



## ALTERNATIVE WAYS OF TEACHING IN CLIL: INNOVATIVE APPROACHES IN LANGUAGE AND CONTENT LEARNING

*Author: Gulirano Subxonova Otamurodovna*

*Chirchik State Pedagogical University, Faculty of Tourism, Foreign  
Language and Literature, 1st year Master's Degree Student*

*Email: gulira'nosubxonova2001@gmail.com*

*Phone: +998936543525*

### Abstract

Content and Language Integrated Learning (CLIL) has become an essential pedagogical approach in bilingual education, combining subject knowledge with language development. While traditional teaching methods are effective, alternative approaches such as project-based learning, gamification, flipped classroom, and mobile-assisted learning have been shown to enhance student engagement, motivation, and learning outcomes. This study explores the effectiveness of these alternative methods in CLIL classrooms, focusing on their impact on language acquisition, content comprehension, and critical thinking skills. Mixed-method research, including classroom observations, surveys, and interviews, reveals that integrating innovative teaching strategies into CLIL significantly improves learner outcomes and prepares students for real-world bilingual contexts.

Keywords: CLIL, Alternative Teaching Methods, Innovative Learning, Bilingual Education, Student Engagement

### Introduction

CLIL integrates language learning with subject content, enabling students to develop communicative competence while mastering disciplinary knowledge. Traditional approaches in CLIL classrooms often rely on teacher-centered lectures,



textbook exercises, and standard assessments. However, the increasing demand for learner-centered education has prompted educators to adopt alternative teaching strategies. These approaches aim to enhance active participation, critical thinking, and practical application of knowledge, ensuring that students are not only linguistically competent but also capable of applying their subject knowledge effectively.

Alternative teaching methods, including project-based learning, gamification, flipped classroom, and mobile-assisted learning, offer diverse pathways for integrating content and language. They allow students to engage with authentic materials, collaborate in problem-solving, and develop higher-order cognitive skills. This study investigates the role of these alternative methods in CLIL classrooms, analyzing their effectiveness in improving both language proficiency and subject understanding.

### Literature Review

The CLIL framework emphasizes the integration of Content, Communication, Cognition, and Culture (Coyle, Hood, & Marsh, 2010). Research indicates that while traditional CLIL methods are effective, incorporating innovative teaching strategies enhances learner outcomes (Dalton-Puffer, 2011).

Project-Based Learning (PBL) encourages students to engage in real-world tasks, fostering collaborative skills and problem-solving abilities (Thomas, 2000). In CLIL contexts, PBL allows learners to apply language in authentic scenarios, strengthening both content knowledge and English proficiency.

Gamification uses game design elements in learning environments, increasing motivation and engagement (Deterding et al., 2011). CLIL students exposed to gamified activities demonstrate improved vocabulary retention, active participation, and positive attitudes toward learning.



Flipped Classroom models reverse traditional instruction by delivering content outside of class and focusing on interactive activities during lessons (Bergmann & Sams, 2012). In CLIL, this method maximizes classroom time for communicative practice and content exploration.

Mobile-Assisted Language Learning (MALL) leverages smartphones, tablets, and digital platforms to support language learning anywhere (Kukulska-Hulme, 2012). CLIL students benefit from MALL through access to authentic materials, interactive exercises, and immediate feedback.

Despite their potential, implementing alternative methods requires teacher training, resource development, and careful alignment of learning objectives (Banegas, 2012; Pavón & Ellison, 2013).

### Methodology

A mixed-method research design was employed to evaluate the effectiveness of alternative teaching methods in CLIL classrooms.

Participants: 36 second-year students enrolled in the Biology Teaching Methodology program at Chirchik State Pedagogical University.

#### Data Collection Instruments:

- Classroom observations to monitor engagement, interaction, and language use
- Pre- and post-surveys to measure student perceptions, motivation, and satisfaction
- Semi-structured interviews to gather qualitative insights regarding learning experiences

#### Procedure:



1. CLIL lessons were implemented using project-based learning, gamification, flipped classroom, and mobile-assisted tasks.

2. Lessons spanned one semester and integrated topics such as cell biology, ecology, and genetics.

3. Activities included collaborative projects, gamified quizzes, flipped video tasks, and mobile-supported research exercises.

Quantitative data were analyzed using descriptive statistics, while qualitative data from interviews and observations were coded thematically to identify trends and patterns.

### Results

Analysis of data revealed significant improvements in student engagement, motivation, and learning outcomes. Key findings include:

- **Project-Based Learning:** Students demonstrated higher collaboration, critical thinking, and ability to present content in English.
- **Gamification:** Learners showed increased vocabulary retention, participation, and enjoyment during lessons.
- **Flipped Classroom:** Students were better prepared for in-class activities, resulting in more meaningful discussions and application of content knowledge.
- **Mobile-Assisted Learning:** Access to digital resources facilitated independent learning, comprehension of complex concepts, and timely feedback.

Surveys indicated that 88% of participants preferred alternative methods over traditional lectures. Interviews highlighted that students felt more confident using English for academic and scientific communication.



## Discussion

The results confirm that alternative teaching methods in CLIL enhance both language and content learning. By creating interactive and authentic learning environments, these strategies foster motivation, engagement, and critical thinking.

Integrating PBL and gamification promotes active participation and collaboration, while flipped classroom and MALL provide flexibility and additional learning opportunities. These findings align with previous research emphasizing learner-centered approaches as more effective than traditional, teacher-centered instruction (Dalton-Puffer, 2011; Bergmann & Sams, 2012).

Teachers should consider combining multiple alternative methods to cater to diverse learning styles and maximize student outcomes. Effective implementation requires proper planning, access to resources, and ongoing professional development.

## Pedagogical Implications

1. Curriculum Design: Incorporate diverse, learner-centered activities in CLIL syllabi.
2. Teacher Training: Provide professional development focused on innovative teaching methods.
3. Resource Development: Develop materials suitable for gamified, flipped, and mobile-assisted tasks.
4. Assessment: Employ formative assessment techniques that evaluate both language proficiency and content mastery.
5. Student Engagement: Promote collaboration, creativity, and critical thinking through alternative teaching strategies.



## Limitations and Future Research

This study was conducted with a single cohort over one semester, limiting generalizability. Future research should:

- Explore long-term effects of alternative methods in multiple institutions
- Investigate differences in outcomes based on student language proficiency
- Examine technology-enhanced CLIL approaches using virtual labs, apps, and online platforms

## Conclusion

Alternative teaching methods in CLIL classrooms, including project-based learning, gamification, flipped classrooms, and mobile-assisted learning, significantly enhance student engagement, language acquisition, and content comprehension.

These strategies prepare students for bilingual education and real-world applications. Institutions are encouraged to integrate innovative pedagogical approaches, provide teacher training, and develop suitable resources to optimize learning outcomes in CLIL environments.

## References

1. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
2. Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to theory? *Annual Review of Applied Linguistics*, 31, 182–204.
3. Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation.



4. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining “gamification”. Proceedings of the 15th International Academic MindTrek Conference, 9–15.

5. Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education.

6. Kukulska-Hulme, A. (2012). Language learning defined by time and place: A framework for next generation designs. In *Mobile Learning*, Springer, 1–13.

7. Banegas, D. L. (2012). CLIL in Non-English-Speaking Contexts: Teacher Training Issues. *Latin American Journal of Content and Language Integrated Learning*, 5(1), 45–62.

8. Pavón, V., & Ellison, M. (2013). Teacher Training and CLIL Implementation. *Language Learning Journal*, 41(2), 123–138.