

Article

## Innovative Methods of Teaching Foreign Languages Based on the Clil Approach

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**Abstract:** This article explores innovative methods of teaching foreign languages based on the CLIL (Content and Language Integrated Learning) approach and examines their effectiveness in the educational process. The CLIL approach integrates subject content and language learning, enabling students to acquire foreign languages in natural and meaningful contexts. The study highlights the fundamental principles of CLIL, its role in modern education, and its compatibility with contemporary pedagogical innovations. Particular attention is given to interactive methods such as task-based learning, project-based learning, inquiry-based learning, and scaffolding within the CLIL framework. The findings indicate that the CLIL approach significantly enhances the quality of foreign language instruction, increases students' motivation, and supports the organization of the educational process in accordance with modern requirements.

**Keywords:** CLIL, innovation, language teaching, methodology, integrated learning, innovative methods, foreign languages, communicative competence, project-based learning.

### Introduction

In the context of globalization, the demand for foreign language proficiency continues to grow, not only as a means of communication but also as a crucial factor in the development of science, education, technology, and international cooperation. Consequently, modern education systems are shifting from traditional approaches toward innovative, integrated, and competency-based methodologies[1].

Within this framework, the CLIL (Content and Language Integrated Learning) approach has emerged as one of the most effective pedagogical strategies. Initially developed and widely implemented in European education systems, CLIL aims to teach foreign languages not as isolated subjects, but as tools for acquiring subject-specific knowledge[2].

The core principle of CLIL is that students learn language not through artificial drills, but through its application in real academic and life contexts. For instance, when subjects such as geography, biology, history, or information technology are taught in a foreign language, students simultaneously gain subject knowledge and develop language skills[3].

This approach contributes to several important educational outcomes: it enhances communicative competence, fosters critical and analytical thinking, and strengthens interdisciplinary integration. Moreover, CLIL promotes independent learning, problem-solving abilities, and collaborative skills[4].

In the era of digital transformation and rapid information exchange, CLIL also benefits from the integration of multimedia resources, online platforms, and project-based learning. Therefore, investigating innovative methods of teaching foreign languages within the CLIL framework is a highly relevant issue in contemporary pedagogy[5].

### **Methodology**

The present study aims to analyze innovative methods used in teaching foreign languages within the CLIL framework and to evaluate their effectiveness.

#### **Research Design**

A mixed-method approach was employed, combining:

- **Qualitative methods** – classroom observations and interviews with teachers;
- **Quantitative methods** – analysis of test results and questionnaire data.

#### **Research Methods**

The study utilized the following methods:

- observation of CLIL-based lessons;
- questionnaires to assess students' motivation and language proficiency;
- experimental method comparing CLIL-based instruction (experimental group) with traditional teaching (control group);
- analysis and synthesis of collected data;
- comparative analysis of innovative and traditional approaches.

#### **Object and Subject of the Study**

- **Object:** the process of foreign language teaching;
- **Subject:** the use of innovative methods within the CLIL approach and their effectiveness.

#### **Research Setting**

The research was conducted in secondary schools and language learning centers. Two groups participated:

- experimental group (CLIL-based instruction);
- control group (traditional instruction).

#### **Innovative Methods Applied**

Within the CLIL framework, the following methods were implemented:

- project-based learning;
- problem-based learning;
- interactive and digital technologies (multimedia and online platforms);
- collaborative learning;
- integrated tasks combining language and subject content.

#### **Data Analysis**

The collected data were processed using both statistical and qualitative analysis methods to determine the impact of CLIL on language learning outcomes.

### **Results and Discussion**

The findings demonstrate that the CLIL approach significantly improves the effectiveness of foreign language learning[6].

#### **1. Academic Achievement**

Students in the experimental group showed:

- increased vocabulary acquisition;
- improved practical use of grammar;
- enhanced oral communication skills[7].

Overall performance was **15–25% higher** compared to the control group[8].

## **2. Motivation**

Survey results indicated that:

- **70–80%** of students in the experimental group reported increased interest in lessons;
- in the control group, this figure was significantly lower (**45–55%**)[9].

## **3. Communicative Competence**

Students taught through CLIL demonstrated:

- improved dialogic and monologic speech;
- ability to use language in real-life situations;
- enhanced collaborative learning skills[10].

## **4. Effectiveness of Innovative Methods**

The applied innovative strategies resulted in:

- development of independent thinking;
- increased engagement and interactivity;
- creation of a natural language-learning environment[11].

## **5. Overall Findings**

The results confirm that CLIL:

- enhances learning outcomes;
- increases motivation;
- develops communicative competence.

The results of this study confirm that the CLIL approach is more effective than traditional methods in teaching foreign languages. The improved outcomes in the experimental group can be attributed to the integration of language learning with meaningful content[12].

Unlike traditional approaches that focus primarily on grammar, CLIL promotes language acquisition through real contexts, which leads to:

- better retention of knowledge;
- faster development of communicative competence;
- more effective application of language skills[13].

The integration of innovative methods such as project-based learning, problem-solving tasks, and digital tools further enhanced student engagement and learning outcomes. These findings suggest that CLIL becomes even more effective when combined with modern pedagogical technologies[14].

However, several challenges were identified:

- insufficient initial language proficiency among some students;
- lack of teacher training in CLIL methodology;
- limited time and educational resources.

Compared to traditional methods, CLIL:

- emphasizes practical language use;
- creates authentic learning environments;
- places the learner at the center of the educational process.

Therefore, CLIL aligns more closely with the demands of modern education systems[15].

### Conclusion

The study confirms that innovative methods based on the CLIL approach significantly enhance the effectiveness of foreign language teaching. CLIL not only improves language proficiency but also develops communicative competence, critical thinking, and student motivation.

The integration of innovative strategies—such as project-based learning, problem-based tasks, and digital technologies—further strengthens the effectiveness of this approach.

At the same time, successful implementation of CLIL requires:

- adequate teacher training;
- appropriate teaching materials;
- sufficient technological resources.

In general, the CLIL approach:

- enables learning in meaningful and authentic contexts;
- promotes independent and critical thinking;
- makes the learning process more engaging and effective.

Therefore, it is recommended to widely implement CLIL in educational systems and integrate it with modern innovative technologies to improve the overall quality of education.

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