CLIL Methods in Teaching English to Primary Class Pupils

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ABSTRACT: This article discusses the importance of CLIL methods. its historical origin. My aim has been to show why CLiL continues to establish itself as excellent educational practice, and how it can be introduced and developed across very different types of schools and classrooms. If a single blueprint for CLIL were feasible, then plenty of step-by-step guides would have been available years.

Keywords: CLIL methodology, content, communication, cognition, culture, assessment, manage language, manage affective factors, stretch thinking, systemize integration

INTRODUCTION:

Content and language integrating learning (CLIL) is a dual focused educational approach in which an additional language is used for the learning process, there is a focus not only on content, but also on language Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is an an innovative fusion of both. CLIL is closely related to and shares some elements of a range of educational practices. Some of these practices-such as bilingual education and immersion -have been in operation for decades in specific countries and contexts, such as content based language teaching or English as an Additional language (EAL),may share some basic theories and practice but are not synonymous with with CLIL since there are some fundamental differences. CLIL is content-driven, and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches. Whilst CLIL is flexible and can be adapted to different contexts, nonetheless, for the approach to be justifiable and sustainable, its theoritical basis must be rigorous and transparent in practice. The term CLIL is inclusive in that it binds together the essence of good practice found in the different environments where its principles have been adopted. It involves a range of models which can be applied in a variety of ways with diverse types of learner. Good CLIL practice is realized through methods which provide a more holistic educational experience for the learner than may otherwise be commonly achievable.

Research has been conducted on this topic. For example, Christiane Dalton-Puffer, Do Coyle etc. Two thousand years ago, provided of on educational curriculum in an additional language happened as the Roman Empire expanded and absorbed Greek territory, language and culture. Families in Rome educated their children in Greek to ensure that they would have access to not only the language, but also the social and professional opportunities it would provide for them in their future lives, including living in Greek-speaking educational communities. This historical experience has been replicated across the world through the centuries and is now particularly true of the global uptake of English language learning. What is significant here is the way in which language learning, particularly when integrated with content learning or knowledge construction, has now been opened up for a broad range of learner's, not only those from privileged or otherwise elite backgrounds. In the distant past, learning content through on additional language was either limited to very specific social groups, or forced upon school populations for whom the language of instruction was a foreign language.

The recent growing interest in CLIL can be understood by examining best practice in education which suits the demands of present day. Globalization and focus of economic and social convergence have had a significant impact on who learns which language, at what stage in their development, and in which way. The driving forces for language learning differ according to country an religion, but they share the objective of wanting to achieve the best possible results in the shortest time. This need has often dovetailed with the need to adapt content-teaching methodologies so as to raise overall levels of profiency, particularly since the introduction of global comparative measures ranking individual countries through the Programme for International Student Assessment(PISA) of the organisation for Economic Cooperation and Development (OECD).

In this regard, new education technologies of teaching English are emerging. One of these technologies is subject-language. CLIL (Content and language integrated learning).The CLIL methodology considers learning English as a tool for studying other subjects, for example, biology, thus skaping student's need for learning, knowledge of biological terms in English that will allow them to rethink and develop their abilities in communication. The most common is the following.

There are four guiding principles upon which a CLIL programme can be built:

1.Content-At the heart of the learning process lie successful content or thematic learning and the acquistion of knowledge, skills and understanding. Content is the subject or the the project theme.

2.Communication-language is a conduit for communication and for learning. The formula learning to use language and using language to learn is applicable here. Communication goes beyond the grammar system. It involves learners in language using in a way which is different from language learning lessons(of course CLIL does involve learners in learning language too but in a different way).

3.Cognition for CLIL to be effective, it must challenge learners to think and review and engage in higher order thinking skills. CLIL is not about all-owing individuals to construct their own understanding and be challenged-whatever their age or ability .A useful taxonomy to use as a guide for thinking skills is that of Bloom. He has created two categories of thinking skills. Lower order and higher order. Taxonomy for a well-defined range of thinking skills. It serves as an excellent checklist.

4.Culture for our pluricultural and pluringual world to be celebrated and its potential realised, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding."Otherness" is a vital concept and holds the key for discovering self. Culture can have wide interpretation-eg: through pluricultural citizenship.

The 4Cs framework seeks to assure quality in terms of guidance for:

CONTENT-progression in knowledge skills.

COMMUNICATION-interaction, language using to learn.

COGNITION-engagement: thinking, understanding.

CULTURE-self and after awareness/citizenship.

CLIL is a life long concept that embraces all sectors of education from primary to adults, from a few hours per week to intensive modules lasting several months. It may involve project work, examination courses, drama, puppets, chemistry practicals and mathematical investigations. In short, CLIL is flexible and dynamic, where topics and subjects-foreign languages and non-language subjects -are integrated in some kind of mutually beneficial way so as to provide value-added educational outcomes for the widest possible range of learners. However, value-added rebates to the quality of the learning experience. Since effective (CLIL depends on a range of situational and contextual variables, the need for a shared understanding about CLIL pedagogies became a priority. Identification of underlying fundamental principles and effective classroom practise must contribute to creating a framework for assuring quality in diverse contexts if both teachers and learners are to share motivating experience.

CLIL training series which focuses on methodology. Teachers will learn about instructional method for helping English learners develop language skills here. Teachers will get a brief overview of each method and examples of how the method is demonstrated in the design of classes as well as examples of how teachers can apply instructional strategies that support the methodogies. The first part in this series and methodologies will examine CLIL-content and language integrated learning future videos will address other methodologies.But the first what is CLIL here's a summary content and language integrated learning involves teaching students content various subjects using the target language. English what content well primary schools students typically learn content in social studies art language, art science and math when CLIL is applied or in other words when content and language are integrated students learn and use English to also learn and talk about science math, art and other subjects.

DISCUSSION AND RESULTS:

Let's examine more about this methodology. Students work on their listening, speaking, reading, writing skills in content and language integrated instruction. They listen to talk about, read about and write content or various subjects introduced in the lesson. This enhances learning in what ways well many language learning programs focus on teaching vocabulary and language used in everyday communication when content is integrated into the language classes students can learn everyday language, but they also acquire subjects specific language. For example: they will learn many academic words used in science or social studies such as words like bacteria classification or time zone developing communication skills is very important. So there's a fine balance and content and language integrated instruction although subjects are introduced it's important that content instruction does not overshadow language practice opportunities.

Many language learning programs focus on teaching vocabulary that is used in everyday communication. CLIL incorporates subject-specific vocabulary in lessons. For example:t imezone, germs, bacteria,compare, predict,etc...

Conversation activities in CLIL classes are very important to help students develop the ability to listen and speak about the subjects and use the subject-specific vocabulary along with key sentence structure and other language.Students read a variety of texts including fiction and non-fiction and use these to conserve about subjects.

To enhance sensory learning, different types of media are used to present and practice language including pictures and images, video and audio, and text.

1.Manage language:

-Carefully choose language used to present content;

-Use the same language repeatedly and consistently;

-Minimize the use of language.

2.Manage affective factors:

-Maintain a positive, enthusiastic attitude;

-Praise students often;

-Use positive reinforcement and guide students to correct responses.

3.Stretch thinking:

-As time allows, expand on topics to encourage more conversation and deeper thinking.

4.Engage students:

-Make it interesting;

-Adjust to students abilities and interests;

-change activities frequently and use a variety of activities.

5.Make it Real:

-Apply to real-life situations;

-Apply to student's experience;

-Use realia.

6.Discuss progress with Students:

-Praise students. Mention specific ways they are doing well;

-At the end of class, tell each student how he or she did. Heighlight trophy awards;

-Fill out class Feedback form.

7.Cooperation:

-Communication with teachers to learn effective approaches and make suggestions.

8.Reflect on practice:

-Review teaching effectiveness;

-Use Self-Evaluation Checklist;

-Consider ways you want to improve and plan improvements.

9.Systemize integration:

-Familiarize yourself with the ABC Time systemized approach of presenting, providing practice opportunities and encouraging students to demonstrate new language skills through production activities.

Conclusion: As CLIL research gains momentum and as it gains recognition in research associations through SIG(Special Interest Groups) and the expansion of thematic conferences, as well as dedicated academic journals. CLiL is coming of age and asserting itself as a field of research in its own right. The growing CLIL research findings, apply this critically and appropriately to CLiL contexts and go beyond the current boundaries so that new research questions evolve and existing ones are addressed.

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