

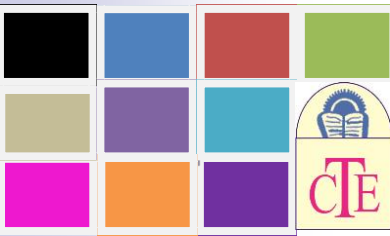
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**An Innovative Pedagogy - CLIL****Mr. Kalpesh V. Patel,**

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Abstract

The present paper examines the significance and characteristics of an innovative research pedagogy known as CLIL. The term CLIL refers to Content and Language Integrated Learning, which has been practised for over five years at Amity B.Ed. College, Bharuch. It develops systematically various focused skills in the learners of different levels. It is noteworthy that multifarious contents culled from different themes relevant to science, environment, history, literature, culture and arts are integrated into the theme-specific language. For the enhancement of various skills in the learners, an effective construction of CLIL curriculum necessitates interactive collaboration and creative contribution of both language teacher and subject teacher. CLIL research pedagogy has gained global recognition and extensive applicability in educational institutions inasmuch as it intensifies comprehension skill, multipurpose vocabulary and impressive communication skills in the learners.

Key Words: Content, Language, Integrated Learning, CLIL, Pedagogy

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INTRODUCTION

Research Concept of CLIL

Among the various prevalent pedagogical methodologies and approaches, CLIL is a new pedagogy that has gained global popularity and widespread use at international level. The abbreviated term CLIL stands for “*Content and Language Integrated Learning*”, which has been practised at Amity B.Ed. College, Bharuch for over five years at two levels: *local grass-roots activity* and *EU policy*. According to Coyle et al. (2010:3), “CLIL is an educational approach in which various language supportive methodologies are used which lead to a dual focused form of instructions where attention is given both to the language and the content.” Apparently, CLIL aims at teaching school subjects, such as History, Science, Environment, Geography and Literature, in L2 in such a constructive way that the learners of different levels endeavour to enhance their cognitive potentialities and language proficiency.

CLIL Curriculum

The fusion of language and contents in CLIL syllabus demands judicious planning and expert knowledge of teachers for the realization of focused skills required of the learners of different age groups and levels. It is noteworthy that meaningful interaction, collaboration and creative contribution of both language teacher and subject teacher is indispensable. The language teacher is required to put the content in a lucid and clear language with accuracy. The subject teacher is accountable for the selection of various themes (content) that enhance the knowledge of learners in a variety of ways. In their research with Breakthrough Level Young Learners, Gabillon and Ailincal (2013) clarify that CLIL can be an effective way for increasing language proficiency, gaining various skills and widening cognition competence. It is discerned that learners of different age groups acquire proficiency in communication skills also gradually in the ratio of completing their level-based course skills successfully.

The below given Table -1 shows the Indicators of Level – Specific Acquired Skills.

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Table 1 – Indicators of Level-specific Acquired Skills

Level	Age Group	Development of Focused Skills
1	6-8 Years	Recognizing, grouping, awareness developing, relationship understanding, sequencing, decision making
2	8-10 Years	Classifying, identifying, predicting, describing, performing, designing, ordering
3	10-12 Years	Comparing, locating, reasoning ability, negotiating, calculating, visualizing, creating, actualizing

Feasibility Test of CLIL New Model

In order to examine the feasibility and authenticity of the CLIL model, the author of this paper chose his own poem “*Catalyst*” (Sharma 2009:111) and distributed copies to the learners of Level 3 (10-12 age group). The text of the poem is given below:

A profile of pain: honesty

His miseries increase

Rapidly as inflation

Since in the humanity market

There's a slump in virtues.

A shocking recession appears

In affections, altruism, clean-ways.

Modernity is distancing from

God, love, fraternity, honesty.

Misfit in modern mass

Unfit for family frame

Fit for abuse avalanche,

He's an honest catalyst

An acute aching appendix

That a corrupt nation stomachs.

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It is obvious that the theme is connected with literature. The language teacher had already taught the features of a poem, such as rhythm, rhyme, figures of speech and connotations. Certain literary terms frequently used in poetry had been explained to learners. Music in a poem is created by means of alliteration, assonance, consonance, rhythm and rhyme. A poet compares visible and invisible qualities of different things in order to bring novelty in expression. Internal rhyme in a poem is maintained by using alliteration and assonance. Alliteration appears in the repetition of consonant sounds in the beginning of a sequence of words, while the repetition of vowel sounds in the beginning of a sequence of words creates assonance. Metaphor and simile denote the figurative use of language. For the purpose of evaluating their comprehension skills, the learners were asked to answer the following questions after a close reading of the poem:

1. Give examples of alliteration from the poem.
2. Give examples of assonance.
3. Point out the lines that show the comparison of different things.
4. Find out the words or phrases that show different themes like, disease and geography.
5. Is an honest person fit for any purpose?
6. What qualities are lacking in modern people?

The examiner found the following answers given by the learners in their written assignments. The answers are numbered as follows:

Answers:

1. Profile of pain; misfit in modern mass; family frame.
2. Affections, altruism; abuse avalanche; an acute aching appendix.
3. miseries – inflation; slump – virtues; abuse – avalanche; catalyst – appendix.
4. inflation, slump, recession – stock market; aching appendix – disease.
5. Yes, the honest person is only fit for abuses.
6. Modern people are lacking true love, fraternity, honesty, altruism, virtues.

The answers given by the learners show that they have acquired some focused skills, such as recognition, understanding relationships, sequencing, decision-making, making comparisons, reasoning, locating, visualizing and predicting. The answers reflect that learners give

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preference to words and phrases rather than proper sentences, probably to avoid syntactic errors in their answers.

Conclusion

The conceptual framework of CLIL is beneficial if it is implemented meaningfully in technical education inasmuch as technocrats generally commit syntactic errors in English for they stress the message rather than the correctness of language. Both language and content are the integral components of result-based communication. As a matter of fact, motivation, encouragement and occasional praise play a great role in the process of learning and thereby help achieve the goal of focused skills and wide knowledge meant for the learners of different levels. Lasagasbaster (2011) maintains that, in general, young learners have more positive attitudes and motivation than older learners, towards not only the foreign language but also the school subjects. The new pedagogy of CLIL testifies to the fact that the integration or fusion of both language and content are of vital importance for gaining knowledge and skills.

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