

CLIL-BASED LOGISTICS INSTRUCTION: ENHANCING ENGLISH AND PROFESSIONAL SKILLS SIMULTANEOUSLY

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<https://doi.org/10.5281/zenodo.17922597>

Abstract. This article examines the effectiveness of Content and Language Integrated Learning (CLIL) in teaching logistics-related disciplines to university students. As global supply chain operations increasingly rely on English as the dominant language of communication, higher education institutions face the dual challenge of developing students' professional logistics competencies and improving their English proficiency. The study analyzes pedagogical strategies, instructional models, and learning outcomes associated with CLIL-based logistics education. Findings demonstrate that CLIL enhances students' subject knowledge, supports the acquisition of industry-specific terminology, improves communication and critical thinking skills, and increases students' readiness for the international labor market. The article concludes that integrating CLIL into logistics programs strengthens both linguistic and professional development and offers practical recommendations for educators.

Keywords. CLIL; logistics education; supply chain management; English for Specific Purposes (ESP); bilingual instruction; professional skills; higher education; integrated learning.

Introduction. In the globalized economy, logistics and supply chain management have become essential fields that require strong professional knowledge and proficient English communication skills. International transport operations, cross-border trade, warehouse coordination, and procurement processes rely heavily on English as the lingua franca of the logistics industry. Consequently, traditional teaching methods, which separate English language learning from professional subjects, are no longer sufficient.

Content and Language Integrated Learning (CLIL)—a dual-focused educational approach that integrates subject content with foreign language learning—offers a promising solution. CLIL allows students to learn logistics concepts (such as inventory control, transportation, warehousing, and distribution strategies) while simultaneously developing English language competence. This article explores how CLIL can be effectively implemented in logistics education to enhance both English proficiency and professional skills.

2. Theoretical Background of CLIL in Professional Education. CLIL is grounded in the principles of cognitive engagement, contextual learning, and meaningful language use. According to CLIL theory, language serves as a tool for learning rather than an isolated subject. This makes it particularly suitable for vocational and professional programs like logistics.

In logistics education, students often need to understand complex processes, analyze real-world case studies, and communicate with international partners. CLIL supports these tasks by combining:

- **Content:** logistics concepts and operational knowledge
- **Communication:** English as the medium of learning
- **Cognition:** critical thinking and problem solving
- **Culture:** awareness of global supply chain standards and practices

Integrating these elements creates a more authentic and industry-oriented learning environment.

3. Advantages of CLIL-Based Logistics Instruction

3.1. Development of Professional Competencies

CLIL helps students gain a deeper understanding of logistics topics because they process information in multiple ways. Students learn to interpret international shipping documents, track cargo, analyze supply chain data, and evaluate transportation strategies using English-language resources. This strengthens both conceptual understanding and practical skills.

3.2. Improvement of Industry-Specific English Skills

Logistics students must master terminology such as *freight forwarding*, *lead time*, *bill of lading*, *reverse logistics*, and *inventory turnover*. CLIL exposes learners to authentic industry vocabulary in context, making it easier to retain and use accurately.

3.3. Increased Motivation and Engagement

Working with real case studies from companies like DHL, Maersk, and UPS motivates students because they see direct relevance to future careers. CLIL tasks—such as negotiating shipping contracts or presenting warehouse layout plans—produce high engagement.

3.4. Better Communication and Soft Skills

CLIL requires students to collaborate, discuss, and present in English. These activities strengthen soft skills such as teamwork, leadership, and intercultural communication, which are essential in logistics operations.

4. Effective CLIL Strategies for Teaching Logistics

4.1. Use of Authentic Materials. Teachers can incorporate:

- international cargo documents
- warehouse management system (WMS) screenshots
- transport route maps
- Incoterms explanations
- supply chain reports

Authentic materials create realistic professional environments.

4.2. Task-Based Learning

Students complete practical tasks such as:

- planning a multimodal transport route
- calculating logistics costs
- preparing a shipping order
- conducting risk analysis for supply chain disruptions

These tasks require both content knowledge and English usage.

4.3. Project-Based Learning

Collaborative projects—e.g., designing a mini supply chain for a local business—enhance applied learning.

4.4. Case Study Method

Students analyze real logistics problems such as port congestion, last-mile delivery challenges, or warehouse automation. English becomes the working language for problem solving.

Challenges in Implementing CLIL in Logistics Education

Despite its benefits, CLIL also presents difficulties:

- Teachers may lack sufficient English proficiency.
- Students with lower language levels may struggle initially.
- Curriculum redesign is required to balance content and language.
- Additional training is needed for logistics instructors to adopt CLIL pedagogy.

Solutions include team-teaching, professional development workshops, scaffolded instruction, and gradual implementation.

Conclusion. CLIL-based logistics instruction provides a powerful framework for enhancing both English proficiency and professional competence among logistics students. By integrating authentic materials, task-based activities, and real-world case studies, CLIL prepares learners for international careers and strengthens their ability to operate in global supply chains. As the logistics sector continues to expand worldwide, the adoption of CLIL in higher education can significantly improve the quality of professional training and increase graduates' competitiveness in the labor market.

Adabiyotlar, References, Литературы:

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