

APPLYING CLIL APPROACH TO TEACHING FOREIGN LANGUAGE CLASSES

Gulyamova Mavluda Khamitovna,
Doctor of Philosophy in Pedagogical Science (PhD)
UzSWLU, Tashkent

Abstract

The article describes the basic peculiarities of using CLIL approaches to language learning classes. Furthermore, CLIL approach is one of the useful approaches where students learn a subject and a second language at the same time. The author of the article analyzed the benefits and drawbacks of implementing CLIL approach to the practical language classes

Keywords: CLIL, content, approach, strategy, method, competence, skill, model, pedagogue, motivation, model, element.

In teaching foreign language CLIL approach is becoming more popular all over the world recently. Firstly, the term CLIL (Content and Language Integrated Learning) was coined by David March in 1994. However, the approach to learn a language through the content was suggested by the Czech philosopher, pedagogue John Amos Comenius, who underlined the importance of effective foreign languages teaching. The next pedagogue to be mentioned is Matthias Bel, and he was active in the fields of pedagogy, philosophy, philology, history. In 2005 he put forward CLIL as a general term for different two-way methods which focused on content and language ¹.

Moreover, many scientific researches have been done by different scholars and researchers such as Grin, F. (2005), Coyle, D., Hood, P., & Marsh, D. (2010), Quartapelle, F. (Ed.). (2012), Suwannoppharat, K., & Chinokul, S. (2015), Genesee, F., & Hamayan, E. (2016), Nikula, T., Dalton-Puffer, C., Llinares, A., & Lorenzo, F. (2016), Cenoz, J. (2017), Mehisto, P., & Ting, T. Y. L. (2017),

According to EuroCLIC “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). Christ states In CLIL, subject-related intercultural learning takes place. Coyle (1999) states that CLIL has 4 Cs Framework such as content, communication, cognition and culture/ community in order to assist learners’ linguistic progress and acquisition of subject knowledge. In addition to ‘CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.’ (Marsh in Coyle: 2006). However, Dalton-Puffer (2008) points out that CLIL fosters certain L2 competences more than others: indeed, receptive skills, technical vocabulary, morphology, creativity, fluency, and affective outcomes seem to be enhanced by CLIL, while syntax, writing, informal/nontechnical language, pronunciation, and pragmatics seem to be unaffected (Dalton-Puffer 2008, 5). Nieto Moreno de Diezmas (2016) also found that spoken production and interaction were positively affected by CLIL. Furthermore, lexicon appears to be the L2 area most positively influenced (Dalton-Puffer

¹ Marsh D. Content and Language Integrated Learning (CLIL). A Development Trajectory. Available at: http://www.includenetwork.eu/DOCUMENTS/36_CLIL_A_DEVELOPMENT.pdf (accessed 15.03.2017).

2008; Xanthou 2011), as “CLIL learners possess larger vocabularies of technical and semi-technical terms and possibly also of general academic language” (Dalton-Puffer 2008)² Also Marsh, Marsland & Stenberg (2001) state that "CLIL is about using languages to learn. It is about installing a 'hunger to learn' in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language"³. Clegg (2012) said, the goal of CLIL is to promote both content mastery and language proficiency by teaching a content subject, e.g. biology, through an additional language without hindering the first language.⁴ As it's mentioned above CLIL approach is the integration of content and language which learners can develop their language skills, critical thinking skills as well as their communicative competence.

Researches mentioned there are different types of CLIL approach. For. example, Bentley (2010) states there are three types of CLIL in the curriculum.

1.Soft CLIL:	it is practiced as part of a language course.
2. Hard CLIL.:	it is practiced as a partial immersion program, almost half of the curriculum is taught in the target language
3. Modular CLIL:	In this type, a subject is taught for a certain number of hours in the target language. (p.6)

Davies (2003) opines that there are three different models of CLIL in usage.

Sheltered model	where a subject specialist and a language teacher work together,
Adjunct model	where a language teachers prepare classes to get used to students in classes with other proficient learners
Theme based model	where a teacher teaches on his/her own to open and construct upon the students' own interests.

All models which was mentioned above are important in teaching foreign languages. The reason it is because you can see the integration of subject specialist and language teacher , creating CLIL atmospheres in class. In CLIL approach identifying context is important. CLIL contexts are the following:

monolingual: students in home country learning a subject through CLIL. Some students may be non-native speakers ;

bilingual: students learn 30-50+% of their curricular subjects in a second or foreign language;

multilingual: students learn some curricular subjects in three or more languages;

plurilingual: students learn several languages, one or more of which may be through CLIL .

According to Coyle's 4Cs curriculum (1999), a successful CLIL class should include the following four elements:

- ❖ Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum;
- ❖ Communication – Using language to learn whilst learning to use language;
- ❖ Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language;

² Dalton-Puffer, C. (2008). “Outcomes and Processes in Content and Language Integrated Learning (CLIL): Current Research from Europe”.

³ Marsh, D. et al. (eds) (2005). Project D3 – CLIL Matrix. The CLIL quality matrix. Central Workshop Report 6/2005. Retrieved

⁴ Clegg, J. (2012). Preface. In Quartapelle, F. (Ed.), Assessment and evaluation in CLIL (pp. 5–7).

Aeclil.altervista.org. Accessed 12 May 2018.

❖ Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self⁵.

In CLIL approach teacher should defines the content, which language skills should be improved and how it should be, communication element is crucial part which learners share and discuss the very topic, in cognition part learners should understand concept of the topic, culture is important in language classes because the learners should share language awareness with each other.

Ioannou Georgiou, S and Pavlou, P (2011) say that CLIL has three main characteristics:

1. 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.

2. 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, 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.

3. 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. (cf Mehisto et al 2008: 11-12)⁶.

Benefits of Content language integrated learning are:

- It develops students communicative competence;
- Builds intercultural knowledge and understanding;
- Develops Higher Order thinking skills (HOTS) as well as Lower Order thinking skills (LOTS);
- Integrated classes increase students' motivation to language learning;
- Increases learners' motivation and confidence in both the language and the subject;
- Develops intercultural communication skills;
- Develops multilingual interests and attitudes;
- Provides opportunities to study content through different perspectives.

However, Content and language integrated learning (CLIL) approach has a number of *demerits* along with its myriad advantages.

- It does not motivate all the students in the class to learn a second language.
- There is no clear preference to teach any specific subjects.
- It is essential for special training for teachers focusing on CLIL approach.
- Language is learned lexically rather than grammatically
- The inadequate CLIL materials and resources can be a serious problem in preparation of lesson plans.
- Choosing and adapting content and teaching materials are time consuming;
- Complexity in the content may lead to the use of mother tongue in the classroom.

As there are many communicative activities in CLIL approach which teachers can widely implement in their language classes: Describe in your own word, Homework presentation, Scan the chapter, Word to sentence, Red and green circles, Researching the lesson, Scrambled eggs, Vital visuals, Word wall, Guiding understanding, Gist statement, Interview as input, Learner generated question, Mind the gap, Subheadings and so on.

As a conclusion, using CLIL approach in language classes is productive and also provides extra motivation to learners. Integration of content and language in class gives an opportunity to learn the language

⁵ Cenoz, J. (2013). Discussion: towards an educational perspective in CLIL language policy and pedagogical practice. *International Journal of Bilingual Education and Bilingualism*, 16(3), 389-394.

⁶ Marsh, D. Frigols, M. Mehisto, P. & Wolff, D. (2010) *The European Framework for CLIL Teacher Education*, Graz: European Centre for Modern Languages, Council of Europe.

easier, faster and effective way.

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