



CLIL: A VITAL OUTLET TO EFFICIENT LANGUAGE ACQUISITION

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Abstract- During the time of pandemic Covid-19, it is endeavouring to learn a language as this epidemic has made the process humdrum. A large outlet to expand the provision of language learning through CLIL (Content and Language Integrated Learning) has been unfolded as it provides double the effect in the available time. The proliferation of this global rife has devastated the standard of living. New methods of sustainability should be discerned in all spheres. CLIL delineates its gravitas in a world where bilingual and multilingual has become the norm. The standard of education provided through this method is top-notch as there is a swotting of two or more disciplines at the same time. This makes learning through CLIL extremely salubrious. CLIL helps in comprehending the complexities of language competence by putting a language into action, making the words, phrases, and concepts vivid, useful, and alive. This paper shall dwell on exploring the aspects of learning a language naturally by making it necessary through the link of their subject of interests and by nurturing motivation most importantly during the period of the on-going pandemic. This calls for steps to encompass novel course of action to ameliorate the process of learning. Incorporating modern technological advancements in CLIL would create a greater impact revamping the act of acquiring knowledge.

Keywords- Language learning; Content and Language Integrated Learning; Communication; Digital learning; Cyber security; Language acquisition; Primary education; Vocabulary; Grammar; Pronunciation; Inductive approach.

I. A PREFACE TO DIGITAL LEARNING

Language plays a vital role in the daily lives of individuals. It helps in distinguishing mankind with their unique ability to communicate through written and spoken language along with words, tone, and gestures which help in harnessing the broad spectrum of emotions, thereby, creating lasting bonds in the human world. Adaptability is the key to liaise with people who follow different dialects. During the time of the Corona pandemic crisis, a channel to learn languages through the CLIL approach opens and once human beings are out of the danger of an epidemic, they shall resume their run of the mill existence. The primary concern is to avoid the hindrances that are caused due to misunderstandings and mistranslations which turn out to be absurd and equivalent to the existing quandary with serious impairment.

Pandemic Covid-19 has formed an outlet for educating school students with innovative methods using digital learning which was neglected in the past by teachers and students are now gaining gravitas. It reduces the limitations of imparting knowledge as plenty of time is available and unlimited sources can be provided to the children. The deductive approach followed by institutions becomes an impediment in expressing free thoughts and ideas. These limitations can be overcome by using digital tools and a method like CLIL where students learn at their own pace. There are no definite teaching methods advised and the instructional processes practiced in Content and Language Integrated Learning is miscellaneous. Depending on the type of the course and its context, a wide range of teaching activities are used. Some institutions encourage children to learn more than one foreign language as psychologists have proved how the bilingual or polyglot children have more mental capacity and intelligence than monolingual students.

“The collective evidence from several such studies suggests that the bilingual experience improves the brain’s so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks.”

Children are supposed to be exposed to multilingual dialects to accomplish professional endeavours by providing job security and advanced prospects in indeterminate economic times. In the 21st century, when there is a competition in each and every arena of life, a child must focus on building their calibre from the very beginning itself. Developing communication skills would prove helpful as the number of linguists and polyglots who can easily handle different languages is quite less. It is important to create a warm and

comfortable environment for children to learn the complexities of languages and further develop strong language skills by promoting a lifetime of effective communication. One should understand that learning a language is not only about procuring grammar and vocabulary; it is about learning new expressions, sounds, and new ways of seeing things from a different perspective.

“Most people in the world are multilingual, and everybody could be; no one is rigorously excluded from another’s language community except through lack of time and effort. Different languages protect and nourish the growth of different cultures, where different pathways of human knowledge can be discovered. They certainly make life richer for those who know more than one of them.”

Teachers should adopt a fluid mechanism of teaching language in a gratifying manner without explicitly stressing on teaching a language. Today, teachers are adopting a revolutionary approach like CLIL (Content and Language Integrated Learning), which can have great scope. The purpose of content based approaches is to increase motivation and develop an active, autonomous approach to learning. It is the responsibility of the teachers to ensure that the students have understood the material presented.

II. CONTENT AND LANGUAGE INTEGRATED LEARNING

CLIL as a term was introduced by Professor David Marsh of the University of Jyväskylä in Finland in 1994. CLIL is a pioneering approach to integrating the subject matter and rendering a foreign language. Content matter is not only about acquiring knowledge and skills, but it is also about the learner creating their own knowledge, understanding and developing skills, which can be regarded as personalized learning. CLIL programs supports the individual development and also to develop a bilingual citizenry. A focus on the comprehension and expression of meaningful and engaging content is believed to activate a range of cognitive skills that are basic to learning and to intellectual as well as interactional processes that support naturalistic second language development. For example, when students are taught History, it could be taught in Chinese; philosophy in German; culinary arts in French; mathematics in Hindi, and so on. In the beginning, students will have a disorienting experience. May be even the gestures and visual aids, in the beginning, will be out of their understanding. But gradually they will start depending on foreign language dictionary, researching, working on assignments, and going through their coursework where they shall grasp with new linguistic competencies that rise to the surface. For instance, the students from different parts of the world who join the culinary academy “Le Cordon Bleu” in Paris train students in cooking by conveying the methods in the French language. The effect of this is that students learn the subject of their interest alongside acquiring a language competence as they are taught in a language unfamiliar to them. When they, for a week, watch their master chef teach them how to slice by mentioning the word “tranche”, students become aware that the French word “tranche” means to slice. Slowly, the word develops into phrases such as one tranche de porc, which will help them in figuring out the new vocabulary and understand the meaning “a slice of pork”. Content is mainly introduced through the foreign language in CLIL lessons. Those boring and overused words don't hold any allure for students. Focused attention is given to the language acquisition, which leads to more natural and sophisticated communicative skills instead. When the global economy rises, countries come into daily contact with each other frequently. Even if English is the main language, many people still need to communicate. Regional languages are also disallowed in some countries, such as within their own borders.

There is good reason to believe that learning another language fosters feelings of trust and facilitates better communication. Bilingualism and multilingual Europe is one of the issues which European Union leaders have found very important to monitor since the 1990s.

Are you curious about CLIL? We're glad to assist you. What we received the BETT award for last year, the year before that, and the year before that, was an additional motivation to work in favour of all things CLIL learning. More recently, bilingual teaching has grown in popularity, thanks to the recent spike in interest in language education. Creative: CLIL means introducing subjects such as science, geography, history, and art via a foreign language. Philip Hood used the principles of CLIL, namely language use across the curriculum, as codified by Coyle and Coyle, to develop a new curricular model that resulted in the Hood Course Design methodology. CLIL aims to provide construction-based language instruction instead of the way it did in the past. In order to be creative, you don't have to write according to what is needed; instead, you need to write to what flows well. The CLIL method is excellent for empowering all levels of learners of English. Teaching students CLIL enables them to grow cross-discipline, acquire and activate cross-language skills. It is particularly useful in developing a child's language aptitude. Any error on the student makes will be immediately picked up by the instructor. They'll be made to feel good about

their ability to communicate from the start. The CLIL enfold students to develop critical thinking and collaboration abilities. Students are expected to pay attention, observe, and learn a language by paying attention to different subjects "Peers" are a source of strength and support in this process. The subject matter of history and math don't come up in conversations if you're teaching the language to native speakers. During the course of their studies, they'll pick up languages like French or English. This lets your students explore both Francophone and Anglophone cultures and expand their knowledge of world languages naturally.

It's because the CLIL curriculum is dedicated to promoting multilingualism and self-discovery. Language rather becomes a tool of communication, rather than being the focal point of the classroom activity. To promote language learning, expose students to a number of the same words or phrases over an extended period of time.

Why does a student have to learn this language? Where are the practical applications for this language? These are the questions that may arise in the minds of students which lead to incongruence and disconnect. Advocates of CLIL emphasize on the integration of content learning and language learning in order to develop proficiency in using language both for the mastery of academic content and for interpersonal communication. Students must need to understand and participate in the activities that build up the disciplines they study, activities that to a large extent are carried out through language. In a language learning class, students first learn foreign words, their translation, and then try to find contexts where they can practically apply it. For example, the French word "Allons-y!" meaning 'Let's go!' In a language learning class, it is an arduous task for students to figure out the meaning as well as the appropriate situations to retain it in their memory. In a CLIL approach, when the chef walks around the tables of the students spurring them to chop and slice faster by shouting "Allons-y!", students will have to learn the phrases, context and concepts to study the subject. It becomes vivid, alive, and useful; therefore it is stronger than rote memorization. In such a situation students unconsciously get used to the language and slowly start using it in their daily life. The learners study an important part of the curriculum through the CLIL language with the aim of developing requisite content-learning goals and advanced language skills. This would also help to reduce the misconception that language learning is a strenuous task.

The students who are learning the new language would have googled the word "tranche" in wrong spelling which directly and actively involves the individual in learning the language as well as the enhancement of their critical thinking abilities to study the subject as mistakes are a part of the curriculum. This is similar to learning a language as kids learn it without learning the rules of grammar and verbal conjugation to comprehend the language. This happens because the language that is being communicated to them is relevant in the learning of their course. Through CLIL, language is learned naturally. The subject and medium of instruction are inseparable and intertwined. It will foster a great interest in learning the target language indirectly out of their need, thereby, emboldening more motivation. This has even been proved to reduce the stress associated with learning that most students face. They basically listen to the target language and through thorough listening, imprint the meaning in their mind.

III. ENHANCEMENT OF GRAMMAR, VOCABULARY AND PRONUNCIATION

Grammar is a resource for communicating content. It is acquired according to its role in expressing content. Grammatical progression is based on the demands of content rather than in terms of grammatical difficulty. CLIL, as a tool to teach grammar, is immensely convenient as students can learn language verbatim and the usage of the same word in other instances teach them the difference. Problems occur when grammatical differences arise in language. For example, a, an, the, are articles used in English. In French, there are four forms of the definite article, three kinds of indefinite articles, and four types of partitive articles. The English definite article 'the' can take the form le, la, l' or less depending on gender and whether it is singular or plural. Indefinite articles 'a' and 'an' can be 'un' when masculine and 'une' when feminine and 'des' (some) in the plural. The English equivalent of the French partitive article is 'some' which is not considered an article in English. 'Some' in French can be 'du', 'de la', 'de l' or 'des'. This creates confusion even when subtitles are provided in videos. The effective solution is to provide students a proper understanding of grammatical differences before beginning the online course.

Video classes explaining such important rules and variations in grammar assist students to improve their language skills. Learners can listen to it over and over again and grammatical rules will get embedded in

their minds. Slowly, when classes start in the target language, they can point out the difference and learn themselves which will aid the process of retaining the subject.

Pronunciation and vocabulary are also given due importance as learners try to imitate and produce accents in which the teacher teaches in an online platform. Video classes provide a better understanding as listening to it, whenever they forget, will guide them to develop further. It can also be improved through fun learning games and activities such as conducting pronunciation and vocabulary quizzes, audio-visual vocabulary exercises, matching words in native and target language, and more. These can further improve efficiency in native as well as the target language.

IV. LIMITATIONS OF DIGITAL LEARNING

However, incorporating digital learning has its own drawbacks. Students can easily be misled by the entangling world of the internet. For instance, they can be diverted from their studies to other possibilities in the world of internet like entertaining activities, online games and social media platforms. Online classes also provide assessments, exams and tests just like in a regular classroom and it can provoke the students to cheat or share answers since there are no teachers or proctors to watch them. Teaching pronunciation in an online class tends to be a hectic task as the movement of the lips, the sound vocal cord should produce cannot be effectively explained in an online session. While learning French, one is expected to pout out their lips while uttering certain words. Explaining this in a regular class becomes much easier. Students can also misinterpret words if they hear it incorrectly. This has been proven to be a demerit in US where students learn languages like French and German online. They tend to mispronounce or make their own words if what is being taught is not clear to them. Since, individually testing whether each student pronounces the word taught the right way is difficult teachers tend to correct it at a later period when they realise it and by the time the wrong word or pronunciation would have already become fixed in the student's mind. Another problem is spending hours in front of the computer screen which will not only hamper the progress of their studies but also result in physical stress and strain which can lead to many diseases. This is a serious issue that needs to be addressed. But, considering the solemnity of the current situation, one has to adapt and adjust to whatever is available. Thus, limiting the learning time and the proper supervision of parents can help bridle these problems. Children's should also be aware of digital crimes and cyber security problems as many of these crimes originate out of the curiosity that occurs to them while using internet. Cyber-crime is an evil having its origin within the growing dependence on computers in modern life. Cyber terrorism is one such major challenge as several terrorist organizations tend to spread rumours, misinterpret information and disseminate wrong messages via the internet. They motivate and misguide the youth, encouraging them to indulge in subversive activities. Internet has become the front-runner weapon in the hands of terrorist organizations today. Organizations like Cyber Security India can be of use in this regard as they provide information related to cyber security to school students. Training students and teachers to beneficially use technology become fundamental as the world experiences quotidian technological acceleration.

V. DIGITAL LEARNING AND ITS OPPORTUNITIES

Online platform helps one to access, disseminate and share information globally beyond any specified area within the four walls of his or her room. This diverse and visionary technology allows us to march towards new horizons of life in every respect. It is said that using technology to advance further and attain more in life is always the best as the time that we live in is totally different from the past. CLIL as a procedure of digital education becomes pivotal under current circumstances as the time and resources available provide ample opportunity to make a child's potential twofold. Acquiring a new skill or language unconsciously pertains until the end. Designing learning video contents in the target language and providing subtitles in mother tongue or native language can be applied in any course as over time students get accustomed to the target language and learn it. Applying visual aid and the following action with visual representation along with audio in the target language can also enhance the pace of learning as picturing the points and visualizing the ideas can make it easier and simpler for the students to connect them. This learning process is more relevant, interactive and engaging for the learners. According to a survey conducted by Korean Language and Cultural Survey in 2017, out of hundred learners speaking English, ninety two were able to learn Korean easily within a span of six months by watching K-dramas with English subtitles. This is the same principle that Content and Language Integrated Learning follows. Accurate implementation of CLIL while teaching online can ensure a much more effectual and fruitful

learning experience. It also helps the instructors to design the course and curriculum based on the capability and pace of each student.

In a world where competition exists in all spheres, CLIL tends to take learners a level further by decreasing learning time and increasing overall productivity. It is time saving and cost effective as well as accurate. Employing it under current circumstances would prove beneficial in moulding this monotonous period of online education worthwhile and valuable. The teacher-learner interaction, which is essential for effective learning process, has also become possible through the online platforms. We must know that internet-based courses are often efficient and a reasonable method to deliver quality education, and cater to the vast numbers of learners, anytime, anywhere, without any incongruence. Building a strong self-motivation, time management skills and face-to-face communication with professors, peer-to-peer activities is a key to success in digital learning environment.

VI. HOW TO IMPLEMENT CLIL TO THE CLASSROOMS

Revamp Your Curriculum

Begin by thinking about how you can incorporate CLIL into your syllabus.

combine the elements of diverse disciplines Every traditional subject should have its own CLIL. In your case, rather than seeing yourself as a teacher of languages, try to see yourself as a subject educator. A major difference is that they will learn about your discipline in a different language. Teachings you could have on these topics could include:

In Literature, Vermeer once said, "Life and art imitate each other."

Arithmetic is ten thousand times easier than mathematics in English.

Humanism in Germanic Art

La Promulgation of Physical Education in Spain

Effectively, it's imperative to investigate the issue beforehand. work with the students' subject teachers and find out what they already know.

Make sure you use appropriate terms and descriptions. The use of this tool will assist with assimilation and affirm knowledge recently acquired, thus making language and subject studies much easier for the learners.

Think about your words in terms of theme, rather than just words. Take heart; things will only get better and better as you go on. With its benefits, CLIL can be applied to only to one language learning environment—you don't have to teach it all the time, but it may be part of your overall learning kit. When you teach different subjects, you may deviate as much as you like, but be sure to keep constant contact with all of each of them.

Targeted lessons contain useful information. The aim is to cover a wide-ranging territory in order to give students a comprehensive vocabulary with which to succeed. An excellent way to educate about art is to teach it in a foreign language

William Whistler's mother: A significant painting

The age of the Renaissance: The frescoes of the artists and leading works of art

creative fundamentals and theories.

Style in still-life paintings: Meanings in hidden motifs and necessity

L Wei, the modern dissident.

This shows how a good CLIL lesson targets specific ideas to enhance learning outcomes If you give your students a solid understanding of what you're teaching, supplement it with follow-up assignments, discussions, readings, and/projects to allow them to assimilate knowledge and research results and gain deeper understanding.

Pay attention to the teacher's tasks

Excellence in language teaching is like traditional monolingual classrooms in that it helps students improve collaboration, task-based, multidisciplinary language abilities. When they understand the meaning of the statement, they will know why they are doing it and they will apply that knowledge to achieve the task at their highest level of ability. It rewards their ability to succeed in the classroom and provides personal knowledge for them.

Furthermore, CLIL is better, as it encourages people to acquire skills via real activities rather than memorising information.

Creative CLIL activities help students to grow together as they facilitate teamwork and empower them to be an integral part of the learning process. Because they bring together content and language, activities are great tools for learning. This gives students opportunities to communicate key concepts in real-world scenarios and with each other learners in real-time.

Some excellent CLIL lessons involve:

Sets of students up the discussion: One student takes the stage to introduce a related but tangential idea to the rest of the class. Encourage them to use graphics, images, imagery, and multimedia to appear prominently so their classmates will be able to refer to it more easily.

They wear [role-playing]play costumes to make something they have learned real in the classroom look believable. Involve the players in preparation for the reenactment to write and learn a short skit based on this theme. To return the class to the topic, get the students to talk with one another about the material by allowing them to engage in the subject matter in an informal manner.

Scientific experimentation tools are wonderful to teach students science, chemistry, and the life sciences, as well as foster their appreciation of the beauty of discovery. It is a good idea to have a mentor from your school to visit, particularly if you have doubts about any parts of the experiment. You should also consider teaching important concepts and words so students are ready for experiments to help ensure they know what to do if you are unsure about certain about them.

What's better to excite students and improve the teacher-learner relationship than food? Food brings people together; therefore, it's essential to society and language. Select a recipe, then preview it to the students and plan how to talk about it in class ahead of time. Next, you should ask students to design their own. Presentations can be customised, combined, spiced up, and garnished to inspire individuals to become more creative. Have everyone sit down and provide a summary of their efforts at the end of class; follow up with open-ended questions to stimulate critical discussion, including the suggestion to taste and evaluate each other's' work; get them to self-assess and compare their products.

Our ultimate goal is to de-sectorize knowledge and make our students apply new information to the entire curriculum!

One of the easiest ways to help people improve is to provide honest, constructive feedback at the right time, and do it in a tactful manner.

It's important to make sure that students have a good attitude about language as well as getting feedback and encouragement. No matter how many mistakes we make, no matter how many defects we have, each and every mistake provides us with the opportunity to acquire new knowledge.

However, while short feedback and maximum positivity are needed for ELICIT, both are necessary in CLIL.

Although the primary goal is to help students increase their ability to communicate, the ultimate goal is to enable them to concentrate on learning while simultaneously enhancing their abilities. You will make them happy in the process and learn about the company's language and business culture. As such, the best strategy is to strive for success in communication over and above accuracy when working with students.

And once students are involved in activities, you don't want to disturb them by providing instant feedback on their language, even if they're not talking exactly correctly. students may become dispirited. Rather,

just try to assist students in their work and give them critical feedback about language and content-based notes instead. Rather than responding to an individual student, offer guidance to the entire class.

The same basic principles for creative activities should be followed. Identify misinterpretations and point out only the most frequently occurring ones, and then use your class to resolve them. Whenever you're in doubt about how to write a word or phrase, write it down on the blackboard or highlight it in some way so you can find it more easily, and see if it has a specific colour association.

Present results to students with audience response, seek feedback, and make necessary adjustments CLIL syllabus and activities should be customised for each classroom, so it is dependent on your students' needs.

It is best to teach grammar in context, it is not enough to teach grammatical concepts as isolated facts.

Thinking of languages as subjects, along with our students, we frequently conflate foreign languages with their respective disciplines.

The CLIL method is not about students learning about the language, it' ability to use it.

On the other hand, long and tedious lists of rules are rarely effective. Students often repeat the same mistakes again and again and never learn from them. It is imperative that students study language in context with regard to the subjects they learn about and for frequent exposure to the language Provide frequent grammar activities to let students see the language in new ways. Also, because they are self-taught, they are able to pick up grammar, syntax, and conjugation (conversion) naturally, so that they are able to use it throughout the day. In any instructional grammar writing, put charts, documents, and illustrations that show how the rule is employed prominently.

In addition, you could show some genuine materials, such as articles or news reports, as well as a relevant subjectsince you are learning a language, search the internet for authentic examples and FluentU will find them for you.

FluentU offers real-world lessons in real-real-life scenarios—like music videos, movie trailers, news reports, and speeches—and teaches you new words and phrases as you go through the video, paragraph.

If you are teaching a new topic, have them read or watch and see if they notice any similarities (among themselves) Discussing the vocabulary or grammar exercise that you have planned would be appropriate. Replay the video and allow students to put together the newly learned vocabulary.

Students perform cut-and-and-dry grammar activities instead. You should give students freedom to develop their own work by creating an article, debating, using text and images, or by giving them the option of producing a written news broadcast that has different students' viewpoints on the subject. After they are finished, you may return to fine-tuning and proofreading.

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