

THE IMPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING.**Zuhra Sattorova**

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ANNOTATION

The article acknowledges readers with the brief history of CLIL (Content and Language Integrated Learning), explains the specification of creating and running CLIL program, and explores what an CLIL lesson can look like and how to facilitate language learning while teaching a subject.

Keywords: *CLIL, immersion, a medium of instruction. A brief history of CLIL.*

Though the term CLIL (Content and language integrated learning) emerged only in 1994, content integrated learning started to be applied in the early 1970s. First CLIL was applied in a kindergarten program in Canada, where parents wanted their children to be competent users in both French and English. Similar practice LAC (language across the curriculum) movement appeared in London. Later primary and secondary schools in Europe, Canada and the USA started to implement CLIL features into their curriculums. David Marsh suggested the word CLIL in 1994 to speak about content and language integrated learning whose concept is based on practices of Canadian immersion and LAC movement in the UK. Currently, CLIL is successfully applied in school and university curriculums of most European countries, including Finland, Slovakia, Germany, Poland, Czech Republic, Hungary, the Netherlands, etc.

What does the CLIL program encompass?

CLIL is growing in popularity since it provides a natural communicative context and motivation for students to learn and use the target language. Work preparation is another benefit of this approach. A successful CLIL lesson should incorporate 4Cs (Coyle 1999):

1. **Content.** The main difference of the CLIL lesson from other language classes is that it is more a lesson on a certain subject delivered in a foreign language rather than a language lesson. While increasing their knowledge and understanding of the subject, students are expected to improve their skills in the target language.
2. **Communication.** It is not a secret that language is learned best when it is used for authentic purposes, and this is successfully accomplished in CLIL lessons. CLIL require a lot of learner-learner and teacher-learner interaction during the lesson.
3. **Cognition.** A successful CLIL lesson should help learners improve their thinking skills of the subject and language formation and use as well. CLIL is a holistic approach to teaching where students acquire new units relying on their existing knowledge, contextual hints and noticing skills. Curriculum-based on CLIL should also help to improve thinking skills both in language and subject matters.
4. **Culture:** As most classes in the 21st century, CLIL classes also should raise the awareness of different cultures, perspectives and beliefs.

How to scaffold language learning while teaching the subject?

Due to the lack of course books and teacher-trainings on this topic, language teachers have difficulty to acknowledge the difference between ordinary language classes and CLIL lessons.

The biggest difference between CLIL lessons from other language classes is that CLIL primarily focuses on content rather than language skills. Reading and listening materials are provided to learn about content rather than to improve language skills. The target language is used as a means of instruction to communicate during the lesson and to express views and ideas regarding the content. Vocabulary is primarily taught to present/deliver the content. The exercises are also prepared to explain the subject in the first place.

However, learners may have difficulty understanding teacher talk on an unfamiliar topic or learners may not yet be able to express their ideas in the target language. In that case, teachers are expected to notice the problems and adjust the lesson and materials to meet the demands of learners. What teachers can do in similar situations?

- To help learners understand the teacher talk, teachers can adjust their talking style by slowing it down, using simpler vocabulary, using visual aids and examples to deliver the message;
- As the medium of instruction is in a foreign language, the content needs to be delivered in feasible and comprehensible chunks;
- Teaching unknown vocabulary before reading and listening tasks and asking short relevant questions will likely improve student success of the task.
- To help learners improve their writing skills, teachers can discuss the topic with students to improve learners' understanding of the content, and provide the specific questions that should be answered in the writing task.

CONCLUSION

CLIL method of teaching a foreign language has successfully been implemented for a few decades already as its benefits go beyond a successful language learning. Implementation of 4Cs of CLIL method (Coyle 1999) in language teaching classrooms allow learners to develop good understanding of the content, improve critical thinking and communication skills while learning a new language. Lasagabaster and Sierra (2009) claim that students in CLIL classes develop positive attitudes towards language learning since they engage in purposeful use of the target language. Moreover, learners in CLIL classes in general are more confident language users and can effectively engage in spontaneous language use. However, the application of this method in language classrooms requires certain conditions. Primarily, it is important for all stakeholders (teachers, administrators, principles, learners, etc.) to collaborate to develop a successful CLIL program. If it is a one-sided decision (of school administration or a teacher), it is difficult to achieve the success of the program. If the school administration provides guidance and resources, encourages networking and accountability, teachers can develop good understanding of CLIL and can adjust their lessons considering students' goals and local context. At the same time, students should receive an explanation or guidance of the program/lesson outcomes so that they could be aware of what/how they are expected to perform and learn. It can be concluded that if teachers and also students and other stakeholders develop good understanding of the purpose and use of this method, the outcomes of these language classes will be worth the effort.

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