

THE BEST APPROACHES FOR LANGUAGE TEACHING

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Abstract

The main target of this study is to show the effective approaches in EAC (English across curriculum) and CLIL (Content and Language Integrated Learning) for our students. Both of them are very interesting and challenging approaches to language teaching and for learning English efficiently and effectively. They have proved to be very effective in foreign language teaching. It gives the best and excellent result for learning and mastering the English rapidly and significantly. This section contains worksheets and teacher's notes written specifically for English language lecturers/teachers who want to introduce motivating cross-curricular content into their lessons. The activities on these pages are graded according to language level and integrate learning content with structured practice of key vocabulary and tenses. Information-gap activities, reading texts and discussion questions will get our students engrossed in the content while helping them to learn English as good as possible.

Keywords: approach, conten, effective, foreign language teaching.

A. Introduction

The models, techniques and approaches of language teaching have grown up so rapidly, such as: EAC (English across Curriculum) and CLIL (Content and Language Integrated Learning) are approaches to language teaching that gained popularity in the 1980s and have proved to be very effective in FLT. As an innovative methodological approach, CLIL was first used in Finland in the mid of 1990s and then spread to other European countries, so that the acronym CLIL soon became widely known. For the two decades it has become a significant curriculum trend in Europe (Graddol 2006, 86), applied worldwide both at primary and secondary levels. The report of European commission (2006, 14) stresses that it is part of mainstream school education or is carried out within pilot project.

CLIL stands for Content and Language Integrated Learning. It refers to teaching subjects such as science, history and geography to students through a foreign language. This can be by the English teacher using cross-curricular content or the subject teacher using English as the language of its intruction. Both methods result in the simultaneously learning of content and English.

Content and Language Iintegrated Learning is mostly used in secondary schools and the learners do not necessarily need to be proficient in English to cope with the non – language subject (Graddol 2006, 86). FLT is usually integrated with artistic subjects (art and craft,

music), physical education, science subjects (physics, biology, chemistry), geography or history, either through bilingual/multilingual education, or in classes which specific forms of extended language teaching and teaching of others subject in foreign language (European Commission 2006, 64).

B. Inside English across curriculum

There are a lot of interesting and lovely topics that we can learn from inside English across curriculum, among them are:

1. The Art and Architecture:

The developing of art and architecture nowadays are so rapidly, various and very interesting. A lot of beautiful and convenient houses and settlements were born from this science and discipline. We can explore art while learning the language of art. These resources help the students to describe art and express their opinions on it while simultaneously learning more about art and architecture's history.

2. The Business and Tourism:

The business and tourism competitors are so tight and hard nowadays, there are a lot of agents compete so tightly to attract the customers to use their service, while the tourism increase so rapidly because so many new resorts and beautiful places were born, so massive and existed in every part of the world to offer the pleasure, happiness, joyful and satisfaction. The worksheets for budding entrepreneurs to practice their skills, these worksheets tackle social issues in the business world and provide plenty of opportunities for students to build their confidence to practice their speaking skills with the tourists and foreigners. Even though the condition of business and tourism are collapse and ruin down nowadays, because of the deadly pandemic COVID 19 or Corona Virus Disease that spread out to all over the world and the current news tell us around or almost 20 million people have already to be the victims or sacrifices, so scary and dangerous. We do not know yet, when will this pandemic over, nobody knows.

3. The Culture:

Indonesia is one of the richest cultures in the world, because there are a lot of tribes that created so many various interesting, amazing, lovely and beautiful cultures and tradition in this archipelago. It is spread out from Sabang until Merauke freely, therefore, the speaking and reading activities that encourage cross-cultural learning to be very crucial for that. These reading and speaking activities help students to understand more about how the people and society live and their social customs in different parts of our beloved Indonesia, even all over the world.

4. The Geography and Environment:

Indonesia is Our beloved country and it is very beautiful and rich. The foreigners people called it as “The Heaven on the earth”. In the other hand it is also called “The Ring of Fire”What does it mean: There are a lot of disasters happend in this country, such as: the eruption of volcanous” activity, the earthquake, landslides, flood, tzunami, the hard and strong wind/puting beliung and what not? The Activities on climate change, global warming, and key cities and countries around the world. These thought - provoking reading and speaking activities get students to engage with timely environmental issues while practicing reading and speaking skills.

5. The Information Technology:

The developing of technology is very fast and quick, therefore, for those who did not follow carefully and seriously, they will fall behind so far and primitive. Key terminology and information on computing, past and present. The Students learn it terminology and the history of computing in these useful resources.

6. Mathematics:

Many students often complain about mathematics, however some students regarded that it is very interesting and challenging science. Worksheets for the students learning key mathematical concepts and vocabulary, this section is devoted to resources for students tackling mathematics in English.

7. Science and nature:

The cultures and civilization of human race develop and grow up rapidly because the science, and the nature has very crucial role to support the development of it. From Darwin’s theories to cloning and how the brain works; a fascinating range of illustrated activities covering areas of science and the natural world. These resources give the students the knowledge, vocabulary and key phrases to understand more about different spheres within science.

8. Sport:

Sport has very important role for human being’ life, because it gives a lot of benefits and advantages for the human’ body, especially to guard and keep the human being to be healthy and fresh. From the first Olympics Games to the modern day, fun language activities to help students learns about the language, history and culture of sport as well as modern day practices and health benefits. There are so many interesting and lovely sport, such as: Self Defense, Martial Art, (Ultimate Fighting Championship, The Pride, MMA), Boxing, Moto

GP, Playing, Football, Basket ball, Badminton, Rock Climbing, swimming, Diving, surfing and what not?

9. Cross-curricular web-quests:

Web-quest worksheets and projects for use in class or homework, this developing section includes resources to keep your students glued to the computer screen for hours.

10. Historical topics:

The Reading, Speaking, and Vocabulary activities that introduce EFL students to the past. The popular history of The Prince Diponegoro is ver important for the young people to rise up their bravery to fight for freedom. You can take your students on journey into the past while learning English at the same time. This activities will be very interesting and challenging for our students. They will get a lot of experiences from this historical topic.

11. Topic-based listening lessons:

There are so many topics for the listening. These topics - based listening on an eclectic range of subjects are designed to introduce content - based learning into the EFL classroom.

C. Inside CLIL (Content and Language Integrated Learning)

There are many factors that involve in inside the content and language integrated learning, such as:

1. The Young Learners; You will find a huge selection of fun and stimulating Content and Language Integrated Learning activities, puzzles, projects and cross – curricular worksheets for children aged 6-12 in this thriving section of onestopclil.
2. The Secondary students usually very active and always want to know about something new, because their curiosity has grown up rapidly and significantly in this time. You will find a whole host of Content and Language Iintegrated Learning resources on a wide range of curriculum topics for the students aged 11 - 18 in this vibrant section of onestopclil.
3. The Vocabulary has very crucial role for learning and mastering the foreign language, so that enlarging and enriching the vocabulary should be done actively and seriously, because more vocabulary will make better your foreign language, especially your speaking ability Helping to help your students learn subject-specific vocabulary. Subscribers to onestopclil can access our growing range of vocabulary worksheets, wordlists and full access to the Macmillan school dictionary online.
4. The Methodology; Practical guidance to make Content and Language Integrated Learning are something reality in the classroom. Articles, teaching tips and reference material to help you in your Content and Language Integrated Learning teaching.

5. The Animation; Some students usually like animation, because it is funny and lovely. The characters in animation are easy, interesting and entertaining for the students. Bring a spark to your classes with these interactive resources. These digital resources can be used for whole-class teaching using a projector.

6. The Image Gallery will be very attractive thing and place for the students to learn their foreign language. A bank of subject - specific diagrams and illustrations to brighten up your classroom and improve your students' understanding of new vocabulary.

7. The Content and Language Integrated Learning Magazine will be very effective tool to bridge the material or information to the students. The information content of magazine will be very beneficial for the students to enlarge and their foreign language. Welcome to the Content and Language Integrated Learning Teacher Magazine! Become part of onestopclil community and keep up to date with the later news, reviews and events in the Content and Language Integrated Learning calendar. You have to connect with your colleagues, friends and read about Content and Language Integrated Learning experiences from around the world.

D. The Relationship Between The Young Learners and English across the Curriculum

There is very closed relation between the basic methodological principles underlying integration of foreign language teaching with the content of a non language subject take into account the dual - focus approach and aim to develop both language and content fluency.

The approach the needs for learners/students, among those are:

1. To be exposed to a foreign language
2. To use a foreign language for genuine communication
3. To use a foreign language for practical purposes
4. To integrate all language skills
5. To gain confidence in using foreign language.

E. The basic principles of learning typical of young learners are also respected, such as:

1. Learning through hands-on experiences, engaged in meaning
2. Learning from peers and the teacher
3. Learning through discovery
4. Learning through interaction with others.

Obviously, such an approach/method can be beneficial in teaching English to young learners if the EFL teacher is able to design activities in which learners are working on meaningful tasks and foreign language is used to accomplish the tasks (Bourke 2006, 282). This rather challenging for the EFL teacher, but not so much for the class teacher who usually teaches

all subjects to young learners. The only prerequisite is that the class teacher should be fluent in English and acquainted with foreign language teaching methodology.

F. Teaching Art through English

It is very interesting and lovely while we can teach art for our students through English, of course. In order to study possibilities of integrating English with other curriculum subject in a young learner classroom, we piloted a series English lessons leading to teaching Art through English as a medium in a primary class. The lessons were thought by a senior student teacher qualifying to become a class teacher and English language teacher as a part of compulsory student teaching practice.

Lesson planning was very carefully done in a team consisting of the student teacher, two mentors at the faculty of education (Lecturers of Methodology of teaching art and English Language Teaching Methodology) and two primary school mentors (a class teacher and English language teacher). Preparation involved observation of English and Art lessons over several weeks, gradual introduction of CLIL approach to pupils of the fourth grade. Design and choice of teaching materials and activities that could best contribute to learners' development in the areas of artistic creativity and linguistic fluency.

The starting point was the art of syllabus in the fourth grade of the primary school in Serbia. The topic chosen for the CLIL lesson was costume design as a way of expressing learners' imagination, creativity and feelings related to a story. The story used as stimulus is the well known traditional fairy tale Little Red Riding Hood, but in a new, modern version written in the form of a poem by Roald Dahl. Special personality features of the story characters are seen as inspiration for the choice of specific texture of the materials used in costumed design. While the choice of colors and collage patterns used in decorating the costumes are the mean of expressing learners' understanding of characters and costumes.

G. The language focus was dictated by the subject matter and involved the following areas:

Subject specific vocabulary: collage, color, complementary, fabric, texture, rough, smooth, shape, colorful. Vocabulary used in describing story characters and objects: good, bad, old, young, big, small, happy, sad, bright, dark, black, red, green, sharp, furry, hungry and etc.

Vocabulary always related to the items of clothing, such as: silk, cotton, shirt, hood, coat, night dress, suit, hat, tuxedo and etc. Verbs of senses, such as: hear, smell, see, taste, feel and et cetera.

Language structure and functions used in suggesting, agreeing, disagreeing, asking for description, and describing: Let's go to the beach to ... That's good/bad idea, what's look like? What does she look like, Is that warm, cool or hot? It is rough/smooth/ ...and etc. Practicing all language skills: listening (to the poem read by the teacher), Reading

(vocabulary related to characters and costumes), writing (words and phrases describing the story characters), Speaking (group discussion of various possibilities of creating/decorating costumes, dramatization of the story).

H. The examples of reading materials of Information technology as the following are very interesting and lovely for our students:

Who Discovered Electricity?

Inventors had been experimenting with electricity since the 1700's. Inventors called Benjamin Franklin performed his famous experiment of flying a kite during a thunderstorm. Lightning struck a pointed wire fastened to the kite and travelled down a wet string causing sparks. This proved that lightning is electricity. It was not till the 1900's that big companies found ways of producing electricity in huge amounts so that all people could use it. Before electricity children could read at night only by candlelight or a lantern. A lantern was a glasses cage that shone light using fire. The fire was lit using a wick and kerosene. This only lit up a small area and strained eyesight. It was also dangerous, as the kerosene was flammable. Flammable means that it was easily set on fire! Today we use electricity to light up a large area enabling us to read and work during the evening and night.

Would you prefer to read by lantern or electric light?

Transport in the Past – Before the Automobile

Animals were once used as forms of transport. Horses pulled carriages. Ponies were used to help carry and deliver mail. Dogs pulled sleds in snow. In the desert, camels were used to transport people and goods. Donkeys were also used to carry loads on their backs.

The first automobile was made in 1896 just over 100 years ago in Detroit USA by a man called Henry Ford (1863-1947). He invented the first petrol engine. At first automobiles were very expensive because they were built by hand. In 1903, he founded the Ford Motor Company (which exist today) and began producing automobiles. The first model he produced was called the model T. By 1927 automobiles were made in large numbers in factories. They became cheaper to buy. By 1927 more than 15 000 000 (fifteen millions) automobiles had been sold. The cars of the mid-1900s were large and heavy and travelled at approximately 50 kilometers per hour.

Today cars come in all sorts of shapes, colors and sizes. Prices vary according to the type and condition of the car. Today most families own a car and it is the main form of travel. Safety is an important feature. All cars have seat belts and many have airbags, which inflate during an accident. Today cars can travel at speeds of up to 200 kilometers. As the speed of cars increase, so do the dangers, this is why strict laws were introduced so that people drive cars at a safe speed.

I. The aims of the series of lessons are twofold as follows:

	Art	English
Aims	Introducing basic ideas about costumes And their function	Communicative aim understanding the story/poem Learning new vocabulary : Subject specific vocabulary
	Introducing basic ideas about costume design	Revising vocabulary : Adjectives (opposites), sizes, verbs of senses
	Developing creative expression in costume design	Revising language structures and functions of suggesting, agreeing, disagreeing, asking for description, describing
	Using costumes to act out a role-play	Developing listening, reading, writing and speaking (role-play)

To be successfully applied, such integration of dual lesson focus and a number of activities is extremely demanding on teachers. Both in planning and implementation high level of knowledge, skilled management of class, good organization of group work, keeping all learners actively involved, creating resources and materials (Cameron 2008, 180).

In the lesson described in the paper two handouts were used, both prepared by student teacher, while the vocabulary test was designed by one of the mentors; visuals used in the lesson were prepared by the student teacher and approved by the mentor in charge with methodology of teaching Art, while the final lesson plan was written in English and checked by the mentor in charge with ELT Methodology; in the planning stage, activities were suggested by the student teacher and developed in tutorials given by all mentors. Careful planning resulted in a lesson full of learner activity and fun, and success in the vocabulary test given three weeks later proved lesson effectiveness in linguistic development.

J. Conclusion

1. The example presented shows how lesson planning moves from content to language learning aims, integrating and improving them. Such a holistic approach is the result of team work and cooperation of a student, teacher and a network of mentors. The most valuable thing is that young learners experience a foreign language as a useful and relevant tool that can be naturally used in learning other subjects. What is more, there is a lot of fun in doing all group activities.
2. Fostering both receptive and productive language skills in CLIL approach allows learners to develop a wider sense of achievement, which has a positive influence on their motivation. Learners managed to classify and use fifteen words and phrases associated with the story characters.
3. It is great challenges to get young learners speak in the CLIL classroom. Developing CLIL takes time and a lot of energy and high level of teacher's knowledge and skills. Finding

appropriate, simplified language is one of the biggest challenges the class teacher / English teacher faces. We managed to introduce a very interesting topic/content by using a well known story and relying on learners' previous knowledge while hands-on activities facilitated the kinesthetic learning needs of young learners.

4. Group work provided possibilities for strengthening social skills like cooperation, tolerance, acceptance, helping and listening to each other. All these secured successful elimination of drawbacks and stressed the benefits of CLIL. It is our belief that CLIL should be exploited much more in a young learner classroom, as its potential in engaging young learners in active participation and learning can be great, effective, efficient, interesting and lovely for evrybody.

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