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HISTORY AND MAIN COMPONENTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH (CLIL)

ABSTRACT

The article is devoted to analysis of the development of CLIL approach which is gaining considerable attention of world educators because of its dual aim: teaching a foreign language through content and teaching content through a foreign language. The material of the study was a theoretical framework offered by the founders of this approach. Objective: to identify the role of the main components of this approach called “4C”s – content, communication, cognition and culture which should be dwelled into every CLIL classroom. Along with it, it presents the principles and ways of integrating CLIL into the school’s educational program. The author focuses on CLIL as an interactive teaching approach, its principles and practice-oriented value. The learning environment created with CLIL in the secondary school education focuses not only on learning a foreign language but also on developing communicative competence in a foreign language. In CLIL classes, schoolchildren participate actively in socio-oriented tasks using a foreign language. To be more specific, they may participate in joint projects with their peers from other countries or hold videoconferences. Variability and choice of teaching approach lies within the needs of the secondary school. If a school curriculum is designed in consistency with CLIL, it is noteworthy to mention that teaching a foreign language as a separate subject gradually ceases being in the timetable, and CLIL becomes a part of school’s educational program. Organizing special educational programs contributes to the formation of learners’

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ФАН ВА ТИЛНИ ИНТЕГРАЛЛАШГАН ХОЛДА ЎҚИТИШ (CLIL) ЁНДАШУВИ- НИНГ ТАРИХИ ВА АСОСИЙ ТАРКИБИЙ ҚИСМЛАРИ

АННОТАЦИЯ

Мақолада фан ва тилни интеграллашган ҳолда ўқитиш (CLIL) ёндашувининг ривожланиш тарихи таҳлил қилинган. Тадқиқот материаллари сифатида ёндашув асосчилари томонидан тақдим этилган назариялар танлаб олинган. Тадқиқотнинг мақсади – ёндашувнинг “4 C” деб номланган таркибий қисмларини аниқлаш ва уларни CLIL дарсларига татбиқ қилишдан иборат. Муаллиф Фан ва тилни интеграллашган ҳолда ўқитиш (CLIL) ёндашувини умумий ўрта таълим мактабларида жорий этишнинг принциплари ва усуллари ёритилган. Шунингдек, муаллиф CLIL - интерфаол таълим ёндашувининг принциплари ва амалий аҳамиятига эътибор қаратади. Умумий ўрта таълим мактабларида CLIL ёндашувини ёрдамида яратилган муҳит нафақат хорижий тилни ўрганишга, балки чет тилида эркин мулоқот қила олиш қобилиятини ривожлантиришга қаратилган. CLIL дарсларида ўқувчилар чет тилни қўллаш орқали ижтимоий вазиятларга йўналтирилган вазифаларда фаол қатнашадилар. Шунингдек, ўқувчилар бошқа мамлакатлардаги тенгдошлари билан биргаликда халқаро лойиҳаларда иштирок этишлари ёки видеоконференциялар ўтказишлари мумкин. Ўқитиш методлари орасида CLIL ёндашувини танлаш умумий ўрта таълим эҳтиёжлари асосида амалга оширилади. Агар мактаб ўқув дастури CLIL билан мувофиқлаштирилган бўлса, чет тилини алоҳида фан сифатида ўқитиш аста-секин жадвалдан чиқарилади ва CLIL мактаб таълим дастурининг бир қисмига айланади. Махсус ўқув

дастурларини ташкил этиш ўқувчиларнинг шахсий малакаларини шакллантиришга ёрдам беради. Хусусан, ўқувчилар дарс мазмуни ва моҳиятини тушуниб, уларни машғулотлар давомида ақс этирадилар. Мактабларда CLIL ёндашуви чет тилини ўрганиш воситаси сифатида қабул қилинган. Ҳозирги кунда кўплаб Европа бошланғич ва ўрта таълим мактаблари тарих, санъат, физика, алгебра, география, музика ва шу каби фанларни махсус CLIL дастурлари ёрдамида ўқитишади.

Калит сўзлар: CLIL, тарих, “4 C” қисмлар, ўқитиш, ўрганиш, ёндашув, дарс режаси.

personal competences, in particular, learners start understanding the meaning of activities, reflecting on them and accepting CLIL approach as a tool to learn a school subject in a foreign language. It is remarkable that many European primary and secondary schools have worked out special CLIL programs for school subjects like history, social studies, art, physics, algebra, geography, music and so on.

Key words: CLIL, history, “4 C” components, teaching, learning, approach, lesson plan.

INTRODUCTION

The rapidly developing modern world makes sundry demands on each individual like adapting to numerous changes happening in the external environment, recognizing changes in the global and cultural community and examining what knowledge and skills are necessary in real life. In this process, education system of every country is assigned a major and, at the same time, daunting task to raise up the rate of literacy and intelligence of growing up generation of a country due to the fact that youth is the future of the state. Nowadays, the prior task of education is to form a full-fledged system of knowledge and skills, which will lead students to think independently and feel their personal responsibility in learning. Noteworthy, knowledge of a foreign language is becoming one of the powerful tools for expanding intellect and professional growth [Coyle D., 46-62].

REVIEW OF LITERATURE

It is generally believed that any language is the most important mean of communication, a pledge of existence and progress of society. The changes taking place in the modern world require improving students' communicative competences and organizing language training programs for language teachers to broaden their knowledge about modern teaching methods and approaches. By doing this, both teachers and students will have a chance to exchange their thoughts from various life aspects while communicating with each other, applying language norms and adequate communicative behavior. In other words, the main purpose of teaching a foreign language is to form communicative competence, that is, the ability and willingness to carry out personal and cultural communication with others. Communicative competence is not an innate quality or personal trait. It is formed in the long process of communication. The primary task of a teacher in the class is to create such a model of real communication, so that it can evoke the inner motivation in learners to interact with other individuals in authentic situations and boost self-confidence while communicating. Based on the

personality-oriented approach of teaching, a teacher should strive to create a diverse educational environment that enables learners fully demonstrate their abilities and skills while educating the younger generation.

Modern educational technologies used to form foreign language communicative competence are very effective from the point of view of creating an educational environment that ensures the interaction of all participants in the educational process. When teaching a foreign language, a teacher has the right to use or independently adapt the usage of any modern technology in accordance with the functions, content of educational material, goals and objectives of class. One of these technologies that I use in my lessons is Content and Language Integrated Learning (hereinafter CLIL). The term CLIL was first proposed by David Marsh in 1994. At first, this term designated the process by which academic disciplines or their parts were taught in a foreign language. To achieve the ultimate goals of the educational process, a dual goal was set: the study of a curriculum subject and the simultaneous study of a foreign language. Marsh conducted his research for several years and by 2001 developed a methodology for learning languages and described it as follows:

“CLIL considers learning a foreign language as a tool for studying other subjects. The method creates a student's need for learning, and this, in turn, allows him to rethink and develop his abilities, including in his native language” [3, 20-6].

Noteworthy, content and language related activities in CLIL classes are practice-oriented and applicable at primary, secondary and high schools. It does not involve an in-depth study of the language and is not an obligatory component for every schoolchild. Every learner decides to study or not in CLIL classes on the basis of an individual educational trajectory.

DATA ANALYSIS

Organizing special educational programs contributes to the formation of learners' personal competence, in particular, learners start understanding the meaning of activities, reflecting on them and accepting CLIL approach as a tool to learn a school subject in a foreign language. The learning process in CLIL classes should not focus on a foreign language promotion.

Some years ago a number of pupils at secondary schools used to choose basic subjects to learn and express their unwillingness to participate in language classes. However, development of teaching methods and approaches has arisen interest to mastering the knowledge in a foreign language. Nowadays, both parents and children consciously choose a CLIL class where a school subject is taught in a foreign language environment.

In case a schoolchild faces difficulties in a CLIL class, it is possible to change the group to the traditional one where learning takes place in a native language. The content in both CLIL and traditional classes is the same; the difference is only in the approach, method and form of delivering the knowledge. Usually, a child gains expe-

rience of acting in a situation of uncertainty when a group is changed.

It is remarkable that many European primary and secondary schools have worked out special CLIL programs for school subjects like history, social studies, art, physics, algebra, geography, music and so on. At the initial stage of CLIL implementation, learners might be given an opportunity to choose a subject of their interest to study in the form of a short term course at two levels: basic and complex.

Language environment at schools is tightly connected with CLIL approach and covers not only school's educational program but extra-curriculum classes as well. In extra curriculum classes, learners have socio-practice oriented activities using a target foreign language. This can be organized in the form of a joint-project with learners' peers from other countries.

Variability of the content, lesson technology and procedures in CLIL classes cover the whole educational process of schools and enables learners to broaden their horizons and develop critical thinking abilities in a foreign languages. This, in its turn, gives an enormous opportunity to pass an international language exam, to participate in the educational events like camps or conferences and to become a part of the global community where communication mostly occurs in English.

Schoolchildren at any level of education should construct their individual educational trajectory if conditions for its formation are created. Approach CLIL can be integrated to the educational process from the first class. At this level, the language used in CLIL classes is similar to language showers. In practice, 10 minutes a day are enough to undertake a soft level of CLIL. By the fourth grade, a teacher and students may use foreign vocabulary to talk about the things going around the world connecting them to the topic of the class.

Modern educational scholars define this approach as a didactic technique that enables students to form linguistic and communicative competences in a non-native language in the same educational context in which they develop general educational knowledge and skills. When planning a lesson on the basis of this approach, it is necessary to take into account its essential components, the so-called "4 C": Content, Communication, Cognition and Culture. [Marsh D., Marsland B., & Maljers A., 20-69]. Every element should be dwelled into the lesson plan and they mean:

Content. A teacher should stimulate the process of learning new knowledge and skills in the subject being studied.

Communication. A teacher should encourage children to make full use of the means of the foreign language being studied in order to acquire new knowledge and skills.

Cognition – thinking. A teacher seeks to maximize the mental abilities of students for a better understanding of the language and the subject being studied. Tasks for developing of analytical and critical thinking may comprise comparison, guessing, finding the main ideas of the passage and etc. which contribute to the achievement of CLIL's goal.

Culture – knowledge of culturology. Understanding the characteristics, similarities and differences of modern world cultures will help students quickly adapt to the cultural space, understand their native culture and strive to preserve and develop it. In addition, when planning educational material based on the CLIL methodology, it is important for a teacher to take into account the age of students, their language proficiency level.

In defining the main principles of the approach in different European countries, 4 main aspects are highlighted, covering the cultural and linguistic environment and aimed to solve subject and educational related problems. Each of the 4 aspects is implemented differently depending on the age of students, socio-linguistic environment and degree of immersion in CLIL.

The idea of using the principles of CLIL arose as a result of increased requirements for the level of proficiency in a foreign language with a limited time allotted for its study. This problem is faced by teachers in almost all countries. This approach allows learning two subjects at the same time, although the focus can be on either a language or a curriculum subject. Language learning becomes more focused, as the language is used to solve specific communication problems. In addition, learners have the opportunity to learn and understand better the culture of the language being studied, which leads to the formation of socio-cultural competence of learners.

Authenticity of material is another important component of CLIL approach. It can be authentic texts in a foreign language and relevant authentic items used in reality by a schoolchild. Moreover, authentic materials are beneficial to understand the material exposing learners to real discourse.

The next important component of CLIL is the appropriateness of material and teaching technique. The material and technique used in a CLIL class should be integrated taking into consideration culture and meet the state educational requirements. Relevance of teaching materials to the age of learners and its cultural significance in the classroom is another main part of this approach. Furthermore, at the lesson, teachers should make sure that the level of their language corresponds to the level of learners' knowledge, so lack of vocabulary or the content should not be an obstacle to learn a new material. To avoid such situation, a teacher can use some objects, illustrations, non-verbal techniques relevant to the topic.

In CLIL classes, a teacher can use materials of different cultures which reflect different points of view on a certain subject. In this respect, it is important to develop learners' ability to look at the same phenomenon from different viewpoints. In intercultural interaction, familiarity with other cultures while studying an educational material on any subject helps to identify a learner as a person belonging to a particular cultural community.

The learners study a fairly large amount of language material, which is a complete immersion into the natural language environment. It should also be noted that

the work on various topics allows students to learn specific terms, certain linguistic constructions, which contribute to the vocabulary store of application of the acquired knowledge and skills in real life. Learning a foreign language and a non-linguistic curriculum subject, at the same time, means one of the biggest achievements of educational system and the process of learning a foreign language and a non-linguistic subject is accelerated.

The Estonian handbook “Lõimitudaine - jakeeleõpe” (Translation: Content and Language Integrated Learning) by P.Mehisto, D.March, M.J.F. Martinkoostöök, Völlija H. Asseriga published in 2008 aroused a great interest among teachers and others in CLIL and prompted to continue their work in this direction.

Tracing back to the history, it should be said that CLIL has been used for many years before the actual introduction of its term or structures. In the era of Babylon which continued until the early sixties, teachers used CLIL approach without realizing it. Marsh, Mehisto and Frigols say CLIL appeared much earlier. We can see the first similarities with CLIL, as we know today, appeared already 5,000 years ago not far from the area of Iraq. The story comes from the time when the Akkadians conquered the Sumerians as they wanted to learn their language; they were looking for possible ways to absorb it. In the end, the best way to do this was to go to their various classes, such as: theology, zoology and etc. Everyone taught the Sumerians in the local language. So, they “killed two birds with one stone” : they learned the language along with the content of a particular subject. Another example of using CLIL is Latin, although there is a little conflict. As it is known, Latin was the language of instruction in different countries. For example, in Italy, Italians studied law, biology, or philosophy in Latin. However, we cannot consider it as a CLIL approach, because Latin does not really give room for a second language. However, Dalton-Puffer already does Latin learning as a way of learning CLIL. He also recalls that in the past it often happened that linguistic minorities had to get an education in a second language, which is also a daily experience for today’s learners around the world. Another example of using CLIL in the past, which is mentioned by Mehisto, Marsh and Frigols, is the presence of high-class teachers in previous centuries. Prosperous people recognized the positive aspects of multilingualism, and they used governess and mentors who could speak with their children in another language. It was the easiest way to speak fluently in another useful language.

According to Eurydice Network which “provides education systems and policies in Europe” [Eurydice, 13-19], until the 1970s CLIL approach was mainly used in places that were somehow linguistic, specific (for example, along national borders or in cities with more than one main language of communication). There were not many learners or educational establishments with this type of education, although they existed under the name of bilingual schools or other institutions.

Over the past century, “hunger” for different languages has become more and

more. There is a desire to speak fluently in languages, especially in English. According to Mehisto, Marsh and Frigols:

“The reality of life in a mixed global society influences how we teach and what we teach and this applies to language education, like any other forms of subject teaching” [Mehisto P., Marsh D., Frigols M.J., 21-49].

According to them, CLIL is both a new and old way of learning, but he acknowledges that this is an innovation that has taken place in European countries, in particular, in formal education systems funded by the state. They say that it has become noticeable, especially at the end of the last century. Then they continue to determine the momentum of this new educational environment. According to them, it has happened due to globalization, modernization, immigration, internalization and some other issues. In particular, CLIL was introduced due to the fact that environmental pressure could rise in the English-speaking world.

“CLIL became popular in the 1990s. CLIL is a platform for an innovative methodological approach with much wider coverage than language teaching” [Eurydice, pp. 13-19].

One of the first documents in which CLIL was founded, called Council resolution. It emphasizes the need for innovative language teaching approaches that mention bilingual education.

In 2001, European Year of Languages, CLIL was brought to attention as one of the approaches to learning a language. In 2005, among the conclusions of the symposium entitled “The Changing European Class: The Potential of Plurilingual Education” was announced due to the fact that CLIL should be involved in various training cycles [Wiesemes R., 139-157].

Previously, learning foreign languages in the form of a game was aimed at the development and upbringing of a child, a method of socialization, as well as a process which focused on discovering a child’s potential with regard to his individual characteristics. It is widely known that games develop the child’s emotional and volitional qualities to overcome difficulties in achieving the goal, the ability properly assess the results of their achievements, creativity and imagination which helps them to be responsive to a foreign language speech.

Using games in teaching foreign languages is interesting and effective. A teacher conducts games in which children improve their language skills. The advantage of this technique is the ability to adapt it for any age (from one year), with its help a teacher can improve oral speech, knowledge of grammar, spelling, so on and so forth. Children, at this stage, develop very quickly, they are inquisitive, they have an inexhaustible need for new impressions and knowledge, and therefore it is necessary to use the psychological characteristics of training.

With the help of a system of games, children repeat the material, study a new one, analyze it. In the game, children create statements very easily, taking into account

the psychological abilities of children. Children love active deeds, songs, outdoor games, counting. During classes, children develop personality traits such as sociability, looseness, ability to interact with other people. Bright things attract children, so the training takes place clearly. All vocabulary and speech patterns are introduced using toys, pictures of characters from fairy tales, or cartoons.

The lesson plan sample provided below is mainly conducted in the game form and it helps to promote CLIL approach at schools. The lesson is interactive. It creates friendly atmosphere and encourages cooperative learning in the class.

Lesson Plan

Topic: New Year

Language proficiency level: Elementary

Age of learners: 13-14

Types of cultural materials: source, target, international

Procedure:

1. Before the lesson, a teacher hides a few items used to decorate a fir-tree in the classroom. Each item represents one group. On the items, some tasks are written.

2. At the beginning of the lesson, a teacher has a small discussion about New Year and how this holiday is celebrated in different cultures. After this activity, a teacher tells pupils about the celebration of New Year or Christmas in English-speaking countries – specific traditions of various countries in writing cards.

3. After presenting differences in writing cards on New Year or Christmas Eve, a teacher tells pupils that they are going to do something like that in the class.

4. A teacher divides the class into groups and asks learners to find a fir tree items hidden in the classroom. In each item, learners' task is written. Fir-tree items may be used to decorate New Year / or Christmas Eve cards.

5. Learners start looking for the items. They need to find their assignments and start doing what is written on them. These tasks are written in English, and children are allowed to use English dictionaries that are already prepared for the lesson. If they do not understand what their task is, they can ask the teacher. However, the teacher lets learners understand and write the task themselves using a bilingual dictionary.

6. Tasks written on these fir tree items, for example:

- Write a Christmas card for a father
- Write a Christmas card for a mother
- Write a Christmas card for a friend

7. At the end of the lesson, learners' read out cards, show their creations and reward students.

CONCLUSION

The reason why CLIL approach is becoming popular is thanks to the fact that the world is becoming one community where individuals can basically get jobs everywhere beyond the borders. These are just some of the reasons why CLIL has now

become a new and effective way of learning. According to Vašíček's predictions most schools will use CLIL in future. "CLILism" trend can be noticed at schools, although it takes a little longer to implement it than expected. Undoubtedly, the introduction of CLIL will take an educational system forward to enhance state profile abroad and ensure admission to the International Certification. the main features of CLIL is stimulate active learning taking into account 4 "C" principles, practice-oriented activities and authenticity of materials and appropriate teaching techniques. If CLIL approach is integrated into the state educational system, a foreign language is likely to become an inseparable part of a school curriculum. Children wish to study the subject that they are genuinely interested. Integration of CLIL will help them to select the field of their interest, develop personal and professional interest, aptitudes, abilities connected with their meta-subject competence.

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