

Content and Language Integrated Learning Method for Effective Language Production at Secondary Level

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Abstract

Content and language integrated learning method facilitates the dual focused learning which benefits the students to learn subject and language skills simultaneously in the classroom. CLIL motivates the target audience for the active participation and effective learning. The paper includes an experimental study for enhancing the speaking ability of the secondary level students. The study included 116 students of 9th students from a private school in a rural of Coimbatore. The results showed that students were able to acquire the required speaking skills, subject matter, vocabulary skills and pronunciation.

Keywords- *Content Language and Integrated Method, Vocabulary Skills, Pronunciation*

Introduction

Content and Language Integrated Learning method is also known as CLIL. It was promoted by David Marsh in 1994. Content and Language Integrated Learning (CLIL) is a generic term and refers to any educational situation in which an additional language and therefore not the most 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). The English medium schools in rural area be unsuccessful to equip the students with English language communication which result in lack of skills like speaking skills. The students find speaking as the toughest task to accomplish in their learning process however students gain subject knowledge but unable to present the content in English language since the learning classroom fails to equip the students in language skills. CLIL method is suitable for all level of students to acquire the language skills simultaneously with content or subject. CLIL mainly focuses on 4C's namely- communication, cognition, culture and content. There are many countries that use CLIL methodology in the learning classroom to learn new language to which students are not exposed to the language. CLIL can be applied to any level of students to any language along with subject or content. The content can be physics, social sciences, biology, maths etc. The rural schools mainly emphasize on learning the content rather than productive skill (speaking skills). Students acquire the subject knowledge nevertheless fails to express their views on it due to language barriers and other psychological problems like lack of confidence. The study includes 116 students from rural area of Coimbatore, social sciences subject was integrated with language skills to bring out the effectiveness of CLIL in speaking skills.

Methodology

CLIL facilitates stress free learning environment, where students are motivated in the learning process. The students were grouped into two-Experimental group and Control group. 116 students were divided equally (i.e.) 58 in experimental and 58 in control group. The experiment process was carried out for 40 hours which included eight modules for the speaking skills wherein at the end of fourth module mid test was conducted for both the groups and post-test at the completion of eighth modules. The speaking skills modules consisted of mini presentation, framing questions, poster presentation etc., and the teacher in experiment process gave the required information in the hand-outs as a supporting material for the speaking which facilitated students to speak confidently the content or subject (social sciences). Students were able to gather information for the given context. Students were individually monitored by the teacher which helped them to clarify the doubts in the learning process. They were rewarded for their excellence and weak students were also motivated to receive their rewards, the entire classroom was actively participating which in turn equipped with vocabulary skill and pronunciation which resulted to speak confidently. In the CLIL classroom students were not

forced to participate in the classroom activities instead they themselves came forward to learn since the CLIL classroom teacher motivates the students in the learning process. In the traditional method of teaching, control group students failed to acquire speaking skills since their learning environment did not have an exposure to any content oriented activities. The teacher in control group did not motivate the students instead they were fully concentrating in completion of lessons or topic. The students were unable to speak out since they lacked confidence, vocabulary skills and pronunciation. The experimental group students had CLIL methodology which enabled them to perform exceptionally.

Result and Discussions

The pre-test, mid-test and post –test was conducted for both the groups- Experimental and control. The pre-test consisted of small presentation where the students were asked to talk on the topic which was given to them. The results are figured below. After the pre-test experimental group students were observed and CLIL module was implemented whereas the control group students had traditional method of teaching and learning.

Experimental-Pre-test			Control- Pre-test		
ES1			CS1		
N	Valid	58	N	Valid	58
	Missing	0		Missing	0
	Mean	1.828		Mean	1.655
	Median	2.000		Median	1.500
	Mode	2.0		Mode	1.0
	Std. Deviation	.6037		Std. Deviation	.6702

The Mid-test was conducted after the completion of fourth module for both the groups. The test was to pattern the progress of students and to find out the effectiveness of CLIL in speaking skills. The result shows that experimental group students’ performance fared better than control group students. The control group teacher failed to train students based on their needs instead focused on implementation of text books which made the students to lack interest and their need for learning was not achieved. The experimental group teacher initially focused on the need of students which resulted in active participation and learning from students.

Experimental- Mid –test			Control –Mid-test		
ES2			CS2		
N	Valid	58	N	Valid	58
	Missing	0		Missing	0
	Mean	2.440		Mean	1.543
	Median	2.500		Median	1.500
	Mode	2.5		Mode	1.0
	Std. Deviation	.5929		Std. Deviation	.5239

The post –test was conducted after the completion of eighth module. The post-test results exhibited that CLIL method is appropriate methodology for facilitating speaking skills to the secondary level students. The students in experimental group were able to gain the content or subject easily which enabled them to speak, acquire vocabulary skills and pronunciation. The post-test did not have any hand outs or supporting materials, students were able to present the content excellently whereas control group did not perform better due to lack of exposure in the learning process.

Experimental- Post-test			Control-Post-test		
ES3			CS3		
N	Valid	58	N	Valid	58
	Missing	0		Missing	0
	Mean	3.414		Mean	2.129
	Median	3.250		Median	2.000
	Mode	3.0		Mode	2.0
	Std. Deviation	.7617		Std. Deviation	.7289

CLIL methodology assists the students to acquire speaking skills required for the effective language production. It helps the students to enhance their subject knowledge and speaking skills. CLIL promotes stress free learning environment in the classroom wherein traditional classroom students are forced to memorize the content or subject for speaking and presentation which result in regress. Hence if CLIL is implement in learning classroom output from the students will be tremendous.

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