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URGENCH STATE
UNIVERSITY NAMED
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Content & Language
Integrated Learning
International Conference



International CLIL Conference

"Innovating Education: Advancing CLIL
for Global Learning and Collaboration"

BOOK OF ABSTRACTS

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**5th International Content and Language
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BOOK OF ABSTRACTS

**INNOVATING EDUCATION: ADVANCING
CLIL FOR GLOBAL LEARNING
AND COLLABORATION**

EDITED BY
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**BOOK OF ABSTRACTS — INNOVATING EDUCATION: ADVANCING
CLIL FOR GLOBAL LEARNING AND COLLABORATION**

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Foreword

Welcome to the 5th International CLIL Conference! The theme of this year's event, "Innovating Education: Advancing CLIL for Global Learning and Collaboration," aims to bring together researchers, educators, and language professionals to bridge the gap between theory and practice while exploring innovative approaches to applying research findings in diverse educational settings.

The first CLIL conference took place in 2016 in Sarajevo, Bosnia and Herzegovina, with the theme "Understanding CLIL, Celebrating Diversities." The main plenary speaker at the 2016 CLIL conference was Dr. Rick de Graaff from Utrecht University, The Netherlands. At that time, he was the coordinator of the AILA CLIL ReN (Research Networks). The second CLIL conference was organized in 2017 in Almaty, Kazakhstan. The main plenary speaker at the second CLIL conference was Professor David Marsh from the University of Jyväskylä, Finland. He coined the term CLIL in 1994.

In 2023 and 2024, the third and fourth conferences, respectively, transitioned to an online format and were hosted in Tashkent, Uzbekistan. At the 2023 CLIL conference, the main plenary speakers were Dr. Ana Llinares from Universidad Autónoma de Madrid, Spain, and Dr. Letizia Cinganotto from the University for Foreigners of Perugia, Italy. Currently, these two professors are well-known in the CLIL community and both are involved in AILA ReNs. In the 2024 CLIL conference, the main plenary speaker was Dr. Letizia Cinganotto from the University for Foreigners of Perugia, Italy.

This year's fifth conference of 2025, held both in-person and online at Urganch State University in Uzbekistan, marks our first face-to-face gathering since 2017, making this a particularly special event.

Over the past decade, the International CLIL Conference has grown in global recognition, attracting thousands of language educators and researchers, along with renowned academics in the field. This year's event continues that legacy, drawing participants from Central Asia and beyond, showcasing diverse research and insights into CLIL (Content and Language Integrated Learning). We are also pleased to welcome distinguished speakers, including experts from the UAM-CLIL Research Group at Universidad Autónoma de Madrid (Spain), known for their applied linguistic research on CLIL. Dr. Ana Llinares from Universidad Autónoma de Madrid coordinates the UAM-CLIL Research Group.

The mission of the conference remains to provide a multilingual, international platform for the exchange of research, ideas, and best practices in language teaching and development within various linguistic contexts. Thanks to a high number of submissions and a rigorous blind review process, we are able to present a dynamic program that promises stimulating discussions and valuable insights. We extend our gratitude to all contributors for their valuable submissions.

For the first time, this conference is hosted by Urgench State University in collaboration with several partner universities and agencies. We express our deep appreciation for their support and contributions. I would also like to personally thank Dr. Sardor Khodjaniyazov, Rector of Urgench State University, for his continued support and contributions to making the 2025 CLIL Conference a success.

**Dr.Azamat Akbarov Chairperson,
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Integrating Soft Skills into CLIL Textbooks: Magnitude Thinking as a Cognitive Tool

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Material developers should be familiar with how to integrate soft skills into their materials to enhance the learning experience beyond mere content delivery. To this end, this study introduces Magnitude Thinking as a new soft skill that can be systematically incorporated into CLIL (Content and Language Integrated Learning) textbooks. Magnitude Thinking, a cognitive approach that encourages learners to assess scale, impact, complexity, holism, and accuracy, can significantly elevate CLIL pedagogy by fostering critical engagement, deeper comprehension, and strategic reasoning. For effective integration, textbook designers must first understand all five dimensions of Magnitude Thinking: (1) Perception of Scale, ensuring content complexity matches learners' cognitive levels; (2) Assessment of Impact, highlighting real-world relevance of knowledge; (3) Complexity Analysis, helping learners manage linguistic and disciplinary challenges; (4) Holistic Contextualization, promoting interdisciplinary connections; and (5) Accuracy Check, refining precise and evidence-based understanding. By embedding these elements into CLIL materials, material developers can transform passive learning into an active, cognitively engaging process. This study provides a framework for embedding Magnitude Thinking in textbook design, offering practical examples where texts and activities encourage students to analyze the magnitude of a concept, assess its broader implications, and critically evaluate its accuracy. A comparative analysis of existing CLIL materials versus those incorporating Magnitude Thinking reveals that the latter enhances deep learning, problem-solving skills, and interdisciplinary understanding. The findings suggest that incorporating Magnitude Thinking as a core soft skill in CLIL materials can bridge the gap between linguistic proficiency and cognitive development, ensuring that learners not only master content but also develop the analytical mindset necessary for global collaboration and innovation. The study calls for curriculum designers, educators, and policymakers to reconsider how soft skills are embedded in educational resources, advocating for a shift from memorization-based learning to cognitively dynamic and meaningful education. By adopting Magnitude Thinking, CLIL textbooks can evolve beyond traditional models, preparing students to navigate complexity, make informed decisions, and engage critically with global issues. This study contributes to the ongoing discourse on 21st-century education, advocating for pedagogical innovation through the integration of cognitive soft skills in language and content learning.

Keywords: *CLIL, Magnitude Thinking, Soft Skills, Textbook Design, Cognitive Learning, Pedagogical Innovation*