

IMPLEMENTATION OF CLIL METHOD IN EL CLASSES

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Annotation

This article reveals that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. Learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in other English programmes for young learners.

Key words: content, teacher, subjects, collaboration, skills, critical thinking, accumulate, facilitate, knowledge, challenging, implementation, science, method, monolingual, classroom, acquisition, multidisciplinary, task-based

CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language can be more challenging and intensive than conventional language lessons. Learners are exposed to a broader range of language while simultaneously gaining knowledge and skills in different areas of the curriculum. In CLIL, teach a curricular subject in a second or third language involves drawing on effective pedagogical practice from a range of different educational contexts.

There are many different types of CLIL programmes around the world, ranging from full immersion to subject lessons in the target language. Subjects may be taught by subject specialists or by language teachers. In some countries classroom assistants support the learners too. There are also contexts where CLIL is used to integrate learn into mainstream classes.

- introduce learners to new ideas and concepts in curricular subjects
- improve learners' performance in both curricular subjects and the target language
- encourage stronger links with the citizenship curriculum
- increase learners' confidence in the target language
- make the content subject the primary focus of classroom materials
- enable learners to access curricular subjects by modifying lesson plans to take into account pupils' ability in the target language
- provide cognitively challenging materials from the beginning
- provide scaffolding to support learning of content and language.

CLIL is a fairly recent way of teaching. An acronym standing for Content and Language Integrated Learning – according to Mehisto et al [2008] it is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.

A lot is said and discussed about CLIL and normally the discussions focus on the subject teacher having to teach his or her subject in English. Most books and articles is presented with definitions and ideas almost trying to help the content teacher to deal with language.

What about the language teacher's perspective? There is enormous difficulty finding articles that look into it from such perspective. We normally find material that talks about the use of language, all approaches to language teaching, not really how to develop more content in a language class.

From an English language teacher perspective, it may be challenging to include more content in an EFL class. Most published materials, even though claiming to have a CLIL content and/or approach are very, very much language oriented.



Phil Ball states that CLIL with its dual focused approach has language and content to be taught hand-in-hand. In regular schools, it cannot be seen a lot of problems in this as this should not be so difficult to accomplish as there are the demands of the curriculum and therefore what needs teaching is already set. The issue here would be on a different approach to teaching the content. In fact, the content is defined by the syllabus and the language is defined by the content – what the student needs to know and produce.

CLIL supports critical thinking and collaboration skills. Students won't be spoon-fed their language lessons, but rather they'll need to pay attention, observe and learn the language by learning about other subjects in that language. Learners can look to their peers to support them in this process.

That's because the CLIL curriculum balances bilingual education and language learning. Rather than being the focus of teaching, language becomes a tool for communication. Repeated exposure and stimulation helps students to assimilate the language while learning content that will greatly expand their horizons and promote curiosity.

Effective ways of implementing CLIL Method in teaching:

Rethink Your Syllabus

Incorporate cross-disciplinary themes. A great CLIL syllabus should replicate any traditional subject lesson syllabus. Rather than thinking of yourself as a language teacher, imagine that you're a subject teacher. The main difference is that students will learn this subject in another language. Here are some examples of subjects which can be taught:

Literature in English

Mathematics in English

Philosophy in German

Art in English

Physical Education in Russian

Highlighting key concepts will facilitate assimilation and reinforce recently acquired knowledge, hence benefiting their language and subject studies.

CLIL can be used as a single lesson for one language class— teacher do not have to teach CLIL all the time, but it can instead be part of varied teaching arsenal. Teacher may rotate between comfortable subjects.

This helps to create targeted lessons that are packed with information. The idea is to cover a lot of ground and help students to accumulate as many vocabulary words related to the subject matter as possible.

Focusing on tasks in the classroom may helps to implement CLIL approach more effectively. Traditional monolingual classroom, CLIL promotes collaborative work and the acquisition of multidisciplinary, task-based skills.

This gives students a clear purpose and the motivation to learn and complete the task to the best of their ability. It also rewards their ability to use their own personal knowledge to succeed in the classroom. CLIL approach encourages the acquisition of oral and practical skills rather than the theory through real-life activities. CLIL activities promote teamwork and encourage students to become key participants in the classroom. Activities, in this respect, are fantastic tools of learning in CLIL because they integrate language and content, and they promote learning by doing. This helps students to communicate key concepts in the target language in real-time and in real situations.

Following activities can be done:

Presentations: One student takes the center of the stage to introduce to the rest of the classroom a tangential theme related to the subject you've been discussing. Encourage them to use graphics, images and multimedia material, and to prominently write keywords on the blackboard so their fellow classmates can take notes.

Role-plays: Students impersonate major figures and stakeholders to give life to a concept or theme they've learned in the classroom. Ask them to prepare the reenactment ahead of time by working together to write and memorize a mini-play around this theme. Recap by letting the class interact with student-actors to ask questions about the subject matter.

Science experiments: These are fantastic tools to help your students discover science, chemistry and biology, and have fun along the way! Ask a subject teacher from your school to come and supervise if you're unsure about certain elements, and don't forget to pre-teach important concepts and words so students know what to do during the experiments.

Cooking classes: What better way to motivate students and strengthen the bonds between teachers and learners than food? An essential part of culture, society and language, food helps to bring the class together—and cooking is where it all starts. Start by selecting a recipe and discuss it in class ahead of time. Then ask students to compete and make their own versions of the recipe. They can customize presentations, add different spices and mix together ingredients that inspire them. Then recap in class and ask students to discuss, taste and compare their productions.

The goal is to boost your students' ability to communicate while also allowing them to focus on learning subject lessons. Along the way, you'll build their positive vibes for the target language and culture.

Teacher has a key role in enhancing learners' oral production as well as in providing corrective feedback to focus on form, especially in a context where learners had a limited command of English and little familiarity with CLIL instruction. Thus, it would be beneficial to make teachers aware of the roles they play during CLIL and EFL instruction and the effect this has on classroom interaction. Teacher training programmes should emphasize their role in interaction and be offered a range of tools and strategies to fully exploit each learning context. Bridging the existing gap between CLIL and EFL instruction by making the two instructional contexts complementary must be a priority if we are to offer our primary education students a more comprehensive contact with language in the classroom setting.

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