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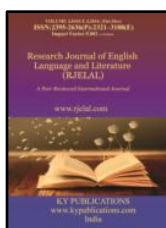
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EFFECTIVENESS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHOD FOR ENHANCING VOCABULARY SKILLS OF SECONDARY LEVEL STUDENTS

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ABSTRACT

Content and Language Integrated Learning method is an effective tool to teach vocabulary skills to the students in a stress free Classroom with dual focus of learning. The study included 116 students from secondary level students and examined the effectiveness of CLIL method in implementing vocabulary skills. The study showed that students from CLIL Classroom were able to acquire vocabulary skills along with pronunciation compared to the students from traditional method of teaching. The students were grouped into Experimental and Control group. The experimental group were implemented with CLIL methodology and Control group with Traditional method of teaching.

Keywords: Content and Language Integrated Learning (CLIL), Vocabulary skills, secondary level, Pronunciation, dual focus of learning, Traditional method.

Introduction

The term Content and Language Integrated Learning method (CLIL) was coined in the year 1994. "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language." (EuroCLIC 1994). CLIL framework was designed by Coyle with 4C's – Communication, cognitive, Culture and Content. CLIL focuses on the change of Classroom where it helps the students to learn, think and solve the problems independently. CLIL method can be used for any language, age and educational level from Primary to higher secondary and Professional learning. CLIL classroom includes Subject and language learning which paves a way for the students to develop their vocabulary and communication skills. The CLIL Classroom for the study was integrated with Social sciences and language skills (vocabulary skills). During the early years of life and subsequent years, vocabulary

typically refers to one of four types and each of these represents a progressively increasing mastery of vocabulary terms. These types of vocabulary are as follows (NICHD, 2000). Listening vocabulary, speaking vocabulary, Reading vocabulary and Writing Vocabulary. The successful learning of vocabulary is highly dependent on School teaching. Students from the rural background find learning of English language a difficult task. There are many methods and approaches to facilitate language learning with advantages and disadvantages. CLIL method is one of the most appropriate method of teaching in the language classroom. The respondents for the study was taken from Coimbatore rural district with the number of 116 and was divided into two group of 58-Experimental and Control Group.

Methodology

Vocabulary skills is one the most important aspect in any language learning. Students must be aware of content – vocabulary before they learn the

subject. CLIL method was implemented for the secondary level students to help them in acquiring the vocabulary required for their content learning. The study included 8 modules for vocabulary learning. To make the vocabulary learning easier audio-visual aids and multimedia were used in the CLIL Classroom. CLIL method enables the students to visualize the content or language skills before they get into learning process. Visualizing the content enables the students to overcome few language barriers and makes them to feel that language learning is easier. The students were grouped into two group-Experimental and Control with the number of 58 in each group. Experimental group was implemented with CLIL methodology whereas Control group with Traditional method of teaching. The experimental group students learnt the required vocabulary through the CLIL methodology whereas the traditional method of teaching did not facilitate the Control group students to acquire vocabulary skills since the teaching did not enable the students to actively participate in the learning process and they found it very boring and dry. CLIL Classroom enabled the students to actively participate in the all the activities since the students were confident with their usage of vocabulary in speaking and reading whereas the control group students were made to learn the vocabulary through traditional method and their classroom did not motivate the students to participate in the learning process.

Results and Discussions

CLIL learners are motivated and rewarded in the Classroom than those in traditional to acquire vocabulary skills. When the intercultural learning takes place the students find easy to learn the required vocabulary for the learning process. Learners develop more accurate academic concepts when another language is involved (Lamsfuss Schenk, 2002). The Experimental Group students were able to learn more 50 new vocabulary in each CLIL module. The Control group students did not improve the skills instead they were on the basic level of learning. CLIL method enabled the students to learn the pronunciation of each vocabulary which they learn. The feedback was collected at the completion of Classroom activities to find out the

students mentally towards the CLIL classroom. The feedback showed that students found CLIL method is an appropriate method to acquire vocabulary skills. Team work of the teacher plays a major role in the CLIL classroom while preparing the curriculum as well as teaching. The teacher has to take into consideration that there are different level of students in the learning and the lesson planning must be applicable to all the learners. Vocabulary skill is an important aspect in listening, writing, speaking and reading. Developing the vocabulary skills of struggling readers must be an instructional priority for teachers in all grades, teachers must also make sure that they provide vocabulary instruction to meet the needs of the diverse students in class who struggle with reading (Hall et al., 2011). Hence if CLIL method is implemented in the learning process the outcome from the students is tremendous. The vocabulary learning shapes the students thinking, Boosts comprehension, improves achievement and enhances communication.

Work cited

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