

CLIL: An Integrated Learning Strategy for English language Learning

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The English language has international significance, which has led to its introduction and spread across the globe. The language has acquired local functions and meanings in new geographic contexts as a result of contact, resulting in hybridization and the emergence of new varieties such as Indian English. Depending on the context and the needs of the speaker, language assumes various functions. Indians use English to communicate with a diverse group of interlocutors, including individuals from all disciplines. This paper examines the role of Content and Language Integrated Learning (CLIL), one of several alternatives to current mainstream practise, in moulding future flexible and multifaceted foreign language experiences in all levels of English learning classes.

Key words: integrated learning, English language learning, technology, content learning, modern teaching method etc.,

CLIL advocates for a curriculum-wide approach that eliminates barriers between English and other subjects, as well as English and other Indian languages. Content-based learning employs the subject matter as a vehicle for teaching and acquiring a second or foreign language. Learners are exposed to a great deal of language through engaging content, and language is explored through engaging materials and language-dependent activities. In the early stages of teaching and learning, when English is the second language and learners are engaged in activities that expand their awareness of the world, this type of integration is particularly beneficial within and across subjects. Integration of concepts, themes, and ideas from various disciplines with language skills facilitates language acquisition.

The model of dual language combined with content has gradually been supplemented with a third strong research focus and CLIL pillar emphasis on students' learning strategies and thinking skills, thanks to the multi-disciplinary research done by linguists, educators, psychologists, neuroscientists, etc. As has been shown elsewhere (Coyle, 2010), Therefore, it is possible to see CLIL as a pedagogical method that considers all subject areas, not simply linguistics. In reality, CLIL allows students to learn a new language while still accomplishing other scholastic goals. The study of a second language, for instance, is woven with the study of other disciplines, such as science, history, and geography. As a result, students pick up the foreign language without even trying because it is used so frequently in the classroom. Pre-primary, primary, secondary, tertiary, and adult education, as well as vocational and professional training, are all appropriate contexts for implementing CLIL. In this way, it fosters multiculturalism and multilingualism, which in turn fosters integration, understanding, and freedom of movement. Finland and the Netherlands have the greatest rates of CLIL in elementary and secondary schools, demonstrating the efficacy of this strategy in Europe.

CLIL is a concept that encompasses all levels of education, from elementary to adult. Learner autonomy, one of the primary goals of CLIL instruction is to assist students in working independently to solve problems and develop their own knowledge and abilities. CLIL and bilingual or emergent methods aid students in learning a second language with the aid of their native tongue. In addition, it facilitates the growth of students' communicative proficiency and cultural empowerment in the real world.

The English language is a global language. It is an essential instrument for global communication. The English language is predominantly utilised in science and technology, the media, business and commerce, international relations, higher education, the film industry, the internet, and sports. It has become a vernacular of aspiration in India. For language classroom instruction in the modern world, instructors should employ modern teaching methods, approaches, and educational aids. It contributes to the overall improvement and development of students. Content and Language Integrated Learning (CLIL) and Bilingual Education methods contribute to the transformation of traditional language instruction and learning in the classroom. It aids in providing diverse opportunities for language learning in the classroom.

Content and Language Integrated Learning (CLIL) is a new pedagogical model devised in Europe for second language education. The term Content and Language Integrated Learning (CLIL) was introduced in 1994 by the European Commission. CLIL is not language for professional or specialised purposes. It involves instructing essential aspects of a subject in a foreign language. CLIL is a dual-focus educational approach in which an additional language is used for both content and language instruction. According to Colyle (2000), "a potent pedagogical instrument that aims to safeguard the subject being taught while promoting languages as a medium for learning and an objective of the learning process itself. (p. 37)" The CLIL method is intended to educate students for the future. It is the first stage towards independent learning and comprehension.

The primary goal of bilingual education in India is to assist English Language Learner students succeed in their current and future academic settings. CLIL classes enable students to learn content and a foreign language with the aid of their native tongue. The CLIL approach has the following purposes and objectives:

1. Make strong academic Plans
2. Provide Opportunities to Examine Content from Diverse Angles
3. Access Subject-Specific Target Language Terminology
4. Enhance Overall Target Language Competence
5. Develop Oral Communication Skills
6. Diversify Methods & Forms of Classroom Practise
7. Increase Learner Motivation

The primary concern of the CLIL approach is Education, not multilingualism. Language proficiency is the added value. It integrates an optional dual language programme. This programme requires participation in part. It is also related to the collaborative endeavours of all parties (teachers, students, and parents). Pavlou (2011) assert that CLIL is characterised by three primary characteristics:

a) Learning an additional language (AL) is incorporated into content subjects like science, history, and geography. Students acquire the target language that facilitates the content.

b) CLIL originated in various socio-linguistic and political contexts, and it is applicable to any language, age, and educational level, including pre-primary, primary, secondary, and higher education, as well as vocational and professional learning. CLIL responds in this way to the EU's proposal for a lifelong learning programme for all citizens, in which multilingualism and multiculturalism are believed to foster integration, comprehension, and mobility among Europeans.

c) CLIL is a strategy that emphasises the development of social, cultural, cognitive, linguistic, academic, and other learning skills, which in turn facilitates achievement in both content and language.

Certain aspects of language competence are emphasised more than others in CLIL classes. A review of the evidence suggests that the following language skills are positively affected:

1. Receptive skills (listening and reading versus 'productive' skills of speaking and writing); Vocabulary
2. Morphology (the structure of linguistic units such as morphemes), Creativity, and Fluency and the quantity of spoken language.

These courses foster self-engagement with topics and prepare students for the real world. In flipped classrooms, students are more successful and motivated than in traditional content classrooms. It increases the motivation and confidence of learners in both the language and the subject. According to Cook (2001), motivation works both ways. High motivation is a factor that promotes effective learning, and successful learning promotes high motivation. CLIL classes encourage students to learn a new foreign language both inside and outside of the classroom. It provides learners with increased exposure to the target language. Additionally, it offers numerous opportunities to study content from a variety of perspectives. Content subjects and language are interdependent. Without access to the language in which academic knowledge is embedded, discussed, constructed, or evaluated, it is impossible for students to acquire academic knowledge and skills. Additionally, they cannot acquire academic language skills in an environment devoid of academic content.

CLIL classroom framework enables students to learn in and out of the classroom for lifelong purposes. As educators, we are responsible for preparing our students for global employment and citizenship in this interconnected world. In this globalised world, the CLIL 4 'Cs' pedagogical

framework helps students develop communicative competence and cultural agency. These are typically referred to as the '4Cs' (Meyer, 2010):

1. Content is associated with learning and thinking (cognition). To enable learners to construct their own interpretations of content, its linguistic demands must be analysed; thinking processes (cognition) must be analysed in terms of their linguistic demands;
2. Communication: Language must be learned through communication, which involves reconstructing the content and the cognitive processes associated with it. This language must be clear and comprehensible; interaction in the learning environment is fundamental to the learning process. This has implications when a foreign language is utilised as the medium of instruction;

The relationship between culture and languages is intricate. CLIL requires intercultural awareness as a fundamental component. Its proper position is at the heart of CLIL. Consequently, Bloom's taxonomy of Learning Behaviours suggests that the CLIL approach requires learners to remember content, comprehend it, apply it, analyse it, and generate new ideas. In a CLIL language classroom, it helps to develop Low-Level Thinking Skills into High-Level Thinking Skills.

The class sessions will be presented in a variety of formats, including lectures, group and class discussion, experimental practise, classroom observation, micro teaching, case study illustrations, analysis of teaching materials and teaching units, application of technological applications to education, corpus analysis, and task design. CLIL classes required audiovisual aides for more effective instruction. There is no particular methodology associated with CLIL.

Nevertheless, according to Pavesi et al (2001), there are a few commonalities across countries, and "CLIL requires active methods, co-operative classroom management, and an emphasis on all types of communication (linguistic, visual, and kinaesthetic). Teacher organises a variety of hands-on activities to engage students in learning the target language.

Pavlou (2011) note that when planning the CLIL curriculum, it is essential to consider the following: 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.

Student motivation and Outcomes and Goals

The teacher should select authentic material based on the needs of the students and engage them in the foreign language learning process. The instructor uses the learner's native language as the instructional language. Such global assessments of CLIL students' language proficiency, however, must be supplemented by an approach that takes into account the numerous facets that actually comprise this general skill. Creating instructional materials is always a difficult endeavour. This is notably true for CLIL materials, where content learning and foreign language learning are systematically integrated. the question of CLIL materials development and evaluation is such a great challenge because rigorous, systematic content learning and foreign language learning occur simultaneously, because both are correlated with the selection of information and text choice and their methodological design from the outset and must be integrated.

Learning a language in its vehicle form helps with both comprehension and expressiveness. Language is taught and learned in a context-based, or CLIL, classroom. Students may be encouraged to give the link language a try if they notice a beneficial effect from using it with their peers. Since language lies at the very heart of learning, educators and pedagogues have spent the past decade emphasising the linguistic rather than the non-linguistic aspects of content-based, language-integrated learning (CLIL). Content and language acquisition are both aided by this method's emphasis on developing students' social, cultural, cognitive, linguistic, academic, and other learning skills (Pavlou, 2011, p.15).

The increasing prevalence of English in India's academic and social spheres is a testament to the language's incorporation into India's rich cultural canon. English's significance in the fields of education, medicine, commerce, international relations, the law, industry, etc. is recognised in the NCERT's 2006 Position Paper on the Teaching of Indian Languages. The goal of English language teaching (ELT) nowadays is not just to produce monolingual speakers who can contribute to society but also to produce multilingual speakers who can enhance our linguistic fabric.

There is a wide variety of contexts in which English is taught in India. Still, there is a need for schools teaching in English since many individuals believe that a command of the language will open doors

for them. Private, English-medium schools have proliferated in response to demand from parents and the general public. However, there are still major issues with regards to materials and teachers' readiness.

It has been noted that the level of teacher preparation and student exposure to the English language in these newly established English medium schools/sections is not adequate (Kapur, 2017, p. 31). This highlights the need of creating effective teaching strategies. Here, CLIL can effect a shift in the classroom's emphasis, preparing students to articulate their thoughts and feelings through language and, later, to defend their positions with evidence from their studies.

Learning language (English) across disciplines is made possible by contextualization. Both vocabulary and grammar benefit greatly from being learned in a natural setting rather than in isolation. Students learn the proper vocabulary for presentations, arguments, conversations, essays, reports, articles, and manuals in input-rich contexts. They also pick up metaphorical language from poetry, technical jargon from manuals, and narrative voice from stories. They learn to distinguish between the appropriate register for a certain context and the more casual, everyday usage of language.

The development of students' imaginative use of language for a variety of purposes is crucial. To truly master a field of study, one must become fluent in its jargon, grasp its key ideas, and be able to articulate them well in both speech and writing. Higher order linguistic skills need to be developed across languages and subjects, so students can be encouraged to gather materials in English from the internet or consult books written in different languages for certain topics.

Activities for Language Learning through CLIL

Let us use reading as an illustration. Understanding a text in one language aids comprehension of another language. Reading proficiency transfers from one language to another, but reading difficulties in one's native tongue have a negative impact on second language acquisition. Both reading and writing are highly marketable talents, therefore this is true even for the writing process. So, it is safe to state that CLIL benefits students regardless of the subject matter or language being taught. In addition, learning a new language has some rare possibilities.

Students who engage with literature in the forms of stories, poems, songs, and theatre get a deeper appreciation for their own backgrounds while also expanding their capacity to empathise with those of other cultures. Students are more likely to retain what they learn when they engage in activities that are both culturally relevant and consistent across subject areas.

Conclusion

Development of the language skills necessary for thinking, talking, and learning should focus on meaningful, real-world activities rather than rote repetition. Students' readiness for the real world and the job will be bolstered by this. Language lessons, however, should cover a wide range of topics to appeal to a variety of students. The exercises also need to be relevant to the students' everyday experiences in order to set up socio-cultural contexts that will inspire them to take an active role in learning about and developing their own effective forms of communication. Although CLIL is not exclusively a language course, it does place equal emphasis on both language development and content mastery because of its focus on certain subjects or disciplines. Students are able to acquire linguistic skills alongside academic knowledge. In the beginning, students may not be able to contribute and may even resort to memorization if they are not exposed to the material in their own language. Learners are far more engaged, however, when the material is placed in its proper context. Visual aids, audio-visual materials, and other forms of instructional media are useful here because they encourage active participation from students. In addition to the benefits already mentioned, CLIL has the potential to offer students meaningful opportunities to put their newly acquired language abilities to use right away. It thus encourages independence in young students and those who have not fared well in traditional language classes in the larger educational setting. Particularly useful in occupational contexts, it allows students to gain exposure to the language without adding extra time to their schedules.

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