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CLIL AND MEDIA: ENHANCING LANGUAGE LEARNING THROUGH CULTURAL CONTEXTS

Annotation. This study examines the integration of digital media in CLIL (Content and Language Integrated Learning) classrooms, focusing on its impact on language acquisition, cultural learning, and student engagement. Through a systematic literature review of 11 peer-reviewed sources, the research identifies key themes in media-enhanced linguistic development, intercultural competence, and pedagogical challenges. The findings confirm that audiovisual resources significantly improve vocabulary retention, pronunciation, and comprehension while fostering cultural awareness through authentic linguistic exposure. However, issues such as teacher preparedness, accessibility of media resources, and assessment challenges remain significant barriers. The study highlights the need for structured teacher training programs, innovative digital learning frameworks, and updated evaluation models to optimize media-enhanced CLIL instruction. The research contributes to the growing discourse on digital education in multilingual learning environments, offering recommendations for effective media integration strategies and future research directions.

Keywords: CLIL; media integration; digital learning; multilingual education; cultural competence; linguistic development; student engagement; pedagogical strategies.

Introduction

In recent years, Content and Language Integrated Learning (CLIL) has gained significant recognition as a pedagogical approach that fosters both subject-specific knowledge and language acquisition. Unlike traditional language instruction, which often isolates linguistic structures from meaningful context, CLIL integrates language learning with real-world subject content, offering students an immersive educational experience. This method has been widely implemented in multilingual and bilingual educational settings, particularly in Europe and Asia, where it supports the simultaneous development of content knowledge and linguistic proficiency. However, while the theoretical foundation of CLIL is well established, its practical implementation continues to evolve, particularly with the rise of digital media as an instructional tool.

The integration of media-based resources such as television series, blogs, podcasts, and digital platforms into CLIL instruction has led to new pedagogical opportunities for engaging learners in authentic linguistic and cultural experiences. Research suggests that media-enhanced CLIL classrooms enable students to develop stronger comprehension skills, contextual language awareness, and cultural sensitivity. By exposing learners to natural speech patterns, idiomatic expressions, and discourse strategies, media creates a more dynamic and interactive learning environment. Studies indicate that students who engage with audiovisual materials in CLIL classrooms retain vocabulary more effectively and demonstrate improved pragmatic competence, as these materials present language in its natural, communicative context [1]. Furthermore, digital media enhances multimodal learning, allowing students to combine visual,



auditory, and textual inputs, which has been shown to support higher cognitive engagement and retention [2].

One of the primary contributions of media in CLIL is its role in cultural immersion. Traditional language textbooks often present standardized and decontextualized dialogues, which may not adequately reflect the linguistic and cultural diversity of real-world interactions. In contrast, TV programs, films, and social media content provide students with exposure to authentic cultural expressions and communicative norms, fostering intercultural competence [3]. Moreover, the increasing accessibility of digital learning platforms has facilitated student-driven learning, enabling learners to engage with media content independently outside the classroom, thereby reinforcing their linguistic and cultural awareness [4].

Given these developments, there is a growing need to explore theoretical and empirical perspectives on how media supports language acquisition and cultural understanding within CLIL settings. Researchers have analyzed the impact of audiovisual input on language retention, the role of scaffolding strategies in media-based learning, and the effectiveness of interactive tasks that accompany digital content [5]. Studies show that a well-structured integration of media resources in CLIL instruction enhances both linguistic and cognitive learning outcomes, supporting critical thinking, contextualized language use, and learner autonomy [6].

This study seeks to examine the pedagogical implications of media-enriched CLIL by synthesizing insights from recent research on digital media integration in bilingual education. By reviewing empirical studies and theoretical frameworks, the study aims to assess how media enhances both linguistic and cultural learning outcomes in CLIL-based instruction. . By synthesizing recent academic findings, this review provides insights into the pedagogical benefits of incorporating media into CLIL methodologies and explore its implications for multilingual education.

Methodology

This study adopts a systematic literature review approach to explore the role of media integration in CLIL-based instruction, examining how digital resources, audiovisual tools, and interactive platforms contribute to language and subject-based learning. By analyzing 12 peer-reviewed studies published between 2016 and 2024, the research provides a comprehensive synthesis of empirical findings and theoretical discussions regarding the effectiveness of media-enhanced CLIL methodologies. The review also highlights pedagogical strategies, cultural learning outcomes, and the role of technological adaptation in contemporary CLIL environments.

The research methodology was structured into three main phases. First, relevant literature was identified, selecting peer-reviewed journal articles, books, and conference proceedings that focus on media-driven CLIL instruction across various educational settings. Second, the sources were thematically categorized into three core areas: language acquisition and comprehension in CLIL, cultural immersion and contextualized learning through media and technological challenges and teacher preparedness. Finally, a thematic analysis and synthesis of these categorized sources was conducted to derive conclusions about the pedagogical implications, benefits, and challenges of integrating media into CLIL instruction.

Selection of literature

The inclusion criteria were designed to ensure a balanced and comprehensive selection of sources:

1. CLIL-specific studies – Research discussing the theoretical and methodological aspects of CLIL-based instruction [6; 7].
2. Media integration in language learning – Studies analyzing how audiovisual content, TV shows, podcasts, and digital platforms enhance language comprehension [1; 2; 3].
3. Empirical research on student outcomes – Investigations into the role of digital resources in improving vocabulary retention, pronunciation, and cultural competence [5; 8; 9].



The literature search was conducted using academic databases such as Google Scholar, ResearchGate, and university repositories, prioritizing sources that provide empirical evidence on media's role in CLIL instruction. A mix of qualitative and quantitative studies was included to offer a comprehensive perspective on pedagogical strategies, technological advancements, and student engagement in media-enhanced CLIL settings.

Data Collection and Analysis

A thematic analysis was conducted to classify research findings into three key domains. First, linguistic development in media-based CLIL was explored, with studies confirming that multimodal learning enhances comprehension, discourse analysis, and vocabulary retention by exposing learners to authentic speech patterns and cultural contexts [2; 8]. Additionally, research highlighted the role of video-based scaffolding in improving pronunciation accuracy and contextualized grammar acquisition [3]. Second, cultural learning through digital media was examined, showing that interactive and visual content facilitates student engagement with cultural nuances in real-world communication [1; 9]. CLIL classrooms incorporating documentaries, TV shows, and podcasts demonstrated higher levels of pragmatic language understanding and cultural awareness [6]. Lastly, implementation challenges and future considerations were identified, including teacher training gaps, technological disparities, and curriculum adaptation barriers that hinder the effective integration of media in CLIL [5]. Despite these challenges, studies suggest structured instructional frameworks and professional development programs to optimize media-enhanced CLIL methodologies [7].

Results

The findings of this study are derived from an extensive systematic literature review of 11 peer-reviewed sources, analyzing the integration of media in CLIL-based instruction. The results are categorized into three major themes: (1) Linguistic Development through Media-Based CLIL, (2) Cultural Learning and Immersion in Media-Driven CLIL Classrooms, and (3) Challenges and Pedagogical Considerations in Implementing Media in CLIL. The synthesis of these studies provides a comprehensive evaluation of how digital and audiovisual media enhance CLIL methodologies, improve student engagement, and contribute to deeper language learning and cultural understanding.

Numerous studies confirm that media-enriched CLIL instruction leads to superior language acquisition outcomes, particularly in vocabulary retention, listening comprehension, and syntactic awareness [2;8]. The integration of authentic media resources such as TV shows, films, and podcasts provides contextualized exposure to the target language, which reinforces lexical acquisition and deepens syntactic awareness [3]. Learners benefit from repetitive auditory input, allowing them to develop natural speech recognition patterns and faster word retrieval in spoken discourse [6].

Research highlights that students who engage with multimedia-based CLIL lessons exhibit significantly improved listening comprehension skills compared to those in traditional CLIL settings. Audiovisual input supports real-time processing of spoken language, improving learners' ability to decode complex sentence structures, idiomatic expressions, and discourse markers [1]. Furthermore, the incorporation of interactive subtitles and transcript-based exercises in CLIL classrooms fosters a dual-processing approach, allowing learners to synchronize written and spoken input for enhanced retention [4].

Empirical evidence suggests that students who engage with digital media content demonstrate significant pronunciation improvements, largely due to the repeated exposure to native speech models and phonetic variation [5]. Studies indicate that video-based learning environments, particularly those featuring native speakers, enhance students' phonological accuracy, stress patterns, and intonation control.

In addition to listening and pronunciation benefits, research shows that CLIL learners engaged with digital storytelling platforms produce more cohesive and contextually appropriate



oral presentations [8]. This is attributed to the modeling of narrative structures in digital content, which provides a framework for learners to organize their speech logically and express ideas fluently [3].

A key finding from multiple studies is that digital media plays an instrumental role in fostering cultural awareness in CLIL settings. Compared to traditional CLIL textbooks, media-enriched instruction provides students with real-world exposure to sociocultural norms, intercultural pragmatics, and communicative etiquette [6;9]. Research confirms that students learning through culturally embedded audiovisual content exhibit a greater understanding of conversational implicature, cultural references, and non-verbal communication cues [1].

Findings from Diab [10] further support this, demonstrating that EFL student teachers exposed to culturally immersive CLIL instruction developed stronger interpretative skills regarding cultural symbolism and language variation across contexts. This aligns with research by Gómez-Parra [2], which shows that TV series, vlogs, and films allow learners to engage with regional accents, humor, and social discourse, ultimately enhancing their ability to navigate intercultural interactions.

Studies emphasize that one of the primary advantages of media-based CLIL is its ability to provide learners with pragmatic language input that mirrors authentic communicative settings [3]. Traditional language materials often present oversimplified dialogues, whereas media-driven instruction exposes learners to variations in speech formality, register shifts, and implicit meaning negotiation [8]. This contributes to the development of pragmalinguistic competence, as students learn how to appropriately use politeness markers, discourse strategies, and situationally relevant vocabulary [2].

Furthermore, research suggests that students in CLIL classrooms incorporating digital media develop stronger adaptability skills when engaging with different linguistic registers [5]. Online forums, interactive discussion panels, and social media platforms used in CLIL programs allow students to observe and engage in real-world discussions, fostering critical thinking and negotiation of meaning in multilingual environments [11].

Despite the pedagogical benefits of media-driven CLIL, studies indicate that one of the biggest barriers to implementation is the lack of structured teacher training programs [4; 9]. Many educators report difficulties in designing lesson plans that effectively integrate digital media into CLIL instruction, leading to inconsistent pedagogical strategies and ineffective classroom management [7]. Findings from Sudarso [5] highlight the need for targeted professional development initiatives, equipping teachers with media literacy skills and scaffolding techniques to optimize digital learning.

Another significant challenge is the digital divide among educational institutions, particularly in regions where technological resources are limited. Research highlights that while well-funded institutions can provide learners with AI-driven language tools, virtual reality simulations, and adaptive multimedia platforms, under-resourced schools often struggle with basic digital infrastructure, internet connectivity, and media availability [6; 8]. This inequality creates learning disparities, as students without access to digital CLIL resources may receive a less immersive educational experience [2].

A recurring concern in media-based CLIL is the risk of passive learning, where students consume media content without actively engaging in language production or analysis [1]. Research suggests that educators must implement structured scaffolding techniques, such as guided listening tasks, comprehension exercises, and interactive role-playing activities, to ensure that media consumption translates into meaningful language acquisition [3].

The results of this study confirm that media-based CLIL instruction significantly enhances students' language comprehension, vocabulary retention, and pronunciation accuracy. Empirical research demonstrates that audiovisual and digital resources provide rich linguistic input, improving students' fluency, speech recognition, and discourse competence. Additionally,



media-driven CLIL supports cultural learning, allowing learners to develop intercultural sensitivity, pragmatic awareness, and communicative adaptability.

However, challenges persist in terms of teacher preparedness, technological access, and pedagogical structuring of media-based activities. Research emphasizes the importance of professional development programs, investment in digital infrastructure, and innovative assessment models to optimize media-enhanced CLIL instruction.

By synthesizing evidence from multiple empirical and theoretical studies, this research provides a comprehensive evaluation of media's role in CLIL, offering insights into effective strategies, potential barriers, and future research directions.

Discussion

The findings of this study provide a comprehensive analysis of how media integration in CLIL classrooms enhances language learning, cultural competence, and student engagement. The results confirm that audiovisual and digital resources significantly contribute to language retention, comprehension, and pronunciation accuracy while also fostering intercultural sensitivity and pragmatic awareness. However, despite these advantages, the study highlights several pedagogical and technological challenges that require further attention. This section discusses the broader implications of media-enhanced CLIL instruction, addressing pedagogical strategies, technological adaptation, teacher training needs, and future directions for research and policy development.

One of the most significant contributions of media-based CLIL instruction is its ability to facilitate multimodal learning, combining visual, auditory, and interactive input to reinforce language acquisition. Research confirms that learners process and retain linguistic information more effectively when exposed to multiple modalities, as video content, digital storytelling, and interactive simulations create immersive learning environments [2; 3]. Unlike traditional textbook-centered approaches, media-driven instruction engages multiple cognitive pathways, improving memory consolidation and deeper language processing [1].

Additionally, findings suggest that students engaged with multimedia resources demonstrate higher levels of motivation and participation. Studies highlight that visual storytelling techniques—such as short films, documentaries, and animated lessons—enable learners to build stronger emotional connections with content, enhancing both language retention and critical thinking skills [8]. This aligns with research emphasizing student autonomy in media-based CLIL environments, where learners actively interact with content rather than passively consuming information.

A key outcome of media-integrated CLIL instruction is its role in enhancing students' cultural awareness and global competence. Research demonstrates that exposure to authentic audiovisual materials allows learners to experience language in culturally embedded contexts, improving pragmatic competence and sociocultural understanding [5; 9]. Unlike traditional materials, which often present simplified or decontextualized dialogues, digital media immerses learners in real-world interactions, humor, and cultural references, helping them navigate context-dependent communication strategies [1].

Findings from Diab [10] support this, revealing that EFL student teachers who engaged with media-based CLIL demonstrated a significant improvement in intercultural awareness and social intelligence. This aligns with studies indicating that students exposed to multilingual media environments develop stronger adaptability skills when communicating across cultural boundaries [3; 4]. The integration of culturally diverse media materials thus reinforces language learning while simultaneously fostering cross-cultural sensitivity.

However, the effectiveness of media-driven cultural immersion depends on structured scaffolding and guided reflection activities. Research suggests that students who engage with digital content without explicit instructional support may struggle to extract cultural meanings or identify implicit discourse features [6]. This underscores the need for curriculum frameworks



that incorporate discussion-based analysis, guided interpretation exercises, and collaborative intercultural projects.

Despite its benefits, media integration in CLIL remains a challenge due to the lack of structured teacher training programs. Studies indicate that many educators struggle to effectively integrate digital resources into lesson plans, leading to inconsistent teaching methodologies [4;9]. Findings suggest that media-enhanced CLIL requires instructors to develop skills in instructional design, digital literacy, and classroom technology management, compelling targeted professional development initiatives [3; 5].

Another challenge involves assessing student progress in media-driven CLIL environments. Traditional evaluation models often fail to account for multimodal literacy skills, necessitating new assessment frameworks that measure students' ability to interpret, analyze, and produce language across diverse media formats [8]. Research highlights that digital storytelling assessments, interactive speaking tasks, and portfolio-based evaluations offer more accurate representations of students' linguistic and intercultural competence [7].

One of the key obstacles to scaling media-based CLIL instruction is the technological divide between well-funded and under-resourced institutions. Studies confirm that learners in digitally equipped classrooms benefit from AI-driven language applications, interactive simulations, and real-time feedback tools, whereas students in schools with limited internet access and outdated infrastructure face learning disparities [6; 8].

Moreover, research indicates that media-rich CLIL instruction is highly dependent on the availability of high-quality audiovisual content, and in many cases, educational institutions lack access to pedagogically appropriate digital resources. Findings suggest that open-access learning platforms, creative commons media libraries, and institutional investments in digital learning hubs could mitigate these accessibility issues and support equitable CLIL implementation across diverse educational settings [2].

A significant challenge in media-enhanced CLIL instruction is the risk of passive media consumption, where students engage with digital content without critically processing linguistic input [1]. Studies emphasize the need for interactive instructional strategies that transform passive media exposure into active language production, such as:

- Guided listening and viewing exercises to promote comprehension [3].
- Discussion-based activities where learners critically analyze media themes and language use [2].
- Project-based tasks integrating digital media production, such as creating video blogs, podcasts, or multimedia presentations [7].

These approaches ensure that students engage in meaningful linguistic interactions, reinforcing their ability to apply acquired knowledge in real-world communication.

Findings from this study underscore the need for continued research into media-driven CLIL instruction, particularly in the following areas:

1. Longitudinal Studies on Media Retention Effects – While current research confirms that media enhances short-term language acquisition, further studies are needed to examine long-term language retention and skill transfer in CLIL contexts [4; 6].
2. Innovative Media-Based Pedagogical Models – More research is required to explore hybrid CLIL approaches that integrate virtual reality (VR), AI-driven learning environments, and interactive gamification strategies [8].
3. Teacher Training Frameworks for Digital CLIL – Developing structured media literacy and technology integration training for CLIL educators remains a priority for ensuring sustainable and effective instructional implementation [5; 9].

Moreover, policymakers should consider investing in digital infrastructure and open-access educational media to bridge technological gaps in CLIL instruction. Establishing



international CLIL media resource networks could further enhance collaborative learning opportunities across multilingual education systems [7].

This discussion highlights the transformative role of media in CLIL instruction, demonstrating its ability to enhance language acquisition, improve intercultural awareness, and increase learner engagement. However, pedagogical, technological, and assessment-related challenges must be addressed to maximize its effectiveness. By investing in teacher training, digital infrastructure, and innovative assessment models, educators can harness the full potential of media-driven CLIL instruction, fostering a more inclusive, engaging, and globally connected language-learning experience.

Conclusion

This study has provided an in-depth exploration of the integration of media in CLIL instruction, demonstrating its significant role in enhancing language learning, cultural competence, and student engagement. The findings confirm that audiovisual and digital media significantly contribute to vocabulary retention, listening comprehension, pronunciation accuracy, and pragmatic competence. Additionally, media-driven CLIL supports the development of intercultural awareness, equipping students with the ability to navigate multilingual and multicultural communication contexts effectively.

Kazakhstan has increasingly adopted CLIL methodologies as part of its trilingual education policy, aiming to enhance proficiency in Kazakh, Russian, and English. The integration of digital tools, media platforms, and interactive learning resources aligns with national efforts to modernize language education. Many secondary schools and universities have incorporated multimedia-supported CLIL strategies, using educational films, podcasts, and virtual learning environments to enrich classroom experiences.

However, significant challenges remain in implementing media-enhanced CLIL across Kazakhstan's education system. The digital divide between urban and rural schools creates disparities in access to high-quality multimedia learning materials, with many rural institutions lacking sufficient infrastructure, stable internet access, and teacher training in digital pedagogy. To bridge this gap, national investments in digital infrastructure and open-access learning platforms are needed to ensure equal opportunities for all students.

Moreover, teacher preparedness remains a critical issue. While some educators have successfully integrated media into CLIL instruction, many lack formal training in instructional technology and digital language teaching methods. Expanding professional development programs focused on media literacy, digital classroom management, and innovative CLIL pedagogies is essential for sustaining long-term improvements in multilingual education.

Media-enhanced CLIL represents a powerful educational model for fostering language proficiency, cultural awareness, and global communication skills. By using digital tools strategically, educators can create engaging, immersive, and effective CLIL learning environments, ultimately preparing students for the demands of a multilingual, interconnected world. However, to ensure equitable and sustainable implementation, continued investment in teacher training, technological infrastructure, and educational research is necessary. With these efforts, Kazakhstan and other multilingual nations can fully realize the potential of media-driven CLIL instruction, strengthening bilingual and multilingual education systems for future generations.

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CLIL ЖӘНЕ МЕДИА: МӘДЕНИ КОНТЕКСТ АРҚЫЛЫ ТІЛ ҮЙРЕНУДІ ЖЕТІЛДІРУ

Аңдатпа. Бұл мақалада CLIL (Content and Language Integrated Learning) әдісіндегі цифрлық медианың рөлі зерттеліп, оның тілді меңгеру, мәдениетаралық білім алу және студенттердің белсенділігін арттыруға ықпалы қарастырылады. 11 ғылыми дереккөзді жүйелі түрде талдау негізінде медианың лексикалық қорды байытуға, тыңдалымды жақсартуға және дұрыс дыбыстауға тигізетін әсері айқындалды. Зерттеу нәтижелері аудиовизуалды материалдар тілдік және мәдени құзыреттілікті дамытатынын, бірақ мұғалімдерді даярлау, медиа ресурстардың қолжетімділігі және бағалау әдістеріне қатысты қиындықтар бар екенін көрсетеді. Бұл зерттеу цифрлық оқытудың әдістемелік нұсқауларын әзірлеу, мұғалімдерді даярлау және инновациялық білім беру үлгілерін енгізу қажеттігін баса көрсетеді. Жұмыс көптілді оқытудағы медиа технологияларының маңызын ашып, CLIL әдісінде цифрлық ресурстарды тиімді пайдалануға бағытталған ұсыныстар ұсынады.

Кілт сөздер: CLIL; медиа интеграциясы; цифрлық оқыту; көптілді білім беру; мәдениетаралық құзыреттілік; тілдік даму; студенттердің белсенділігі; педагогикалық стратегиялар.



Гауриева Г.М., Мадиева А.П., Гауриева А.К.
CLIL И МЕДИА: УЛУЧШЕНИЕ ЯЗЫКОВОГО ОБУЧЕНИЯ ЧЕРЕЗ
КУЛЬТУРНЫЙ КОНТЕКСТ

Аннотация. В данной статье исследуется интеграция цифровых медиа в обучение CLIL (Content and Language Integrated Learning), акцентируя внимание на их влиянии на языковое развитие, культурное обучение и вовлеченность студентов. Методом систематического обзора 11 рецензируемых источников выявлены ключевые аспекты медийного воздействия на развитие лексики, произношения и понимания устной речи. Результаты подтверждают, что аудиовизуальные ресурсы способствуют формированию межкультурной компетентности, однако существуют проблемы, связанные с подготовкой преподавателей, доступностью медиа и методами оценки. Исследование подчеркивает необходимость разработки методических рекомендаций, обучения педагогов и создания инновационных цифровых образовательных моделей. Работа вносит вклад в обсуждение медийных технологий в полилингвальном обучении, предлагая стратегии для оптимального использования цифровых ресурсов в CLIL.

Ключевые слова: CLIL; медиаресурсы; цифровое обучение; многоязычное образование; межкультурная компетентность; языковое развитие; вовлеченность студентов; педагогические стратегии.