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CLIL METHOD IN TEACHING ENGLISH TO PRIMARY CLASS PUPILS

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Abstract

My article covers the impact of the CLIL method on primary school students, the essence of this method and its convenience aspects. I have tried to explain the benefits of using the CLIL method in the primary school. The article presents exercises on the application of the CLIL method in primary school.

Key words:

Content and Language integrated learning, exercises in CLIL, advantages of CLIL, methodology, content, communication, cognition, culture, role-plays, presentation, science experiments.

INTRODUCTION.

CLIL stands for Content and Language Integrated Learning. It refers to teaching subjects such as science, history and geography to students through a foreign language. This can be done by the foreign language teacher using cross curricular content or by the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and of a foreign language. Over the past two decades an increasing body of research has demonstrated that CLIL can enhance multilingualism and provide opportunities for deepening learners' knowledge and skills, however effective use of CLIL requires a specific methodology and specific training of teachers.

To emphasize that the use of CLIL can provide many opportunities for children, teachers and society as a whole, I felt it necessary to differentiate the benefits of using CLIL according to the different beneficiaries of this approach. We would like to highlight a number of advantages of CLIL:

students' motivation to learn, the development of their independent learning, educational and methodological innovations for the community, as well as teamwork and collaboration with other teachers, teacher motivation.

Content and Language Integrated Learning (CLIL) has become an important method which can offer a solution to inadequacy in the two targeted aims of education: content learning and proficiency in the language. It has gained popularity in an era of globalization. The term CLIL was coined in Europe in the early nineties (Coyle et al (2010)) to describe any dual-focused type of provision in which a second language, foreign or other, is used for the teaching and learning of a non-language subject matter, with language and content having a joint and mutually beneficial role (Marsh 2002). CLIL consists of two distinctive features that set it apart from other types of provision, such as immersion teaching or EAL (Gajo 2007, Lasagabaster 2008, Coyle 2007). The first one is the integration of language and content. In CLIL, the two elements are interwoven and receive equal importance, although the emphasis may vary from one to another on specific occasions. The aim is to develop proficiency in both (Eurydice 2005: 7), by teaching the content through the foreign language. The second distinctive feature is the flexibility of CLIL to accommodate the wide range of socio-political and cultural realities of the European context.

THEORETICAL BASIS:

Recently, the CLIL method of teaching has become very popular, mainly due to the growing interest in teaching bilingual children. means bread and is a great way to absorb language. Teaching students subjects such as science, history, geography, and the arts through a foreign language. David Marsh, Do Coyle, and Philip Hood codified the principles of CLIL, the two-pronged approach to learning, and the use of language and content in the curriculum. Unlike traditional language teaching strategies, CLIL promotes education through construction rather than teaching. It strives for fluency, not precision.

Want to know more about how to bring this revolutionary teaching method into your language class?

CLIL is a great way to give opportunities to students of all ages and levels of fluency. By teaching CLIL lessons, you provide students with tools to develop, master, and activate interdisciplinary skills through the use of a language that is different from their own. Students will not be corrected for every mistake they make. Instead, they are encouraged to continue speaking and learning the language, which allows them to feel better about their ability to communicate from the beginning. CLIL supports critical thinking and collaboration skills. Students do not eat with a spoon in language classes, but instead they have to pay attention, observe, and learn the language by studying other subjects in the same language. They can turn to their peers for support in this process. More specifically, if you are teaching native English students, you will not spend time discussing subjects such as history and mathematics in English. They learn these sciences while learning a new language, say French or German. This allows your students to study a wide range of subjects, develop their knowledge of Francophonie or English cultures, and learn both languages naturally.

That's because the CLIL curriculum balances bilingual education and language learning. Rather than being the focus of teaching, language becomes a tool for communication. Repeated exposure and

stimulation helps students to assimilate the language while learning content that will greatly expand their horizons and promote curiosity.

The CLIL method is one of the most important methods. I have been studying and analyzing the CLIL method for a long time and continue my scientific work. Does this method mean that you study your subject in English? Both science and English are studied in parallel. I am presenting this method in the Republic of Uzbekistan. That is, I am introducing this method to primary school students in schools.

During my research period, I introduced the CLIL method to primary school students. This happened during my internship period. I explained to them what CLIL is. And I taught them several CLIL exercises. I said:

PRESENTATION: One student takes the center of the stage to introduce to the rest of the classroom a tangential theme related to the subject you've been discussing. Encourage them to use graphics, images and multimedia material, and to prominently write keywords on the blackboard so their fellow classmates can take notes.

ROLE-PLAYS: Students impersonate major figures and stakeholders to give life to a concept or theme they've learned in the classroom. Ask them to prepare the reenactment ahead of time by working together to write and memorize a mini-play around this theme. Recap by letting the class interact with student-actors to ask questions about the subject matter.

SCIENCE EXPERIMENTS: These are fantastic tools to help your students discover science, chemistry and biology, and have fun along the way! Ask a subject teacher from your school to come and supervise if you're unsure about certain elements, and don't forget to pre-teach important concepts and words so students know what to do during the experiments.

COOKING CLASSES: What better way to motivate students and strengthen the bonds between teachers and learners than food? An essential part of culture, society and language, food helps to bring the class together—and cooking is where it all starts. Start by selecting a recipe and discuss it in class ahead of time. Then ask students to compete and make their own versions of the recipe. They can customize presentations, add different spices and mix together ingredients that inspire them. Then recap in class and ask students to discuss, taste and compare their productions.

The end goal is to de-compartmentalize knowledge between subject and language classes, so students can apply new information to their entire school curriculum, and even outside the classroom!

DISCUSSION AND RESULTS:

CLIL method in primary school consists of the following:

1. Content-At the heart of the learning process lie successful content or thematic learning and the acquisition of knowledge, skills and understanding. Content is the subject or the the project theme.

2. Communication-language is a conduit for communication and for learning. The formula learning to use language and using language to learn is applicable here. Communication goes beyond the grammar system. It involves learners in language using in a way which is different from language learning lessons(of course CLIL does involve learners in learning language too but in a different way).

3. Cognition for CLIL to be effective, it must challenge learners to think and review and engage in higher order thinking skills. CLIL is not about all-owing individuals to construct their own understanding and be challenged-whatever their age or ability .A useful taxonomy to use as a guide for

thinking skills is that of Bloom. He has created two categories of thinking skills. Lower order and higher order. Taxonomy for a well-defined range of thinking skills. It serves as an excellent checklist. 4. Culture for our pluricultural and plurilingual world to be celebrated and its potential realised, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding. "Otherness" is a vital concept and holds the key for discovering self. Culture can have wide interpretation-eg: through pluricultural citizenship.

The 4Cs framework seeks to assure quality in terms of guidance for:

CONTENT-progression in knowledge skills.

COMMUNICATION-interaction, language using to learn.

COGNITION-engagement: thinking, understanding.

CULTURE-self and after awareness/citizenship.

The use of this technique allows highlighting its advantages. In the first time, of course, there may be some problems introducing the technique CLIL in the educational activity, namely in the subject, but with ears, practice and experience, problems go away. One of the main advantages of this technique will be increasing students' motivation to study any kind of subject in English. Also, learning English will become more focused as training in subjects of natural and mathematical direction will completely switch to English. In addition, students will have more opportunities, to better know and understand the culture of the language being studied, which will necessarily lead to the formation of the sociocultural competence of both students and teachers themselves, both students and teachers themselves.

Pupils, students will pass through a fairly large amount of language material, which is a full immersion in the natural language environment. It should also be noted that the work on various topics allows pupils and students to learn terms, specific language constructs (transcription, spelling), which contributes to replenish their vocabulary with subject terminology and prepare them to the further application of acquired knowledge and skills in practice.

The advantages of CLIL method in primary class pupils:

- 1) allows students to more effectively communicate with each other using a foreign language;
- 2) expands students' intercultural knowledge;
- 3) develops communication skills in a foreign language in natural conditions;
- 4) develops thinking and opens the creative potential of students;
- 5) increases the motivation of students and their self-confidence;
- 6) trains all language skills;
- 7) improves language competence and natural speaking skills;
- 8) develops interest in different languages, their use in different spheres of life;
- 9) does not require additional hours of training.

Organization of CLIL activities

CLIL models include any of the following: a short series of integrated lessons planned around a theme or topic, involving the subject area content from one or more national curriculum subjects; modular courses lasting half a term where aspects of individual subjects are taught through the language; short intensive courses where the timetable is blocked for one or more days to allow for

deeper learning and practical experience of language using; longer-term sustained joint-curriculum delivery and partial immersion. A variety of CLIL models exist in primary and secondary schools. Because CLIL is flexible and can be matched to the needs of all age groups and to learners of all abilities, integrating content and language learning can be adapted to individual school settings.

In conclusion, Teacher involvement in CLIL planning co-operation: CLIL methodology fosters teachers' individual and institutional networking opportunities. Teachers need to cooperate to help their students understand the links between subjects and their interdependencies to see the coherent nature of knowledge.

Thus, it is vital to create conditions for cooperation among teachers of English and teachers of other curricular subjects, who should:

- Draw on similarities in and between individual subjects (in terms of subject content, pedagogical devices and learning processes) and make these links explicit in various ways.
- Develop meaningful co-operation and collaboration between staff leading to the dual benefits of curriculum and professional development.
- Contribute towards a broad range of teaching and learning opportunities located within individual subject teaching, across subjects and in relation to specific external curriculum themes or dimensions.
- Allow teachers the opportunity to evaluate and reflect on their teaching and to be imaginative and innovative in their curriculum planning.
- Facilitate a shared vision amongst teachers and managers through meaningful collaborations at all levels of curriculum design (Savage, 2011: 42).

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