

## TEACHING CLIL METHOD IN PRIMARY SCHOOL

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**Abstract:** *Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills.*

**Keywords:** *Content and Language Integrated Learning (CLIL), Language mastering, The feature of CLIL, Thinking skill, Primary school*

### INTRODUCTION

The acronym CLIL stands for Content and Language Integrated Learning. CLIL is a dual-focus educational approach in which an additional language is used for teaching of both content and language (1): subjects such as science, mathematics and geography are taught to students through a foreign language, simultaneously promoting the learning of that foreign language. It can be achieved by the foreign language teacher (using cross curricular contents), by the subject teacher (using English as the language of instruction) or by both working in tandem. The crucial feature of CLIL is that it targets simultaneous learning of content and a foreign language. Over the past two decades, an increasing body of research has demonstrated that CLIL can enhance multilingualism and provide opportunities for developing learners' knowledge and skills. However, effective use of CLIL requires a specific methodology and adequate teacher training. In the present paper we will look at a set of suggestions on how effectively introduce CLIL courses in primary schools.

CLIL entails a new educational approach based on the integrated learning of foreign language and content. The foreign language is acquired through subject-related contents provided in such a way to encourage learning. Special attention is paid to the learning skills, as they are pivotal for an efficient linguistic and communicative learning. For this reason, as Mehisto et al. (2008) stated, the CLIL approach is strictly linked to good practice in education: CLIL cannot be separated from standard good practice in education. CLIL is a valued-added, as opposed to subtractive, approach that seeks to enrich the learning environment.

Language mastering in a herbal environment

Young newbies are able to without problems choosing up languages if that is completed in a herbal environment wherein the focal point isn't on language shape or grammar however on language use in unique real-existence contexts to clear up responsibilities associated with a mastering topic. A CLIL study room can provide herbal possibilities for college kids to construct language know-how at their very own pace. As Mehisto states, CLIL can provide to kids of any age, a herbal scenario for language improvement which builds on different styles of gaining knowledge of. This herbal use of language can increase a youngster's motivation and starvation toward studying languages. It is that this naturalness which seems to be one of the

important systems for CLIL's significance and fulfillment when it comes to each language and different situation getting to know. (Mehisto et al., 2008) Positive mind-set in the direction of language use CLIL can deliver college students possibilities to research a language at the same time as training it and the use of it as a tool to carry out duties, remedy problems, expand projects, etc. Communication withinside the goal language will become much less annoying as the focal point is not on uttering ideal language bureaucracy however on the use of language as a automobile to explicit thoughts and as a result construct motivation and effective attitudes in the direction of gaining knowledge of.

Language gaining knowledge of and questioning abilities

A pupil following a CLIL direction will quickly have discovered to consider such penetrating questions as 'why?', 'how?' and 'what proof is there?', and so could have practised a few of the questioning abilities classified through Bloom as Higher Order

Thinking Skills (HOTS). Using HOTS encourages college students to analyze and examine new facts and to apply it to expand some thing new. Thus college students want to consider a idea earlier than they could apprehend it; they must recognize a idea earlier than they could practice it; they have got so as to observe a idea earlier than they are able to examine it; they have got to research a idea earlier than they could examine it; they've to recall, recognize, practice, examine, and compare a idea earlier than they could create. CLIL doesn't only promote linguistic competence. Because of the different 'thinking horizons' which result from working in another language CLIL can also have an impact on conceptualization, literally how we think. Being able to think about something in different languages can enrich our understanding of concepts, and help broaden our conceptual mapping resources. This allows better association of different concepts and helps the learner go towards a more sophisticated level of learning in general. (Mehisto et al., 2008)

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##### 5 ADVANTAGES OF USING CLIL IN PRIMARY SCHOOLS

We considered it necessary to divide advantages of using CLIL according to the different beneficiaries of this approach in order to highlight that using CLIL can give many opportunities to children, teachers and the community at large. There are a number of benefits of CLIL we would like to indicate: students' motivation for learning, development of their autonomous learning, educational and methodological innovation for the community, as well as teachers' motivation arising from team work and from the collaboration with other teachers.

Improving cognitive skills

For individuals learning an additional language in a CLIL context supports the development of first language communication skills and literacy, as well as improved cognitive skills in the areas of higher-order and critical thinking. It also contributes to strengthening

cognitive and general learning capabilities such as creative and critical thinking. Language learning uses and develops particular and unique conceptualisation skills and meta-cognition. The learners in primary school think and make sense of knowledge, experience by remembering, understanding, evaluating, critiquing, reflecting and creating.

#### Developing intercultural communication and knowledge

Because CLIL is strongly associated with both content area and foreign language, it is naturally imbedded with intercultural communication and knowledge that have social significance. The learners will develop a stronger understanding of an intercultural dimension as a result of CLIL methodology and will be more likely to see the big picture in terms of the relationship between language and society.

The exposure to alternative perspectives and views helps build intercultural knowledge, awareness and understanding. CLIL can help develop intercultural communication skills as well as learning about other European countries, regions or minority groups. This helps introduce children to a wider cultural context thus enhancing their participation in a European society.

#### Promoting active learning

CLIL involves a change of focus in the classroom. When teachers use the school lingua franca for teaching, they can tell the students everything they want them to know, and the students can understand them. However, when they teach their subject using a new language, this isn't possible. Because of this, they have to show students how to find out information for themselves, and how to work and talk together to discover new ideas, so that using the language becomes part of the process of learning. In other words, the teachers have to change their methodology, and find different ways to help students learn.

By doing this, the teacher prepares young students for the modern world, where people work in project teams; use other languages to talk to various colleagues and to communicate with people in different countries. They are expected to solve problems, plan their own work and find out things for themselves using a range of sources, especially the Internet.

#### Developing learning, communication and social strategies

CLIL implementation can offer application and delivery of diverse learning methods that can lead to new opportunities for implementing individual teaching and learning styles and strategies. In fact, CLIL provides alternative ways of approaching language learning, that can reduce student exclusion and may serve mainstream learners well. Even though CLIL favours diversity of methods and forms of classroom practice, a common feature of many CLIL methodologies is the synergy which results from the juxtaposition of the communication orientation of language learning, the interest in content, and the interaction which takes place within the classroom.

The result promotes individual learning strategies and interactive methodologies and leads to increased learner motivation, bringing additional benefits for learning. The CLIL approach recognises that learning is not a purely internal and cognitive process, but instead results from interaction in which knowledge and understanding are shared. Through interaction, learners build on their existing knowledge as they discuss it and compare with new content and new language. At the same time, they become aware of what they still need to do.

For language learning especially, interaction provides an opportunity to both learn and improve.

Helping children become autonomous learners

A major aim of CLIL teaching is to help students to work independently to solve problems and to develop their own knowledge and skills. Through the interactive and co-operative nature of work, CLIL helps boost self-confidence, raise self-esteem, build learner independence and teach learners organisational skills. Through the more favourable learning conditions (the use of learning strategies and study skills common to both content and language) CLIL fosters learning to learn and thus, their learning autonomy.

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