

## CLIL in India -A Boon for Language Acquisition

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### ABSTRACT

*In recent years, many programmes and projects related to multilingualism have increased and have been implemented in educational centers all over the world specifically Europe. The Content and Language Integrated Learning (CLIL) is one such initiative. It is being integrated into curricula all across Europe. The trend seems to be that CLIL will be used more and more in the future in most of the countries. This paper summarizes the main characteristics of CLIL methodology in order to determine the possible implementations of CLIL in India. This method has a dual focus on the content as well as on language learning. This paper also shows the procedure of lesson planning to be used in a CLIL primary setting.*

### Keywords

Multilingualism, CLIL, Learning

### INTRODUCTION

We can define the concept multilingualism as the ability to communicate in different languages. CLIL, as a term, can be traced back to 1994 and Professor David Marsh of the University of Jyväskylä in Finland. CLIL is not a language class. It's a subject class taught in a certain tongue. While students are learning about the subject matter, they're also learning a new language alongside it. This method can be used for studying English language in Indian setting. CLIL breaks new ground in the education system as an innovative practice. A key factor for introducing, The Content and Language Integrated Learning (CLIL) are to inform educators of the benefits of using it, and to allow time for adaption, taking small steps at the time.

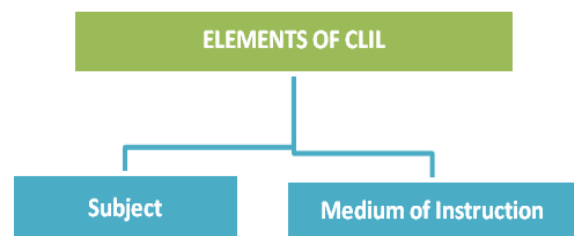
### THE NEED OF CLIL IN INDIAN SITUATION

- To promote multilinguism in education system.
- To pacify the tension of medium of instruction in schools through curricular and methodological adjustment.

- Language supportive and language sensitive.
- To enhance communication skill
- To revise the use of mother tongue or regional language or minority language.
- To bridge the gap between English and regional medium schools in levels of content and language competence

### ELEMENTS OF CLIL

Following are the elements involved in CLIL

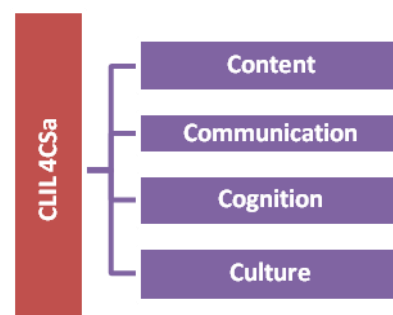


**The subject:** This can be anything from academic subjects like physics and mathematics, to even life skills taught in a classroom context.

**The medium of instruction:** This is the language used inside the classroom to explain the subject.

### CLIL 4CS PEDAGOGIC FRAMEWORK

4 C's involved in CLIL are listed below:



**Content:** The subject matter, theme, and topic forming the basis for the program.

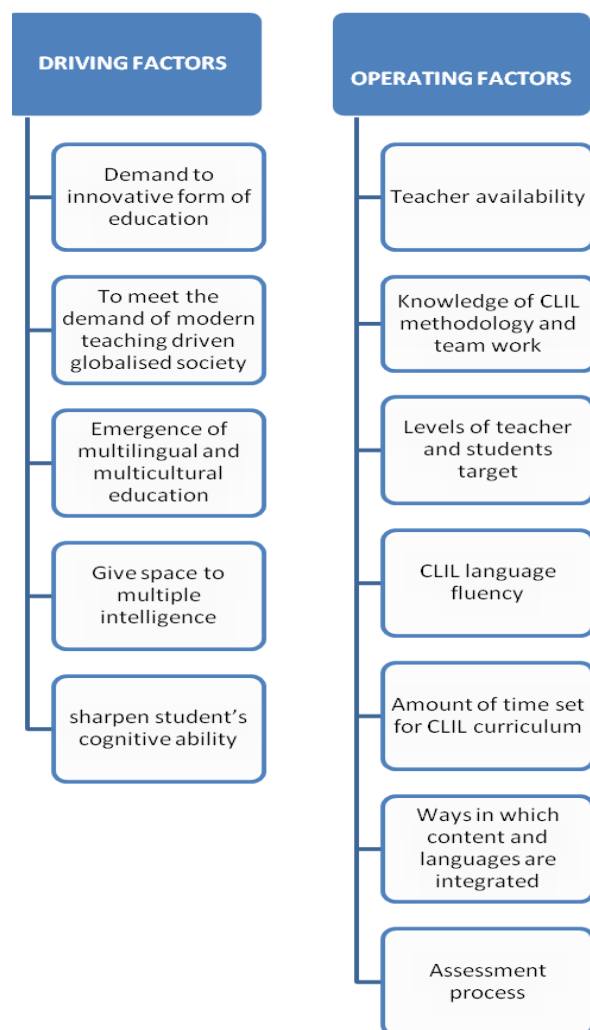
**Communication:** The language to create and communicate meaning about the knowledge, concepts, and skills being learned.

**Cognition:** The learning and thinking processes (e.g. remembering, understanding, evaluating, critiquing, reflecting, creating).

**Culture:** The development of intercultural awareness and global citizenship.

### DRIVING AND OPERATING FACTORS BEHIND CLIL

The factors which enhance clil are diagrammatically shown here:



### CORE FEATURES OF CLIL METHODOLOGY

**Multiple focus approach:** A high degree of integration should be pursued between language and content classes and among different subjects.

**Safe and enriching learning environment:** CLIL teachers should encourage students to experiment with language and content providing guided access to authentic materials and learning environments.

**Authenticity:** Connections between learning and students' lives should be made regularly in CLIL activities as well as connections with other speakers of the CLIL language. Current materials from media or other sources should be used as often as possible

**Active learning:** Students have a central role in CLIL lessons: their activities should be based on a peer cooperative work and they should help set content, language and learning skills outcomes. Finally they should communicate more than the teacher who acts as a facilitator.

**Scaffolding:** One of the teacher's roles is to support student's language needs building on their existing knowledge, repackaging information in user-friendly ways and responding to different learning styles.

**Cooperation:** A high degree of cooperation among different teachers is recommended when planning lessons and it's often considered useful involving parents and/ or the local community.

### THE IDEALISED COMPETENCIES REQUIRED OF A CLIL TEACHER

Marsh et al. (2001) outlined the following competencies required for the teacher using CLIL approach

- a) LANGUAGE/COMMUNICATION
  - sufficient target language knowledge and pragmatic skills for CLIL
  - sufficient knowledge of the language used.
- b) THEORY
  - comprehension of the differences and similarities between the concepts of language
  - learning and language acquisition.
- c) METHODOLOGY
  - ability to identify linguistic difficulties
  - ability to use communication/interaction methods that facilitate the understanding of meaning
  - ability to use strategies (e.g. repetition, echoing etc. ...) for correction and for modeling good language usage

- ability to use dual-focused activities which simultaneously cater for language and subject aspects.
- d) THE LEARNING ENVIRONMENT
  - ability to work with learners of diverse linguistic/cultural backgrounds.
- e) MATERIALS DEVELOPMENT
  - ability to adapt and exploit materials
  - ability to select complementary materials on a given topic.
- f) ASSESSMENT
  - ability to develop and implement evaluation and assessment tools

### STEPS IN PLANNING CLIL LESSON

- Learning outcomes and objectives
- Subject content
- Thinking and learning skills
- Tasks
- Materials and resources

An illustration of science lesson based on CLIL method is described below

**Subject: science**

**Class: VI**

**Topic: Types of Energy**

<b>Prior knowledge</b>	What is power? What is work?
<b>Learning Outcomes and Objectives</b>	Learners will be able to 1.define energy 2.classify the type of energy 3. Identify the uses of different form of energy.
<b>Communication</b>	Learners will be able to <ul style="list-style-type: none"> <li>• identify grammatical pattern like active voice and passive voice, verb, tense</li> <li>• build a specific glossary and define the terms in it</li> <li>• pronounce difficult words correctly</li> </ul>
<b>Cognition</b>	Thinking and Learning skills Remember Understand

	Apply Analyze Evaluate Create
<b>Culture</b>	Students will: Be conscious of the influence of energy in the history and cultural behavior of people and in their quality of life. Become aware of the importance of energy for everyday life.
<b>Task</b>	Activities Asking Questions, Worksheet, Glossary Text. Writing Reading ,Lab Reports Lab Experiments
<b>Materials/ resources</b>	Dictionary. Internet, lab
<b>Assessment</b>	Listening and repeat the pronunciation of some difficult words Writing the correct spelling of hard words Using grammatical structures correctly

### CONCLUSION

CLIL helps in understanding concepts, enjoying activities and working with their classmates. CLIL serves as a boon, because it is a different way to teach an additional language. Students focus their attention on the content without being aware that they are working on the language to.

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