CONTEMPORARY METHODS FOR TEACHING FOREIGN LANGUAGES IN NON-PHILOLOGICAL DISCIPLINES

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Abstract. In an increasingly globalized world, the demand for foreign language proficiency among professionals in non-linguistic fields has grown significantly. This study examines contemporary methods for teaching foreign languages in non-language disciplines, emphasizing innovative pedagogical approaches that enhance language acquisition in specialized contexts. The research explores content and language integrated learning (CLIL), task-based language teaching (TBLT), digital tools, and communicative strategies tailored to non-philological education. A mixed-methods approach was employed, combining qualitative analysis of instructional strategies with quantitative assessment of student outcomes. The findings indicate that integrating language learning with subject-specific content improves motivation, comprehension, and retention. Digital learning tools, such as AI-driven platforms and immersive technologies, further enhance engagement and practical application. The study highlights the importance of adapting teaching methodologies to meet the specific needs of students in fields such as engineering, law, medicine, and business. However, challenges such as curriculum integration, faculty training, and assessment standardization remain. The research contributes to the growing body of literature on interdisciplinary language education, offering insights for educators, policymakers, and curriculum developers. Practical implications include recommendations for incorporating foreign language instruction into non-language disciplines through blended learning, project-based activities, and professional communication training. Social implications highlight the role of multilingual competence in fostering global

collaboration and career advancement. Future research should explore long-term impacts of these methods on professional language proficiency and career outcomes.

Keywords: Foreign language teaching, non-linguistic disciplines, CLIL, task-based learning, digital tools, communicative strategies, interdisciplinary education, multilingual competence, professional communication, language acquisition.

INTRODUCTION

In today's interconnected world, the ability to communicate in multiple languages has become an essential skill across various professional fields. While foreign language education has traditionally been the domain of philological studies, there is an increasing need to integrate language learning into non-language disciplines such as engineering, medicine, law, and business. This shift is driven by globalization, international collaboration, and the demand for multilingual professionals in diverse industries. However, traditional language teaching methods often fail to address the specific needs of students in these fields, necessitating the development of contemporary, discipline-specific approaches.

This study explores modern methods for teaching foreign languages in non-language disciplines, focusing on approaches that enhance language acquisition while maintaining subject-specific relevance. In particular, the research examines content and language integrated learning (CLIL), task-based language teaching (TBLT), and digital learning tools, all of which aim to improve both linguistic competence and professional communication skills. Additionally, communicative strategies and interdisciplinary teaching methods are analyzed to assess their effectiveness in fostering practical language use.

The primary objectives of this study are to (1) evaluate the effectiveness of contemporary foreign language teaching methods in non-linguistic fields, (2) identify key challenges and limitations in implementing these methods, and (3) propose strategies to enhance language learning outcomes in specialized disciplines. The

central hypothesis of this research is that integrating foreign language instruction with subject-specific content leads to improved motivation, comprehension, and retention among learners.

By addressing these objectives, this study contributes to the ongoing discussion on interdisciplinary language education, providing valuable insights for educators, curriculum developers, and policymakers. The findings will highlight best practices for foreign language instruction in non-language disciplines and offer recommendations for optimizing language learning in professional and academic settings.

METHODS

This study employs a mixed-methods research design, integrating both quantitative and qualitative approaches to analyze the effectiveness of contemporary methods for teaching foreign languages in non-language disciplines. The study combines experimental classroom interventions with surveys and interviews to assess teaching methodologies.

The research is a longitudinal study conducted over two academic semesters (12 months) from September 2023 to August 2024 in various non-language disciplines, including engineering, medicine, law, and business.

Inclusion and Exclusion Criteria

- Inclusion Criteria:
  - University students enrolled in non-language disciplines.
  - Courses that include an integrated foreign language component.
  - Educators who implement contemporary foreign language teaching methods.
- Exclusion Criteria:
  - Students majoring in linguistics or philology.
  - Courses where foreign language instruction is not incorporated.
  - Participants with prior bilingual education.

A total of 200 students and 20 instructors from five universities participated. The sample was selected using purposive sampling to ensure representation from various disciplines.

Participants were divided into four groups, each exposed to a different language teaching method:

- *Group A:* Content and Language Integrated Learning (CLIL).
- *Group B:* Task-Based Language Teaching (TBLT).
- *Group C:* Digital Learning Tools (AI-driven platforms, virtual simulations).
- *Group D:* Traditional Lecture-Based Learning (Control Group).

Each group attended two 90-minute language-integrated sessions per week for one semester (16 weeks).

RESULTS

Surveys and Questionnaires

Pre- and post-study surveys measured students' attitudes, motivation, and perceived language competence.

Language Proficiency Tests

Standardized tests assessed improvements in reading, writing, speaking, and listening skills.

Interviews and Focus Groups

In-depth interviews with instructors and focus group discussions with students provided qualitative insights.

Data Processing and Analysis

- Quantitative Data: Statistical analysis was conducted using SPSS 27, employing:
  - Descriptive statistics (mean, standard deviation).
  - Paired t-tests to measure performance differences before and after the intervention.
  - ANOVA to compare outcomes across groups.
- Qualitative Data: Thematic analysis was applied to interview and focus group transcripts using NVivo 12.

Ethical approval was obtained from the participating institutions, and informed consent was collected from all participants. Anonymity and confidentiality were maintained throughout the study.

1. Language Proficiency Improvements

1.1. Pre- and Post-Test Comparisons

A comparative analysis of pre- and post-test scores revealed a significant improvement in language proficiency across all experimental groups. The control group (traditional lecture-based learning) showed minimal progress.

Group	Pre-Test Mean Score (%)	Post-Test Mean Score (%)	Improvement (%)
CLIL	52.3 ± 4.2	78.6 ± 3.9	+26.3
TBLT	50.1 ± 5.1	74.9 ± 4.3	+24.8
Digital	49.8 ± 3.9	76.2 ± 3.7	+26.4
Control	51.5 ± 4.6	55.7 ± 4.2	+4.2

A one-way ANOVA indicated statistically significant differences between groups ($p < 0.01$). Post-hoc Tukey tests confirmed that CLIL and digital learning groups achieved the highest improvements.

1.2. Skill-Based Breakdown

Analysis of language skills showed that:

- Listening and speaking skills improved most in CLIL and digital learning groups (average +30.2%).
- Writing and reading skills showed the most improvement in TBLT (average +27.5%).
- The control group had no statistically significant gains in speaking skills ($p = 0.12$).

2. Student Motivation and Engagement

2.1. Survey Results

Post-intervention surveys measured student engagement and motivation using a 5-point Likert scale (1 = very low, 5 = very high).

Aspect	CLIL	TBLT	Digital	Control
Motivation Increase	4.6	4.3	4.7	2.8
Perceived Difficulty Reduction	4.1	3.9	4.3	3.0
Willingness to Continue	4.8	4.5	4.9	3.2

Kruskal-Wallis tests confirmed significant differences in motivation scores between experimental and control groups ($p < 0.001$).

2.2. Focus Group Insights

Qualitative analysis from focus groups (N = 40) revealed:

- CLIL students appreciated real-world content applications.
- TBLT students valued interactive, problem-solving activities.
- Digital learners enjoyed AI-assisted tools and gamified learning.
- Control group students found traditional methods unengaging.

3. Instructor Perspectives

3.1. Interview Findings

Interviews with instructors (N = 20) highlighted:

- 90% favored CLIL and digital learning for real-world application.
- 85% noted increased student participation in TBLT classes.
- Traditional lecture-based instruction was considered ineffective by 75% of instructors.

4. Challenges and Limitations

4.1. Common Challenges

- CLIL: Difficulty in curriculum integration.
- TBLT: Requires extensive instructor training.
- Digital Learning: Technology access issues in some institutions.

4.2. Limitations of the Study

- The study was limited to five universities, restricting generalizability.
- Self-reported motivation scores may introduce response bias.
- Further research should explore long-term retention beyond one academic year.

DISCUSSION

1. Interpretation of Results

The findings of this study demonstrate that contemporary teaching methods, particularly Content and Language Integrated Learning (CLIL), Task-Based Language Teaching (TBLT), and Digital Learning Tools, significantly enhance foreign language acquisition in non-language disciplines. The CLIL and digital learning groups showed the highest proficiency gains, supporting previous research indicating that content-driven instruction and technology-enhanced learning are effective in fostering language development in specialized fields. [1]

The control group, which followed traditional lecture-based methods, showed only minimal progress in language proficiency, reinforcing the idea that passive learning approaches are insufficient for language acquisition in non-language disciplines. [2]

1.1. Skill-Specific Findings

- Listening and speaking skills improved most in CLIL and digital learning groups, suggesting that authentic content exposure and interactive digital tools help students develop real-world communication abilities.
- Writing and reading skills were strongest in TBLT, aligning with studies that emphasize structured, goal-oriented tasks as an effective means of developing literacy skills. [3]

These results align with Krashen's Input Hypothesis, which states that language learning occurs effectively when learners are exposed to comprehensible input in meaningful contexts. [4]

2. Comparison with Previous Studies

Our results confirm findings from several recent studies on language integration in non-linguistic subjects:

- Dalton-Puffer found that CLIL programs significantly enhance domain-specific vocabulary acquisition, which is consistent with our data showing a 26.3% improvement in proficiency scores. [5]

- Kukulska-Hulme & Shield emphasized the role of digital tools in personalized learning, supporting our observation that students in digital learning environments showed high engagement and motivation (4.7/5 on the Likert scale). [6]

- Ellis & Shintani argue that task-based learning fosters problem-solving skills and deepens language retention, which aligns with our findings that TBLT participants demonstrated the most improvement in writing and reading comprehension. [7]

3. Significance of Findings

The results suggest that integrating contemporary language teaching strategies into non-language disciplines enhances both subject comprehension and foreign language proficiency. This has major implications for higher education, particularly in fields such as engineering, law, and medicine, where multilingual communication is essential.

Furthermore, the study supports the Communicative Language Teaching (CLT) framework, which prioritizes interaction and real-world application over rote memorization. [8] Our data indicate that interactive, context-driven methods yield better results than traditional approaches, reinforcing the shift toward student-centered learning models.

4. Unexpected Results and Possible Explanations

Although expected, one surprising outcome was that students in the digital learning group performed nearly as well as CLIL students, despite concerns about potential distractions from technology. This suggests that adaptive digital tools and AI-driven platforms can simulate immersive language environments, making technology-based learning a viable alternative to traditional classroom settings.

Additionally, while motivation increased in all experimental groups, some students in the TBLT group reported frustration due to the increased cognitive demands of task-based learning. This aligns with Swain's Output Hypothesis, which suggests that

pushing learners to produce language under real-world conditions can be challenging but ultimately beneficial for language acquisition. [9]

5. Implications for Future Research and Practice

The findings highlight several key areas for future research and pedagogical application:

- Expanding CLIL-based methodologies to ensure subject instructors receive adequate training in language integration techniques.
- Further investigation into long-term retention to assess how well students retain their language skills beyond the academic year.
- Exploring hybrid models that combine digital learning tools with traditional classroom methods to optimize results.

6. Limitations of the Study

While the study provides valuable insights, certain limitations should be acknowledged:

- The research was conducted in five universities, which may limit generalizability across different educational contexts.
- Self-reported motivation scores could be affected by response bias.
- Long-term impact was not measured, meaning additional studies are needed to determine whether proficiency gains are sustained over time.

CONCLUSION

This study confirms that contemporary methods—especially CLIL, TBLT, and digital learning—significantly improve foreign language proficiency in non-language disciplines. The findings support a pedagogical shift toward interactive, technology-enhanced, and content-driven instruction, demonstrating that traditional lecture-based teaching is no longer sufficient for effective language acquisition in specialized fields. By incorporating modern language teaching strategies, universities can better prepare students for the demands of a multilingual workforce, fostering both linguistic and professional competencies.

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