

ENHANCING UNIVERSITY STUDENTS' MEDIA COMPETENCE VIA
CLIL-BASED FOREIGN LANGUAGE INSTRUCTION: EVIDENCE
FROM ENGLISH LANGUAGE LEARNING

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Introduction

In today's global life and digital change, students are demanded to know not only foreign language but also use media competence. People are required to think more critically, have ability to analyze different information and to be good at communicating in international spheres. That is why media competence has become an important skill of the 21st century.

Learning a foreign language doesn't consist of only grammar and vocabulary—it is often combined with learning subject-specific content. This method is called Content and Language Integrated Learning (CLIL).

This research informs how CLIL-based teaching creates chance university students for improving their media competence during the learning English. It explores that combination language and content supports digital literacy, critical thinking, and cross-cultural communication.

Keywords: CLIL, English language learning, higher education, multimodal communication, digital literacy media competence, subject-specific content.

Theoretical Background

Media competence means not only being able to find, understand, judge,

and create information using different media, but also having ability to think critically and utilize types of media. Today, it can require knowing how to move through digital spaces, read a group number of texts (like videos, images, and posts), and discuss online with safe and ethical way. Kuznetsova (2020) informs that the CLIL approach is useful tool to develop students' media competence, particularly in technical universities where communicative skills are essential.

CLIL (Content and Language Integrated Learning), getting become popular in Europe in the 1990s which share learning a subject with learning a foreign language at the same time. In contrast to traditional language classes, CLIL shows language in real and meaningful contexts. This situation mitigates students to work with complex ideas, deeply thinking, and developing both subject knowledge and language skills. Buchatska et al. (2024) argues that pedagogical universities motivate students to think critically and guide modern information flows more independently. Due to fact that, CLIL is very useful way to introduce media literacy into language learning.

The study uses a mixed-methods approach, combining numbers-based evaluation of students' progress with observation and analysis of classroom practices. The participants were undergraduate students from humanities and social science fields who took CLIL-based English courses with media-related content. Kurniawan (2025) highlight that CLIL is central tactic for developing English language skills in the context of the Industrial Revolution 5.0, preparing students for global competition. Learning materials consists of real media texts such as news articles, ted talks, podcasts, documentaries, social media posts, and academic case studies. Students can practice analyzing sources, finding bias, comparing viewpoints, and presenting their ideas in English, not only speaking, but also writing. Digital tools involving group platforms and multimedia presentations help to increase student engagement with technology.

The study's result shows that CLIL-based instruction presents to substantial improvements in students' media competence. Specifically:

Critical Thinking and Media Analysis

Students have ability to tell reliable sources from unreliable ones, spotting persuasion techniques in media, and understanding both visual and written information more critically.

Multimodal Communication Skills

By using digital tools and multimedia projects, students learned to share ideas with text, images, audio, and video — an important skill for modern study and work.

Language and Content Integration

Students expanded their media and technology vocabulary, gained subject knowledge about global issues, and became more motivated and engaged.

Digital Literacy

Using online tools for group learning helped students use digital platforms better, organize information, and communicate responsibly online.

Conclusion

The study shows that CLIL is an effective way to build media competence in university students learning English. By combining subject knowledge with language practice, it offers real and meaningful learning beyond the classroom. Media competence improves academic results and prepares students for professional success in the digital age. Therefore, universities are encouraged to use CLIL to develop both language skills and media literacy.

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