

A COMPREHENSIVE CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH TO SKILL FORMATION

¹Noufal P, ²Fousiya O.P

¹Assistant Professor in Education, ² Assistant Professor in Education

^{*1}Regional Institute of Education Mysuru-Karnataka

^{*2}Ansar Training College for Women-Kerala

Abstract

Content and Language Integrated Learning (CLIL) is an approach to education, in which language teaching and subject learning are combined with the teaching of school subject in general. CLIL is meant to ensure first that students get knowledge of curricular subject matter and secondly increase their competence in a language other than the normal language of instruction. Content and Language Integrated Learning has become the umbrella term describing both learning another subject such as Science or Humanities through the medium of a foreign language and learning a foreign language by studying a content-based subject. Interdisciplinary teaching helps learners to apply, integrate and transfer knowledge, and fosters critical thinking. Students learn more when they use language skills to explore, write and speak about what they are learning which helps in development of different skills.

This paper provides a description of Content and Language Integrated Learning in the context of language learning to strengthen the language component in subject learning and to focus on the development of cognitive and academic literacies simultaneously mastering their subject skills. The study focuses mainly on three sections. How language is helpful in skill formation, Is language is a tool for higher thought process and language as a medium for curricular transaction for various disciplines. The researchers had conducted study among 200 pre service teachers from various subject background. Data was collected by using focussed group discussion and questionnaire prepared by the researchers and is reviewed by the experts. The results shows that the study have implications on forming the different kinds of skills among the pre service teachers and also effective usage of language in the classroom will be helpful for developing creativity and higher thought process among them. The usage of language can be vary according to the nature of the subject.

Keywords: Content and Language Integrated Learning Approach, Skill Formation, Higher Thought Process, Medium for Curricular Transaction

Introduction

Content and language integrated learning (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 the language itself. (Marsh & Langé 2000). “Content and language integrated learning”

has been introduced recently as a common term for a number of similar approaches to teach content subjects through a foreign language. Many scholars tend to believe that within the CLIL paradigm content subjects are taught in a foreign language only to improve the students' foreign language competence. But this is not the intention of this approach, which is geared towards content learning as much as towards language learning.

CLIL (Content and Language Integrated Learning) 'is a term created in 1994 by David Marsh and Anne Maljers as a methodology similar to language immersion and content-based instruction. It is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. CLIL is a new didactic approach to teaching subjects integrating two features – linguistic and factual. There are two kinds of CLIL: the so-called hard CLIL and soft CLIL methods. Hard CLIL means that the subject or subject curriculum is taught in a foreign language. However, the main lesson objective is the content objective, not the language, while in the so-called soft CLIL form; the content of the subject is subordinate to the language goal. A higher emphasis is put on learning the language. Briefly said, the CLIL method employs the language to pass on the knowledge from a different (usually non-linguistic) subject. CLIL approach involves learning subjects such as history, geography, science, IT etc. through an additional language. Actually it can be very successful in enhancing the learning of language and other subjects and helps to develop various skills as well as it helps to develop cognition

Significance of learning Language and Content

To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so that they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others" (Shulman, 1987). The subject matter or content is significant if it is selected and organized for the development of learning activities, skills, processes, and attitude. It also develops the three domains of learning namely the cognitive, affective and psychomotor skills, and considers the cultural aspects of the learners.

In today's era, multilingualism has become more than just 'important'. Knowing a foreign language other than your native language has evolved to be extremely beneficial. Whether viewed from the financial or social aspect, being able to communicate in a foreign language helps to make 'real' connection with people and provides a better understanding of your language. The knowledge of a foreign language enhances your cognitive and analytical abilities. Learning a foreign language is tough and involves a lot of mental exercise. On the individual level, it improves personality and increases your sense of self-worth. The need of language faculties has increased due to the -growing interest in students to learn foreign languages. Learning language prepares students for globalized world and can confidence.

Purpose of the study

Purpose of this study was to examine how language learning and content learning are integrated and how language helps a person in enhancing skills. Language and subject teachers have distinct role in content learning and language learning.

The positive environment and suitable atmosphere helps the learner in academic achievement as well as improvement in language. The study was done by analyzing the responses gathered from two hundred pre service teachers.

Objectives of the study

1. To assess how content learning and language learning are integrated
2. To assess how language helps as tool for higher order thinking
3. To assess how language helps in skill formation
4. To assess how language acts as a media for curricular transaction

Methodology

The paper proposes to find out the integration of content and language in skill formation and higher order thinking process. Data was collected by using focused group discussion and questionnaire prepared by the researchers and is reviewed by the experts. Questionnaire was framed and administered it among two hundred pre service teachers from various subject backgrounds and had a focused group discussion among the student teachers.

The findings

- 98% of the pre service teachers are of the opinion that language learning and content learning are integrated. Content learning is possible only through effective use of language and by learning content they can improve their language also.
- 95% of the student teachers are of the opinion that language enhance one's skills in different areas such as communication, life skill, interaction, reasoning scientific skills etc.
- Language is a media for communication. Language helps us to communicate and express. Effectiveness of curriculum transaction only be depends upon the effective and appropriate language
- Language acts as a cognitive tool. Language serves as a cognitive tool kit that allows us to represent and reason in ways that would be impossible without such a symbol system.
- Subject like social science, science, mathematics etc. helps the learners to develop critical thinking abilities, sense of social competence and problem solving skills

Pedagogical implications

1. Language as an instrument in thought process: - It is hard to imagine a teacher or school leader who is not aware of the importance of teaching higher-order thinking skills to prepare young men and women to live in the 21st Century. The goal of teaching is then to equip students to be wise by guiding them towards how to make sound decisions and exercise reasoned judgment. The skills students need to be taught to do this include: the ability to judge the credibility of a source; identify assumptions, generalisation and bias; identify connotation in language

use; understand the purpose of a written or spoken text; identify the audience; and to make critical judgments about the relative effectiveness of various strategies used to meet the purpose of the text.

2. Language as a tool for formation of skills: effective use of language helps to develop different skills such as skills of describing, synthesizing, analyzing and evaluating, learning to learn and communication at the expense of related knowledge can lead to context-free activities driven by a perceived imperative for practical and active methods, rather than a considered view of the links between knowledge and skills.

3. Language as a media for curricular transaction: language acts as a media for the transaction of curricular content.

A teacher can adopt the methods and strategies like

- ❖ Discussions
- ❖ Seminar
- ❖ Debate
- ❖ Symposium
- ❖ Conference
- ❖ Brainstorming
- ❖ Language of explanation or Skill of Explaining
- ❖ Language of questioning
- ❖ Language of reinforcing

4. Language and content are integrated:-both content and language are integrated since language teachers and subject teachers collaboratively work together.

Role of teachers

It is vital to provide collaboration and cooperation between subject teachers and language teachers. Subject teachers often expect certain competences to be already acquired through first language and second language teaching and therefore readily available in subject-specific learning contexts, without additional training or reflection about their meaning and use in these new contexts. Teachers need continuous attention, systematic treatment and goal-oriented practice, without which the language, and also the content level of competence, remains simple, underdeveloped or even deteriorates over time. It is important for English teachers and content subject teachers to each know what the other is doing. For instance, the English teacher can teach students how to do a vocabulary log. The content subject teachers then ask students to keep a vocabulary log for their own subject. The English teacher can collect the vocabulary logs and check from time to time to make sure that students are on the right track. As every subject has to contribute to the language development of students, a balance between an emphasis on English and an emphasis on content is recommended. Since more time and effort has to be spent on the development of students' language proficiency, the subject content may have to be reduced, especially at the initial stages.

Conclusion

Language cannot be effectively learnt without a context while learning in all subjects is dependent upon language. In view of the above, language and content are closely interrelated. In fact, content subjects provide a context for language while effective language development facilitates the learning of content subjects. It is therefore necessary to integrate language and content

References

- ➔ Dalton-Puffer, C. (2011) Content-and-Language Integrated Learning: From practice to principles Annual Review of Applied Linguistics 31, 182-204.
- ➔ Hüttner, J. and Smit, U. (2014) CLIL (Content and Language Integrated Learning): The bigger picture. System 44, 160-167.
- ➔ Hüttner, J., Dalton-Puffer, C. and Smit, U. (2013) The Power of Beliefs: Lay Theories and their Influence on the Implementation of CLIL Programmes. International Journal of Bilingualism and Bilingual Education 16(3), 267-284.
- ➔ <https://www.upf.edu/en/web/usquid-etic/aicle>
- ➔ <https://www.teachingenglish.org.uk/article/content-language-integrated-learning>
- ➔ <http://www.ecml.at/Thematicareas/ContentandLanguageIntegratedLearning/tabid/1625/Default.aspx>
- ➔ Content and Language Integrated Learning (CLIL) at School in Europe: Eurydice (2006); available from: <http://www.mp.gov.rs/resursi/dokumenti/dok36-eng-CLIL.pdf>
- ➔ CLIL: An Interview with Professor David Marsh, International House: Journal of Education and Development; available from: <http://ihjournal.com/content-and-language-integrated-learning>.
- ➔ Coyle, D. Content and language integrated learning: Motivating learners and teachers, a presentation made at the University of Nottingham; available from: <http://bloccs.xtec.cat/clilpratiques1/files/2008/11/slrc Doyle.pdf>