



USE OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AND BILINGUAL EDUCATION FOR LANGUAGE CLASSROOM

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ABSTRACT

English language has got international importance, which has introduced and transplanted the language around the globe. Within new geographic contexts, the language has gained local functions and meanings as a result of contact resulting in hybridization and emergence of new varieties like Indian English. Language plays different roles on different occasions according to the need of the speaker. Indians use English as a means of communication with a varied group of interlocutors, including people from all fields. Present Paper will explore how one alternative (amongst several) to current mainstream practice – Content and Language Integrated Learning (CLIL) - has a role to play in shaping future flexible and multifaceted foreign language experiences in Engineering Polytechnic(Diploma) classes. CLIL is a lifelong concept that embraces all sectors of education from primary to adults. Learner Autonomy a major aim of CLIL, teaching is to help students to work independently to solve problems and to develop their own knowledge and skills. CLIL and Bilingual or Emergent methods help learners to learn foreign language with the help of first language. It also helps to develop students' communicative competence and cultural empowerment in real world.

Key Words: *Content and Language Integrated Learning (CLIL), Bilingual Education methods, English as a Foreign Language (EFL), English as a Second Language (ESL)*

1 INTRODUCTION

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English is a global language. It is an important tool to communicate with world. English language is mostly used in science and technology, media, business and commerce, international relations, higher education, film industry, internet and sport. It has become aspirational language in India. In, modern world, teachers should use modern teaching methods, approaches and educational aids for a language classroom teaching. It helps to develop better result and over all development of learners. Content and Language Integrated Learning (CLIL) and Bilingual Education methods helps to bring changes in language teaching and learning traditional pedagogic classroom. It helps to provide various opportunities to learn language effectively in a classroom.

2. CLIL Approach: Meaning and Definition:

Content and Language Integrated Learning (CLIL) is a new pedagogical model for second language education, developed in Europe. Content and Language Integrated Learning (CLIL) term was launched during 1994 in conjunction with the European Commission. CLIL is not language for specific or vocational purposes. It is about teaching important aspects of a subject through a foreign language. “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (EuroCLIC 1994)

According to Colyle (2002:37) “A powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting languages as a medium for learning as well as an objective of the learning processes itself.” CLIL method is designed to prepare young people for the future. It provides the first step to learning and understanding independently.

3. CLIL and Bilingual Education’s Aims and Objectives:

The main objective of bilingual education is to help English Language Learner students achieve success, both in their current academic placement and in the future. CLIL classes helps learner to learn content and foreign language with the help of first language. These are following aims and objectives of CLIL approach:

- Prepare For Internationalization
- Provide Opportunities to Study Content through Different Perspectives
- Access Subject-Specific Target Language Terminology
- Improve Overall Target Language Competence
- Develop Oral Communication Skills
- Diversify Methods & Forms of Classroom Practice
- Increase Learner Motivation (www.Clilcompendium.Com)

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4. Characteristics of CLIL:

CLIL approach's major concern is Education and not multilingualism. Multilingualism is the added value. It integrates dual language optional programme. This program partial involvement is essential. It is also related with joint efforts of (teachers , students and parents) all parties involved Ioannou Georgiou, S and Pavlou, P (2011) say that CLIL has three main characteristics:

a) The learning of an additional language (AL) is integrated in content subjects such as science, history or geography. Students learn the target language through which the content is facilitated.

b) CLIL has its origin in different socio-linguistic and political contexts and CLIL relates to any language, age and educational level from pre-primary, primary, secondary and higher to vocational and professional learning. In this sense, CLIL responds to the EU lifelong learning programme proposal for all citizens, where multilingualism and multiculturalism is thought to promote integration, understanding and mobility among Europeans.

c) CLIL is an approach which involves the development of social, cultural, cognitive, linguistic, academic and other learning skills, which in turn facilitate achievements in both content and language.

5. Role of CLIL Approach in Language Classroom:

In CLIL classes certain aspects of language competence are developed more than others (Dalton-Puffer, 2007). A review of evidence (Dalton-Puffer, 2007) suggests that language competences favorably affected are as follows:

- Receptive skills (listening and reading as opposed to the 'productive' skills of speaking and writing); Vocabulary
- Morphology (the structure of linguistic units such as morphemes - a morpheme is the smallest single unit of language that has meaning, such as prefixes and suffixes);
- Creativity, risk-taking, and
- Fluency and the quantity of spoken language.

6. Benefits of Using CLIL Approach in Language Classroom:



These classes provide self-involvement in topics and develop competency to face real world. Learners are more successful and more motivated than those in traditional content classrooms. It increases learners' motivation and confidence in both the language and the subject. According to Cook (2001) "Motivation works in both directions: high motivation is one factor that encourages successful learning; in reverse, successful learning encourages high motivation." CLIL Classes motivate students to learn new foreign language in classroom and outside classroom environment also. It allows learners more contact with the target language. It also provides various opportunities to study content through different perspective. "Content subjects and language are inextricably linked. Learners cannot develop academic knowledge and skills without access to the language in which that knowledge is embedded, discussed, constructed or evaluated. Nor can they acquire academic language skills in a context devoid of academic content." (www.cambridgeenglish.org)

7. CLIL Pedagogical Framework Use in Language Classroom:

Framework of CLIL classroom helps to learners to learn in classroom and out of the classroom for life long purpose. As a teacher we have a responsibility to prepare our students for global employment and citizen in this global world. CLIL 4 'Cs' pedagogical framework method help learners to develop communicative competence and cultural empowerment in this global world. These are often expressed as the '4Cs' (cited in Meyer, 2010; Ruiz De Zarobe, 2013):

- 1) **Content** : Content matter is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills (personalised learning);
- 2) **Cognition**: Content is related to learning and thinking (cognition). To enable the learners to create their own interpretation of content, it must be analysed for its linguistic demands; thinking processes (cognition) need to be analysed in terms of their linguistic demands;
- 3) **Communication**: Language needs to be learned through communication, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible; interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language;
- 4) **Culture**: The relationship between culture and languages is complex. Intercultural awareness is fundamental to CLIL. Its rightful place is at the core of CLIL.

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Thus, Bloom's taxonomy in term of Learning Behaviours suggest that CLIL approach involves learners to remember content, understand, apply, analyze and create new things. It helps to develop Low Level Thinking Skills to High Level Thinking Skills in a CLIL language classroom.

8. CLIL Approach Methodology:

Class sessions will be presented in a variety of modes: lectures, group and class discussion, experimental practice, classroom observation, micro teaching, exemplification of case studies, analysis of teaching materials and teaching units, use of technological applications to education, corpus analysis, and task design. CLIL classes required audiovisual aids to conduct classes more effectively. There is no specific methodology that relates to CLIL. However, according to Pavesi et al (2001) some common features are used in different countries, and "CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual, and kinaesthetic)". Teacher arranges various practical activities to involve learners in target language learning in following ways:

Both Pavesi et al (2001) and Ioannou Georgiou, S and Pavlou, P (2011) mention that when planning the CLIL curriculum, it is important to take into account:

- The children's ages, needs, interests and general linguistic competence
- The teacher's competences, training and expertise in CLIL and command of the second language
- Administrative support in the school or college, resources and materials
- Local community resources
- The motivation of students and the interest of parents
- Outcomes and objectives

These background knowledge helps teachers to conduct CLIL class in effective way.

9. Authentic Material and Assessment:

Teacher should select authentic material on the bases of learners need and involve learners in foreign language learning process. Teacher use first language as instructive language to learner of foreign language. Such global evaluations of CLIL students' language competence, however, need to be complemented by an approach which takes into view the numerous aspects which actually make up this general faculty. While creating teaching materials always,



it is a challenging task. This is especially true for CLIL materials, where content learning systematically merges with foreign language learning: “[...] the question of CLIL materials development and evaluation is such a great challenge because demanding, systematic content learning and foreign language learning come together simultaneously, because both are correlated with the selection of information and text choice and their methodological design from the beginning and need to be integrated (Vollmer 99: 243).”

10. CLIL Lesson Plan: Case Study for Engineering Diploma (Polytechnic) Students:

A	Lesson Plan Topic	Teaching of ‘Present Perfect Continuous Tense’
1	Day and Period	FY Engineering Diploma (Subject- English), Monday 20 June 2016
2	Year group/ Age of Students	May be 15-17 Years
3	Strength of Students	52
4	Aims of Lesson	To teach the Present Perfect Continuous Tense to FY Engineering Diploma Students
5	Objectives	To realize students and teaches theme following things : Subject Ideas / Concepts Teaching
6	Background	Students have Marathi Medium Regional Background
7	Assumption	Students are familiar with Present Tense, Present Continuous Tense, Present Perfect Tense and Present Perfect Continuous Tense.
8	Equipment and Resources	Classroom, blackboard ,chocks, projector ,systems and audio-visual aides (eg.PPT, Video, Maps)
9	Length or Period	55 Minutes
B	Smooth Presentation and Practical Activity in CLIL Classes	
1	Content	I will introduce the topic to students in the following way. Read 'Times of India' newspaper or listen news carefully and identify tenses. Then I will write one newspaper headline on blackboard. eg. ONGC Oil Company has been working in India since 1990. I will involve my learners to identify tenses and analyze it. Then I will ask question such as: 1) Is the action is still in progress? 2) Which tense is used in present sentence?



2	Cognition	Then, I will introduce them Present Perfect Continuous Tense and its form
		Form: Subject+have/has+been+ verb-ing + object/ Complement. Eg. Indian team has been playing in Pakistan since morning.
3	Communication	Present Perfect Continuous Tense and other tenses examples will be given to students so that students can understand the tenses in better way. They will notice the differences. Eg. I have finished my work. (Identify the Tense), I have been working on this subject since morning. (Identify the Tense). Then, I will give them exercise like fill in the blank by using the verb in correct form of tenses. Eg. 1) He has..... (read) the book since morning. 2) She has been..... (work) in the newspaper agency for the last two years. In this way we can involve students in learning process. It will motivate learners to learn tenses effectively and use in day to day life.
		I will use audio visual aids to motivate and involve learners to understand tenses in effective way. I will show one video film 10 minutes and then ask some questions on use of various tenses. I will also ask forms of uses of tenses. This activity will involve learners to develop thinking and understanding ability. Eg. Showing picture or video of IPL Cricket Matches and ask questions 1) When has been IPL Cricket match started in India since.....? etc. This types of games, information will be helpful to understand tenses in effective way.
4	Culture	In the end of lesson, I will provide some homework on Present Perfect Continuous Tense. I will suggest students to write some sentences in Present Perfect Continuous Tense, which is related to their daily life. I will also provide some verbs list, it will be beneficial learner to develop vocabulary and motivate them in learning



		Process.
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11. CONCLUSION:

Thus, CLIL approach is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language intellectual flexibility. This classes facilitate a better understanding of other disciplines as well as of first language. CLIL program provide motivation and self-confidence to students learning in language.

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