

The Application of CLIL Methodology in ESL Classroom

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Abstract

Content and Language Integrated Learning method is one of the effective tool which facilitates dual focused education learning in classroom. The term CLIL was developed by David Marsh in 1994. The method involves the academic subject and language skills. The paper focuses on the implementation of CLIL methodology in ESL classroom. Language classroom helps the students to learn various skills whereas the CLIL classroom enables the students to acquire both language skills and academic subject under one teacher. The study shows that CLIL method facilitates students to overcome psychological barriers, dual learning and provokes cognitive skills in the learning process.

KEYWORDS: Content and Language Integrated Learning, Language skills, cognitive skills, dual Learning.

Introduction

Content and Language Integrated Learning (CLIL) an umbrella term where the learning is a dual process. CLIL method facilitates the learning of content (any subject) and the language. The term CLIL was coined by David Marsh in 1994. CLIL is a generic term and refers to any educational situation in which an additional language and therefore not the most widely used language of the environment is used for the teaching and learning of subjects other than language itself (Marsh 2000 in Marsh & Lange 2000). The novelty of this approach is that classroom “content is not so much taken from everyday life but rather from content subjects eg:-Mathematics, biology, geography, social, science etc., (Wolf 2003:211-222). CLIL is based on the assumption that foreign languages are best learned by focusing in the classroom not so much on language but on the content which is transmitted through language. CLIL is an educational approach wherein the fusion of a new form of language education and subject education takes place. The development of CLIL history dates back to 2000 years. Roman citizens educated their children in the Greek language to ensure that they would access to language, social and professional opportunities. Some of the principles’ of CLIL (Darn 2006:2) are-language is used to learn and communicate, CLIL lesson should combine Content, communication, cognition and culture, language is functional and it is adapted to the subject, language is approached lexically, grammar is not important and learning styles are taken into account in task types. Today learning a new language has become a challenging work for the students due to various factors like psychological barriers and peer groups. The CLIL method has been adopted in most of the countries like Europe, Indonesia etc. CLIL classroom makes the learning feasible and stress-free wherein the students are motivated to participate and activities provoke cognitive or critical thinking to solve the problem.

Methodology

The CLIL methodology can be applied in ESL classroom only when CLIL practitioner becomes both a language instructor and a subject teacher. The language instructor must self-educate on different topics related to the subject to use these as vehicles to teach language simultaneously with the subject teacher must self-educate with language skills. A subject teacher must speak a lot slower than their normal classes, repeat the topics as much as possible, use more of gestures, visual aids and props and pre-teach vocabulary before introducing the lesson plans to the students to involve the students in the learning process. A language teacher must not turn the class to a subject classroom wherein activities and brainstorming session must be integrated with the subject to make the learning of target language interesting and effective. Some of the strategies to be incorporated in the CLIL classroom for the learning materials are- to choose an appropriate topic (specific topic), to create written text elaborating on the topic to be taught in the classroom and to create an activity that involves the students to voluntarily participate. In ESL classroom CLIL methodology enables the students to involve in wider cultural context, prepares them to learn new foreign language and subject, develops cognitive skills and increases learner's motivation to learn second and even third language. The CLIL teacher must introduce the pronunciation and subject and language vocabulary to the students before introducing any activities in the classroom.

Discussion

The CLIL methodology enables the students to acquire the language and the subject content voluntarily. The learning of any two languages apart from mother tongue is made compulsory to European citizen as one of the main objectives in European Commission's White Paper on 'Teaching and Learning. The implementation of learning foreign language has led to implementation of CLIL methodology in the learning process. CLIL can be applied to any stream of people and occupation without the age barrier in the learning process. If the CLIL methodology is adopted in the today's scenario the students will be benefited and they can learn as many as languages they prefer along with their subject curriculum.

Conclusion

The application of CLIL methodology enables the students to learn language and subject in one classroom. CLIL classrooms are not the archetypal language classrooms due to the fact that language is the medium through which content is conveyed. CLIL synthesis and provides a flexible way of applying the knowledge learned from these various approaches (Marsh and Frigols 2008:12). The CLIL methodology can be applied at all levels of learning- primary, secondary and tertiary. The Teacher must fulfill the needs of the students in the learning, based on the need of the students the materials need to be incorporated in the learning process. If the CLIL method is implemented in the classroom, the results will be excellent.

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