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## Importance of CLIL in English Language Teaching

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CLIL (Content and Language Integrated Learning) is being said one of latest trends in ELT. The pursuit of this model is to make a link between language learning and content development. The underlying principle is that English should not be the end of a language program but the means through which learners will acquire knowledge in other fields. It is more academic and scientific orientation for which the teachers have to be well prepared. The approach demands not only the mastery of English and the management of ELT methods but certain degree of specialization in some disciplines. It helps teachers to optimize language learning and teaching by using ICT resource for e.g. Internet, Web -based Tools, CD-ROMs etc. in combination with face-to-face sessions. E-learning that encompasses the use of technological purposes embraces blended learning.

Over the past few decades, CLIL has become established in Europe as an alternative to teaching other languages using traditional methods. We have moved on from the basic theory of CLIL to the current practice of new CLIL methodologies are developed in the program of activities, tasks and projects for bilingual classrooms.

A teacher in bilingual has to take on many different roles; the English teacher, the content teacher, the CLIL teacher, the tutor etc. By analyzing the different roles of the teacher in bilingual contexts, we can better understand the role of language and build a suitable curriculum for young students. National recommendations regarding CLIL tend to give greater importance to the language proficiency than to the subject knowledge. (Eurydice: 2006, p.57)

**Objectives of CLIL:**

- To learn content through English
- To achieve the learning goals while considering English is the vehicle
- To help students learn content through a foreign language

**Advantages of CLIL:**

1. In many cases, CLIL can increase student's motivation to learn what the teachers teach them. They can enable students to progress more quickly and solidly than they would with deliberately separated subjects. These are very few instances in the real world in which black and white don't mix, so letting two subjects paint a broader picture of reality for students is a great advantage of CLIL.
2. CLIL is so strongly associated with both the content area and a foreign language, it's naturally imbued with cultural and societal significance. The students will develop a strong understanding of a foreign culture as a result of CLIL instruction and will be more likely to "see the big picture" in terms of the relationship between language and society.
3. Even in CLIL lessons, it will become apparent that some skills and knowledge are applicable to a wide range of subjects in a variety of languages. Students will gain a healthy appreciation for these types of skills and may be more motivated to improve them.
4. By challenging students with CLIL, teachers will be able to help the students and build the confidence in their abilities. The best part of this is that confidence won't be inflated-the legitimate cognition and academic skills encouraged by CLIL are widely recognized and valued.

**Aims of CLIL:** The main aim of CLIL is to improve overall target language competence (English); that is,

- to\_
- Develop oral communication skills in meaningful and significant social situations;
  - Improve not only students' competence in the target language, but also inculcate a positive attitude to other languages and cultures;
  - Bring real-life situations into the classroom;
  - Promote inter-disciplinarily;
  - Gain a better knowledge of subjects;
  - Enhance learner concentration, problem-solving, motivation, collaborative learning;
  - Preparing for further studies and life-long learning;
  - Achieving higher educational standards.

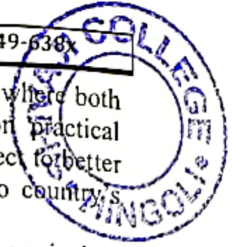
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CLIL allows for the learning of a foreign language and the learning of a specific content where both are taught with extreme care. Unlike a traditional classroom, where students only focus on practical necessities of a language, in a CLIL classrooms, students use their external knowledge of a subject for better understanding the content, CLIL classroom focuses on content that gives the learner access to country's heritage and culture.

The main aim in a CLIL classroom is to introduce students to new ideas and concepts in curriculum subjects with instructions being given in a foreign language. The foreign language, in this particular case English, is used as the medium of communication. Since the emphasis is on both the language and content. According Kolodziejska and Simpson find that selection, sequencing and balance of content and language are of great importance. And most importantly they say, "learning (also language learning) is most successful in a meaningful context." (Kolodziejska, Simpson: 2011, p.11)

**Effective CLIL takes place through 5 dimensions:**

- a) Progression in knowledge
- b) Skills and understanding of content
- c) Engagement in higher order cognitive processing
- d) Interaction in the communicative context
- e) Development of appropriate communications skills
- f) Acquisition of a deepening intercultural awareness

According to Do Coyle, Philip Hood and David Marsh (2010), "CLIL is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language." (Coyle et-al, 2010) As Coyle (1999) mentions, learning takes place where there is a progression in the knowledge, engagement in the cognitive process, an interactive and communicative context and a cultural awareness in the pupil. These are all aspects that the teachers mentioned and discussed throughout the interviews as being important for both learner engagement and confidence.

CLIL is an approval to teaching and learning in which school subjects are taught and studied in a second (third/fourth) language. In CLIL "A foreign language is used as tool in the learning of a non-language subject in which both language and subjects have a joint role." (Marsh, 2002) Such an approval to teacher, contents and skills across the curriculum gives students an opportunity to use the content knowledge which they bring to class. Also, in this kind of interaction, their level of motivation will be increased as they can express their own ideas and choices and the work is based on communicative activities and integrated skills through interesting tasks.

It is just an umbrella term covering a dozen or more educational approaches e.g. immersion, bilingual education, multilingual education, language showers and enriched language programs. "What is probably new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learned from these various approaches." (P. Mahisto, D. Marsh & Maria Frigols, 2008)

So far language teachers should start doing something about CLIL not only because it is new trend but because it is a tremendous tool and it helps to learn better. In addition, language is perhaps the most important element in school education. We as language teachers, researchers and teacher trainers have to cooperate with the content specialists as well as with each other in order to create concepts and integrated modules of content and language learning.

Today CLIL is rapidly becoming an innovative new trend in the field of language teaching, but at the same time there is a kind of rush towards implementing it in Europe, the United States, Asian countries and Latin America. CLIL involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past ten years and continuous to do so. "CLIL is a generic term referring to the teaching of a subject through a foreign language." (Wiwczraoski, Zita & Ildiko, 2010)

India is a multicultural and multilingual country. A citizen of India has to have a link language to communicate with his/her fellow citizens, though Hindi as an official language of India those still exists, some negligible amount of population who do not know this language. In this context the language barrier to communication is reduced by learning the English language. Learning this language can give two benefits to a person that is he/she can communicate within his/her country and across the globe. Under these instances the English language teaching needs a new dimension for providing effective and efficient means of learning and teaching. CLIL is one such method which makes language learning meaningful at the same time brings optimal language learning.

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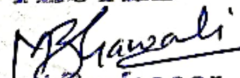
India hails English medium schools where the medium of instruction is English. It can be equated to immersion programs, but CLIL holds a different pedagogical framework which can be appreciated and practiced in India for achieving the expected learning outcome. The stakeholders of Indian education can make an attempt to administer CLIL approach considering its proven success in the European countries.

Thus CLIL encourages the students to actually use language as a real means of communication. The best way to learn a language is by doing not by studying it or performing exercises or drills. CLIL is very similar to content based teaching.

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