Yayra ABDURAIMOVA,
Uzbekistan State World Languages University, Senior Teacher
E-mail: yrustamovna77@gmail.com

Based on the review by Associate Professor, G.M. Nasirova, PhD, of the Uzbekistan State World Languages University

THE INTEGRATION OF EXPERIENTIAL LEARNING IN CLIL: A NARRATIVE REVIEW OF THEORY AND PRACTICE

Annotation

Content and Language Integrated Learning (CLIL) is a curriculum approach that combines discipline knowledge and language learning by teaching curricular subjects in a foreign or second language. The experiential learning model, based on Kolb's (1984) model, emphasizes the need for direct experience, reflective observation, abstract conceptualization, and active experimentation processes to lead to deeper understanding of content and acquisition of relevant skills. Experiential learning approaches are increasingly embedded into CLIL practices in the search for making bilingual and multilingual learning contexts meaningful and authentic, as well as more effective.

Key words: Content and language integrated learning, experiential learning, education, language skills, knowledge.

ИНТЕГРАЦИЯ ОПЫТНОГО ОБУЧЕНИЯ В CLIL: НАРРАТИВНЫЙ ОБЗОР ТЕОРИИ И ПРАКТИКИ

Аннотация

Интегрированное обучение предмету и языку (CLIL) сочетает освоение дисциплинарных знаний и изучение языка через преподавание предметов на иностранном или втором языке. Модель опытного обучения Кольба (1984) акцентирует прямой опыт, рефлексивное наблюдение, абстрактную концептуализацию и активное экспериментирование, что способствует более глубокому пониманию и развитию навыков. Опытные подходы все чаще применяются в CLIL для обеспечения подлинности и эффективности билингвального и мультилингвального образования.

Ключевые слова: Интегрированное обучение предмету и языку, опытное обучение, образование, языковые навыки, знания.

FAN VA TIL INTEGRATSIYALASHGAN O'QITISHDA (CLIL) TAJRIBAVIY TA'LIM INTEGRATSIYASI: NAZARIYA VA AMALIYOT SHARHI

Annotatsiya

Fan va tilni integratsiyalashgan o'qitish (CLIL) fanlarni chet tilida yoki ikkinchi tilda o'qitish orqali fanlarni o'zlashtirish va tilni o'rganishni birlashtiradi. Kolbning tajribaviy ta'lim modeli (1984) to'g'ridan-to'g'ri tajriba, refleksiv kuzatish, mavhum tushunchalar va faol tajribalarga urg'u beradi, bu esa ko'nikmalarni chuqurroq tushunish va rivojlantirishga yordam beradi. CLILda bilingval va multilingval ta'limning haqiqiyligi va samaradorligini ta'minlash uchun tajribali yondashuvlar tobora ko'proq qo'llanilmoqda.

Kalit so'zlar: Fan va tilni integratsiyalashgan o'qitish, tajribaviy o'qitish, ta'lim, til ko'nikmalari, bilim.

Introduction. Content and Language Integrated Learning (CLIL) is a method in which we learn both content area and a foreign language simultaneously with the goal of building both subject knowledge and language competence through integrated learning (Dalton-Puffer et al., 2022; Dzulkurnain et al., 2024). CLIL's dual focus provides us with immersive, meaningful learning experiences, which enhance communicative competence, critical thinking and intercultural awareness - often superiority and depth of our language proficiency and content knowledge in comparison to traditional approaches (Dzulkurnain et al., 2024; Banegas & del Pozo Beamud, 2020).

Experiential learning on the other hand takes place when we actively participate in real-life, hands-on activities (might be project-based, task-based, or immersive) and create knowledge through reflection and direct engagement (Cinganotto, 2017). Learning by doing is especially important in the CLIL because it increases our motivation, engagement, and the application of language and content-which makes learning even more authentic and relevant (Baranova et al., 2020; Cinganotto, 2017). Experiential approaches of CLIL,

such as project-based work and flipped classrooms, have the potential of increasing professional competence, self-efficacy and ongoing learning, and also answer the call for a greater focus on interactive and supportive classroom practices (Baranova et al., 2020; Mahan, 2020). The goal of this integration review is to understand how the power of experiential methods can be utilized to enhance CLIL's efficacy to ensure that we are not only acquiring academic knowledge and language skills but also developing critical thinking, collaboration, and problem-solving that are key to 21st century learning (Dalton-Puffer et al., 2022; Baranova et al., 2020; Cinganotto, 2017).

Theoretical Background. Content and Language Integrated Learning (CLIL) has arisen in the 1990s throughout European educational systems as a strategic response to the growing demands for multilingual competence and in the process of the development of new pedagogical paradigms. Its historical genesis dates back to the political, social, and educational changes from the 1980s, as well as to research in second language acquisition and changes in educational philosophies that emphasized the interconnection between

linguistic and disciplinary knowledge (Gabillon, 2020). As a bi-lingual and multi-dimensional approach to teaching, CLIL aims to develop both subject-matters and language skills and has been implemented across a wide range of educational levels-from primary and secondary schools to tertiary education level (Dalton-Puffer, et al., 2022; Wewer, 2017). The approach is by nature flexible, with actual practices shaped by contextual variables, curriculum limitations and resource availability; therefore, CLIL is also increasingly seen as catalysing inter- and transdisciplinary educational efforts (Dalton-Puffer et al., 2022; Coyle, 2018).

Experiential Dimensions of CLIL . Experiential learning is the source of project-based and task-based learning in CLIL; in reality, learners will have the chance to actively build knowledge through meaningful, authentic tasks that simultaneously require both mastery of content and application of language (Tarnopolsky & Kabanova, 2020). The inclusion of technology also broadens these experience opportunities, as it enables blended and autonomous learning experiences, combining class-room activities with online research and collaboration (Tarnopolsky & Kabanova, 2020). The experiential elements of CLIL are visible at all levels of education: in primary education, activities targeted to younger learners are adopted; in secondary and tertiary levels, more complex projects and case studies are used; and in teacher-training programmes, experiential methods foster innovation and reflective practice (Wewer 2017; Dalton-Puffer et al. 2022). These approaches not only facilitate learning of language and content, but also encourage critical thinking, collaboration and learner autonomy, thus making CLIL a dynamic and evolving pedagogy for 21st-century education (Dalton-Puffer et al., 2022; Tarnopolsky & Kabanova 2020).

Methodology. The study conducted a narrative literature review on integrating experiential learning into Content and Language Integrated Learning (CLIL) pedagogy. Sources included peer-reviewed articles, encyclopedia entries, and book chapters published between 2010 and 2025, accessed mainly through databases like Scopus, Web of Science, SpringerLink, Wiley, TESOL publications, and institutional repositories. Priority was given to works addressing CLIL pedagogy across educational levels and experiential, task-, or project-based language teaching, while purely EMI-focused studies were excluded. A thematic synthesis identified recurring dimensions of experiential CLIL, including project- and task-based pedagogies, technology-enhanced approaches, applications in early childhood to higher education, and implications for teacher training and professional development.

Findings. Project Based and Task Based CLIL

Project-based and task-based learning are widely-recognized as effective experiential approaches in Content and Language Integrated Learning (CLIL). These methods engage the students in authentic (real-world) activities where they at the same time need to master both the subject matter content and the language performance, thus leading to communicative competence and critical thinking (Dzulkurnain et al., 2024; Kirsanova & Lazarev, 2018).

High-Tech Experiential Learning

Technology integrated in CLIL supports blended learning and autonomous learning, allowing students to access materials, online collaboration, and take part in virtual projects. Digital platforms and online CLIL courses aid reflective and innovative practice especially within teacher education (Banegas & del Pozo Beamud, 2020). Moreover, they provide an effective solution to such issues as resource scarcity and support to varied learner requirements.

Table 1. Summary of key studies on experiential CLIL integration.

Author(s), Year	Context	Experiential Dimension	Key Findings
Banegas & del Pozo Beamud, 2020	Teacher training (Argentina, Spain)	Reflective practice, duoethnography	Collaborative reflection enhances CLIL teacher competence and innovation.
Kirsanova & Lazarev, 2018	Higher education (Russia)	Team teaching, project-based	Binary classes improve professional communication and content assimilation.
Dzulkurnain et al., 2024	Primary/Secondary	Project/task-based, active learning	CLIL boosts motivation, language, and content learning through active tasks.
Lopriore, 2018	Teacher education (Italy)	Teacher training, innovation	Evolving teacher knowledge supports effective CLIL implementation.

Source: Compiled by the author based on the reviewed literature. Early Childhood, Primary and Secondary School Higher Education Application Forms

Within higher education contexts, CLIL is often practised in professional courses that include experiential approaches such as case studies, research projects and team-teaching. These approaches help in the development of academic and professional skills, and a high level of language skills (Kirsanova & Lazarev, 2018).

Teacher Training and Innovation

Teacher education programmes are increasingly focusing on experiential learning, reflective practice and collaborative planning. So, reflective methodologies like duoethnography can be used to generate CLIL competencies and adapt to diverse educational contexts for pre-service teachers (Banegas & del Pozo Beamud, 2020; Lopriore, 2018).

Table 2: Themes and Representative Studies

Theme	Representative Studies

Project/Task-Based CLIL	Dzulkurnain et al., 2024; Kirsanova & Lazarev, 2018
Technology-Enhanced CLIL	Banegas & del Pozo Beamud, 2020
Early/Primary/Secondary Ed.	Dzulkurnain et al., 2024
Higher Education	Kirsanova & Lazarev, 2018
Teacher Training/Innovation	Banegas & del Pozo Beamud, 2020; Lopriore, 2018

Source: Compiled by the author based on the reviewed literature.

Discussion. Experiential learning as part of CLIL offers many benefits, which have already been widely documented. Empirical research repeatedly shows that experiential, project-based, and task-based CLIL-increase learners' motivation, engagement, and enjoyment, as learners are involved in authentic, meaningful activities that connect language learning to content (Dzulkurnain et al., 2024; Banegas and del Pozo Beamud, 2020). Experiential CLIL also strengthens transferable competences (e.g. collaboration, communication, intercultural awareness), that are of great importance for success in different educational and professional contexts (Banegas & del Pozo Beamud, 2020).

However, many difficulties still remain. The inclusion of experiential learning in CLIL implies a deep teacher training and continuous professional development, as teachers have to effectively balance content and language learning goals in the design and facilitation of active learning experiences (Banegas & del Pozo Beamud, 2020; Mustafa et al., 2025). Often, teachers struggle to balance the dual focus of content and language and some classrooms overlook one dimension at the expense of the other (Villabona & Cenoz, 2021).

Conclusion & Future Directions. The integration of experiential methodologies into Content and Language Integrated Learning (CLIL) is a major development in the area of language and content teaching, providing a route to more meaningful, engaging and effective learning experiences. The present review shows that experiential approaches (i.e. project-based, task-based and technology-enhanced learning) which engage learners in real-world tasks are able to bridge the divide between language learning and subject learning by placing the learners in the context and environment of the latter. In addition to resulting in deeper understanding and retention of both language and content, these approaches are designed to support the important skills of critical thinking, collaboration, and flexibility. As CLIL is still a developing pedagogical model, the integration of experiential learning is seen more and more as a driving force for the integration of motivation and holistic development to empower learners to become active learners of their own learning.

REFERENCES

1. Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall.
2. Dalton-Puffer, C., Hüttner, J., & Llinares, A. (2022). CLIL in the 21st Century. Journal of Immersion and Content-Based Language Education. https://doi.org/10.1075/jicb.21021.dal.
3. Dzulkurnain, M., Irianto, S., Rasmita, R., Uktolseja, L., Hartono, W., & Manurung, T. (2024). Understanding the benefits and challenges of Content and Language Integrated Learning (CLIL) in English education: a literature synthesis. Journal on Education. https://doi.org/10.31004/joe.v6i4.5876.
4. Banegas, D., & Del Pozo Beamud, M. (2020). Content and Language Integrated Learning: A Duoethnographic Study about CLIL Pre-Service Teacher Education in Argentina and Spain. RELC Journal, 53, 151 - 164. https://doi.org/10.1177/0033688220930442.
5. Cinganotto, L. (2017). Experiential Learning for teacher training: a case example on language, content and technologies in a Learning Event by eTwinning,. Journal of e-learning and knowledge society, 13. https://doi.org/10.20368/1971-8829/1310.
6. Baranova, T., Kobicheva, A., Olkhovik, N., & Tokareva, E. (2020). The Design of Integrated Learning Model for CLIL-learners. IOP Conference Series: Materials Science and Engineering, 940. https://doi.org/10.1088/1757-899X/940/1/012128.
7. Mahan, K. (2020). The comprehending teacher: scaffolding in content and language integrated learning (CLIL). The Language Learning Journal, 50, 74 - 88. https://doi.org/10.1080/09571736.2019.1705879.
8. Tarnopolsky, O., & Kabanova, M. (2020). Content and Language Integrated Learning Methodology in Optional Humanities Courses for First-Year University Students: A Case Study. International Letters of Social and Humanistic Sciences. https://doi.org/10.18052/www.scipress.com/ilshs.89.51.
9. Wewer, T. (2017). An Observation Tool for Comprehensive Pedagogy in Content and Language Integrated Learning (CLIL): Examples from Primary Education. Colombian Applied Linguistics Journal, 19, 277-292. https://doi.org/10.14483/22487085.11576.
10. Dzulkurnain, M. I., Irianto, S., Rasmita, R., Uktolseja, L. J., Hartono, W., & Manurung, T. (2024). Understanding the benefits and challenges of Content and Language Integrated Learning (CLIL) in English education: A literature synthesis. Journal on Education.
11. Kirsanova, G., & Lazarev, V. (2018). Content- and language-integrated learning. In Advances in Higher Education and Professional Development.
12. Lopriore, L. (2018). Reframing teaching knowledge in Content and Language Integrated Learning (CLIL): A European perspective. Language Teaching Research.
13. Gabillon, Z. (2020). Revisiting CLIL: Background, Pedagogy, and Theoretical Underpinnings. Contextes et didactiques. https://doi.org/10.4000/ced.1836.
14. Coyle, D. (2018). The Place of CLIL in (Bilingual) Education. Theory Into Practice, 57, 166 - 176. https://doi.org/10.1080/00405841.2018.1459096.
15. Mustafa, H., Suryani, S., & Elyza, F. (2025). Content And Language Integrated Learning (Clil) In The Classroom: Indonesian Teachers' Experiences And Challenges. Jurnal Dedikasi Pendidikan. https://doi.org/10.30601/dedikasi.v9i1.5204.
16. Villabona, N., & Cenoz, J. (2021). The integration of content and language in CLIL: a challenge for content-driven and language-driven teachers. Language, Culture and Curriculum, 35, 36 - 50. https://doi.org/10.1080/07908318.2021.1910703.