



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2636 (Print); 2321-3108 (online)

CLIL Method in Imparting Reading Skills to Secondary level Students- An Experimental study

THEPORAL.S¹, Dr.J.SUNDARSINGH²

¹Research Scholar in English, Department of Science and Humanities
Karunya University, Coimbatore

²Professor in English, Department of Science and Humanities, Karunya University
Coimbatore

ABSTRACT



Content and Language Integrated Learning (CLIL) method facilitates learning both subject and language simultaneously in the language classroom. The paper focuses on the uniqueness of CLIL method in imparting reading skills to secondary level students. The samples were of two different schools from 9th standard classroom which consisted of 58 students from each school focusing on social science subject along with reading skills. The experimental study showed that students were able to learn various types of reading skills, vocabulary and pronunciation along with their subject matter.

Keywords: Content and language integrated learning (CLIL), Reading skills, vocabulary, Pronunciation, subject, secondary level students.

Introduction

The term 'Content and Language Integrated Learning' (CLIL) was adopted in 1994 (Marsh, Maljers and hartiala, 2001). CLIL refers to teaching subjects through a foreign language or teaching foreign Language through subjects. CLIL is a generic term and refers to any educational situation in which an additional language and therefore not the widely used language of the environment is used for the teaching and learning of subjects other than the language itself (Marsh and Lange 2000 iii). Some of the terms used for CLIL are Bilingual education teaching, Bilingual subject teaching or Content based language teaching. CLIL focuses on 4C's namely Content, Communication, Culture and Cognition. There are two driving force behind CLIL- Reactive (responding to situations) and Proactive (creating situations). Bruner (b 1915), Piaget (1896-1980) and Vygotsky (1896) contributed their theories for the constructivist perspectives on

learning. Content and language integrated learning (CLIL) is an approach to teach the subject (content) in a foreign language or to teach a language using the content. Most of the schools are not aware of new emerging techniques in the learning system. The use of CLIL in the classroom will facilitate the learners to acquire both language skills and subject knowledge in a more comfortable way. CLIL was first introduced in French immersion education. CLIL is an approach that requires the use of a second language / foreign language to practice the content. There are many research studies on CLIL some of them are – a study was on the Indirect and Direct observation in the CLIL Classroom. Template was designed for both the observation. The Direct and indirect observation were carried out through 20 corpus YouTube videos for 160 mins, filmed in 5 European countries- Lithuania, Slovakia, Spain, Romania and Italy. The videos included the subjects like Art, Biology, Geography, Handicrafts,

Mathematics, Music, Science etc. The study was conducted in 13 primary and 7 secondary schools for 10 weeks. The outcome of the research was in direct observation the students made use of mother tongue and subject terms were translated in to their own native language whereas in indirect observation the second language was predominated. There was a small study on comparison of CLIL and ELT by Mary Sparrt, her research showed that in CLIL the language is been picked up by exposure but in ELT, language is taught by acquisition. The ELT classrooms lack interaction, motivation etc. The CLIL classrooms depend on the Teacher's effort. The ELT consumes time where CLIL does not. The students find reading a difficult task given by the teachers in the classroom, the subject or content extract happens only when reading takes place. The present paper focuses on imparting reading skills for secondary level students. For the experimental study the samples were taken from 9th standard. The study brings out the advantages of implementing CLIL in the Reading process.

Methodology

CLIL is based on Vygotsky's Zone of proximal development and Krashen's language acquisition model. The students can learn two things (i.e.) language skills and subject under one instructor. CLIL method enables the students to actively participate in the classroom activities. The method enabled the students to learn the subject content along with language skills in a stress free environment. CLIL method does not make the student lose interest in the learning process since the students are fully engaged in content oriented learning where reading skills are induced without their knowledge. In the traditional classroom the case is not same as in the CLIL classroom, since in traditional classroom the teacher focuses on one particular thing either the subject or language but both does not take place in one classroom. The students lack interest and practical oriented learning is not found. The lack of communication is found between students and teacher in the learning process. CLIL teacher understand the need of the students and provides the required knowledge to the students for the betterment of learning. The content are more simplified by the instructor so that

students can understand when she/he reads. Reading skills plays a major role in the receiving the content from the printed material. As the students get familiarized with the content learning process becomes easier and interesting. The study focused on implementing reading skills through CLIL methodology. The students were divided into two group namely control and experimental group which included 58 students in each group. The pre-test, Mid-test and post- test were conducted to both the groups. After the pre-test 58 students were selected for the CLIL study. 8 reading activities were conducted to enhance the students reading ability. At the end of fourth activity, Mid-test was conducted for the both groups followed by the Post-test at the end of eighth reading activity. Control group did not hold any activity since traditional method of teaching was followed. Pronunciation of words was taught by the instructor to the students before introducing the reading activities. The students were facilitated with various types of reading skills. Each activity holds different task to teach the types of reading. As the students were familiarized with reading, it enabled them to learn many new content oriented vocabulary for the learning process. The reading skills activities are- Matching the sentence, filling the gapped sentences, fill in the correct conversations, comprehension questions, text with gaps, word conversation, describe the picture and comprehension. The activity enabled the students to process the text and understand the content effectively through the CLIL method.

Results and Discussion

The students output was analysed through worksheets and the data were analysed through the SPSS software. Pre-test, Mid -test and Post test were conducted for both Experimental and Control groups. The pre-test consisted of 10 simple comprehension questions. The performance of control group was good and Experimental group was average. The mean value is given in the fig no.1 & 2. The figure shows the detailed output of Experimental and control group. In the pre- test of experimental group the performance of boys was average compared to girls whereas in control group both boys and girls performed well. The

experimental group students found it difficult to answer simple comprehension questions. Hence the Experimental group students were put under the CLIL classroom to equip their language and content. The CLIL experiment consisted of 8 reading module which focused on teaching subject matter and reading skills to the students whereas the control group students were put under the traditional classroom.

Table 1: Experimental Group

Experimental Gender		Pre-test	Mid-test	Post-test
Boy	Mean	2.97	3.60	3.60
	N	30	30	30
	Std. Deviation	.928	.894	.770
Girl	Mean	3.00	3.82	3.93
	N	28	28	28
	Std. Deviation	.903	1.020	.663
Total	Mean	2.98	3.71	3.76
	N	58	58	58
	Std. Deviation	.908	.955	.733

Table 2: Control Group

Control Gender		Pre-test	Mid-Test	Post-test
Boy	Mean	3.11	2.59	2.44
	N	27	27	27
	Std. Deviation	.934	.636	.698
Girl	Mean	3.16	3.29	3.13
	N	31	31	31
	Std. Deviation	1.036	.938	.885
Total	Mean	3.14	2.97	2.81
	N	58	58	58
	Std. Deviation	.981	.878	.868

After the completion of each module the students were able to overcome few barriers like pronunciation and psychological inhibitions like lack of confidence. Students were given the opportunity to participate in the learning activity and to clarify their doubts and queries related to their learning which enabled them to gain confidence. At the end of fourth module mid test was conducted to check their level of improvement to both the groups. CLIL

classroom students (i.e) experimental group showed a very good progress compared to Control group. Control group students did not have the opportunity to explore their ideas on the subject matter and reading skills however the experimental students had the opportunity. In the fig no.2 boy's performance came down compared to their previous performance (pre-test). After the completion of all the eight module post test was conducted to test how CLIL has enabled the students to acquire reading skill and subject matter. Post test results showed the Experimental students performed better compared to control group. The Experimental group students were able to process the text, understand the content, pronounce the words properly with correct pronunciation, meaning for the subject related vocabulary and the types of reading. The control group students lacked the practical oriented learning, pronunciation and their classroom did not give them the opportunity to explore subject matter and reading skills since they were equipped to memorize the content instead of leaning through activities.

Conclusion

The CLIL is one of the unique methods when compared with other teaching methods like Natural method, Grammar translation method, Total physical Response method, communicative method, audio lingual method, suggestopedia method and so on. Many research studies have proved that CLIL improves cognitional development, cultural awareness and motivation to learn language and subject. CLIL is introduced as a naturalistic environment for second language learning (Brinton et al.1989; Snow and Brinton 1997). Most of the schools in rural area lack effective teaching and learning process since their classroom environment does not pave way for them to learn by the use of technology or updated version of classroom. The paper shows that CLIL method is cost efficient, timing saving, stress free leaning method, student centred learning and dual process of learning both content and language. If the CLIL method is adopted in the classroom the learning becomes easier, students will acquire required language ability and subject knowledge required for them to excel in their field.

Work Cited

- Lyster, Roy. *“Learning and teaching languages through content: A counter based approach”*. Netherlands: John Benjamin Company, 2007.
- Tampere, Kaire. *“Content and Language Integrated Learning: Estonian CLIL teacher profile”*. KG: Lap Lambert academic publishing, 2010.
- Carrio, Luisa Maria. *“Content and language integrated learning: Cultural Diversity”*. Switzerland: Peter lang AG International academic publishers, 2009.
- Puffer, Dalton Christiane. *“Discourse in content and language integrated learning (CLIL) Classrooms”*. Netherlands: John Benjamin Company, 2007.
- Coyle, Do, Philip Hord and David Marsh. *“Content and language integrated learning”*. Cambridge: Cambridge university press, 2010.
- Temirova, Farida and Debra Westall. *“Analysis of first and foreign language use in content and Language integrated learning (CLIL) classrooms”*. Procedia social behaviorol sciences,178(2015) 217-221.
- Divljan, Sretko. *“Content and language integrated learning in teaching young learners”*. City press Jagodia, 2012.
- Gimeno-Sanz, Ana, Caoimhin O Donaill and Kent Anderson, *“Supporting content and languageIntegrated learning through technology”*. Research publishing.net, 2014.
- Cenoz, Jasone. *“Content –based instruction and content and language integrated learning: the Same or different?”*. Language, Culture and Curriculum, 20:1,8-24.
-