicit vocabulary support to optimize language learning outcomes for young learners.

**Keywords:** CLIL, vocabulary acquisition, young learners, bilingual education, content-based learning, language development, incidental learning, subject-specific vocabulary, early language learning, language retention.

### **Introduction**

Learning and teaching vocabulary is a very important aspect of teaching any foreign language. This is due to the fact that the dictionary serves as the final solution in determining the level and knowledge of a foreign language learner. Sufficient knowledge of vocabulary and other language skills also play an important role in listening, speaking, reading and writing. Also, the necessary vocabulary knowledge can turn a foreign language learner into an effective speaker,

a good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, teaching and learning vocabulary requires special attention from teachers and students. Therefore, it is necessary to apply a systematic approach to enrich the vocabulary of students. This implies appropriate methodology, material, and strategy on the part of teachers. However, the success of any methodology, material, and strategy is determined by the results in achieving the goals and objectives. Teaching and learning a language as a common goal of any foreigner is to develop the competence of foreign language learners so that they can establish successful communication, become independent and independent.

## **METHOD AND METHODOLOGY**

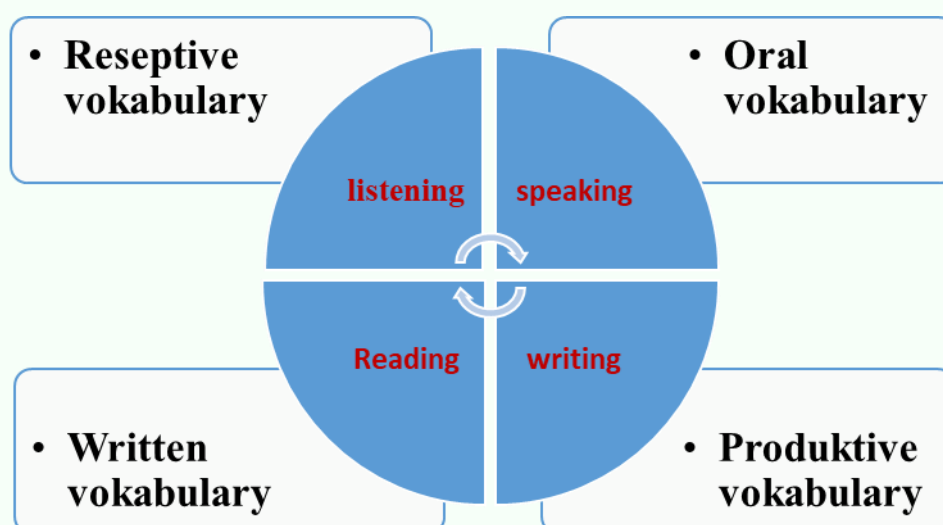
This article for autonomous learners explores the role of using stories in developing English learners' vocabulary, developing their competencies, and turning them into autonomous learners.

## **ANALYSIS AND RESULTS**

The term dictionary refers to students' understanding of spoken and written words. This difference in understanding from a simple one is that the words that come out relate to conceptual knowledge, and not just to a dictionary definition. And the acquisition of such knowledge is a process of construction that occurs over time, students connect with other words and study examples, as well as learn to accurately use words in context. The words and their usage that students must learn have two forms: oral and written. When we include in the oral dictionary the words that we say when we listen and speak, the written dictionary includes these words when we read and write, and we recognize and use them. Another difference is also based on word knowledge. Based on the knowledge of words, there can be a receptive (receptive) and productive (productive) vocabulary. The perceptual vocabulary includes words that we recognize when we hear or see. On the other hand, an effective dictionary also includes these words. We use them when we speak or write. In addition, it is claimed and believed that our perception is greater than our effective vocabulary.

Learning and mastering the vocabulary of the target language plays a very important role in everything. Knowledge of vocabulary allows the student to establish and achieve successful communication, which is some kind of main goal, replenish vocabulary, teach and learn foreign languages. Knowledge of vocabulary can also help a student discover the richness of this language through a variety of new words.

Knowledge of vocabulary helps students to compare and contrast a foreign language and their native language. It also helps to understand the language systems of both languages and to learn the language in a real sense through the similarity of the differences between the two languages. In this sense, words are the main means of expressing language and help a foreign language learner communicate and express themselves effectively. The ability to master vocabulary makes the reader an effective speaker. The lack of vocabulary leads him to failures in the successful organization and achievement of communication.



Low vocabulary can trap students in a vicious circle, as they cannot read extended texts, making them less successful in using vocabulary and word learning strategies. Therefore, readers miss opportunities for expansion.

Developing students' vocabulary is also important, as the lack of vocabulary in all other languages affects other skills. Lack of vocabulary is also considered as one of the main reasons for the inability of students to establish successful communication, whether written or oral. It is always noticeable that students with reading problems have little vocabulary. With the help of voice knowledge,

essential vocabulary helps students speak and write. A lack of vocabulary often leads to a lack of meaningful communication. Therefore, every attempt is necessary to improve the vocabulary of students.

The meaning of the dictionary has always been recognized in language pedagogy for everyone. Wilkins (1972), one of the first representatives of the communicative approach, made it clear that the study of vocabulary is just as important as the study of grammar. Whether a student approached the level of his native language was judged by whether he was able to use and pronounce phrases well. Teaching, development, and learning should be the primary concern in the student classroom. Vocabulary is one of the most important components of language acquisition. Therefore, the conscious and unconscious learning of new words is the basic basis for the development of the language level of students. Thus, teachers should try to develop students' vocabulary and promote their communicative development.

Methods and strategies for developing students' vocabulary. Traditionally, the dictionary was not a separate subject for students to study, but it was taught in speaking, listening, reading, and writing classes. During the lesson, students use their own vocabulary, which relates to classroom activities presented by the teacher and classmates, and learn new words. For many students, vocabulary learning means learning a list of new words with meanings in their native language without real contextual practice. In most cases, the education context, students often have to deal with an unfamiliar word while learning their language. During such an encounter with a new word, readers look up at the meaning of the word in a bilingual dictionary. They often write lines in which new words have no idea of their actual use in context.

Many scientists have stopped studying vocabulary, memorizing new words. This is due to the fact that the dictionary often ignores the lexical aspect and is studied in this way. In other words, students know how to use a dictionary in a precise form, but they don't know how to use it in real communication with its various meanings. There are many other vocabulary development strategies and approaches used by teachers for students.

Firstly, knowledge about words can be acquired by chance, where vocabulary is developed by immersion in language activities. Words are learned through direct learning, where students can also learn words through a structured approach.

Teachers can also promote research, dictionaries, thesauri, and the use of spelling to expand the range of words used.

Teachers can also give their students a notebook with a dictionary in which they can write down unfamiliar or new words. You can even encourage them to play word games. Interactive work walls can be created, displayed, and students can get a new, interesting, and unusual vocabulary. As an example, Michael Graves (2006) lays the foundation for successful vocabulary programs that promote students' knowledge of words and effective learning.

His teaching is based on a four-part programmatic approach to develop a solid vocabulary:

- (1) providing an enriching and diverse language experience,
- (2) learn individual words,
- (3) teach learn words strategies.; (4) Foster awareness of words.

But more importantly, how the experience of teachers themselves, which helps students develop and enrich their vocabulary, can contribute to and expand independent learning.

## **Conclusion**

Thus, the lack of vocabulary among students causes them various difficulties in the communication process. Therefore, carefully planned vocabulary recommendations, especially the use of short stories, will be necessary to solve the problem that students most often face.

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