

แนวคิดและหลักการของการจัดการเรียนรู้แบบบูรณาการเนื้อหา และภาษา (CLIL)

Concepts and Principles of Content and Language Integrated Learning (CLIL)

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บทคัดย่อ

บทความนี้มุ่งสะท้อนให้เห็นถึงลักษณะและข้อควรพิจารณาเมื่อใช้การจัดการเรียนรู้แบบบูรณาการเนื้อหาและภาษา (CLIL) ในบริบทที่หลากหลาย CLIL เป็นวิธีการที่นักเรียนเรียนรู้เนื้อหาผ่านภาษาต่างประเทศหรือภาษาที่สอง เป็นวิธีการจัดการศึกษาที่ให้ความสำคัญทั้งส่วนที่เป็น เนื้อหาและภาษา นั่นคือในกระบวนการเรียนการสอนไม่เพียงแต่จะมุ่งเน้นการเรียนรู้เนื้อหาเท่านั้นแต่ยังมุ่งเน้นการเรียนรู้ภาษาต่างประเทศอีกด้วย ทั้งส่วนเนื้อหาและภาษาจะถูกผสมผสานเข้าด้วยกัน ถึงแม้ว่าในช่วงเวลาที่สอนจะมุ่งเน้นหรือให้ความสำคัญกับส่วนหนึ่งส่วนใดมากกว่ากันก็ตาม CLIL สามารถใช้ได้ผลดีมีประสิทธิภาพกับนักเรียนทุกระดับชั้นตั้งแต่ระดับประถมศึกษาไปจนถึงระดับผู้ใหญ่ และยังสามารถใช้ได้กับหลากหลายวิชา แม้ว่า CLIL จะรวมทั้งภาษาและเนื้อหาเข้าด้วยกัน ถึงกระนั้นก็ไม่ถือว่าเป็นบทเรียนของภาษาหรือบทเรียนของเนื้อหา แต่เป็นบทเรียนที่อยู่ระหว่างทั้ง 2 ส่วน บทเรียน CLIL ที่ประสบความสำเร็จควรประกอบด้วย 4 องค์ประกอบ (4Cs) ได้แก่ 1) เนื้อหา 2) การสื่อสาร 3) ความรู้ความเข้าใจ และ 4) วัฒนธรรม

Abstract

The present article seeks to encourage reflection on the characteristics and considerations when implementing Content and Language Integrated Learning (CLIL) in diverse contexts. CLIL, a method where students learn content through a foreign or a second language, is a dual-focused educational approach in which an additional language is used for the teaching and learning of both content and the language. That is, in the teaching and learning process, there is a focus not only on content but also on language. Both are interwoven, even if the emphasis is greater on one or the other at a given time. It can be effective with all levels of students, from primary to adult, and it can cover a wide range of subjects. Although CLIL incorporates both language and content, it is neither a language nor a content lesson, but stands somewhere in-between the two. A successful CLIL lesson should combine elements of the 4Cs: 1) Content 2) Communication 3) Cognition and 4) Culture.

Keywords: CLIL, Content and Language Integrated Learning

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Introduction

Like space exploration, the field of teaching and learning in a second or foreign language is claimed by many scholars and yet still in the stages of exploration and discovery. From 1984 to 1994 increasing interest had been shown in the potential of forms of ‘bilingual educational practice’ in Europe and beyond. This was often cross-disciplinary. International surveys indicate that the majority of people in the world are bilingual or multilingual rather than monolingual (World Bank, 1995). In fact, many more children throughout the world are educated in a second or foreign language, for at least part of their formal education, than exclusively in their mother tongue (Tucker, 1999). As a result of communication pressures and political forces in society, there is an idea of effective teaching methods that learners will learn the subject matter along with language. So in 1994, after a long period of analysis and negotiation, a group of experts working under the remit of European Commission funding, agreed on launching the term *Content and Language Integrated Learning* (hereafter CLIL). This term was adopted to articulate shared understanding of the commonalities of methodological practice found in diverse global ‘bilingual’ educational experiences. CLIL was defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. CLIL was, therefore, introduced as a generic ‘umbrella’ term to describe those features of operational practice common to a wide range of variants of bilingual education. CLIL practice has involved shifting from fragmentation towards integration, and the subsequent creation of new approaches for teaching and learning.

The main purpose of this article is to provide an up-to-date account of accepted and discussed concepts in the language teaching domain about the potential of CLIL in supporting, or otherwise challenging, language learning practice. These involve the definition of CLIL, objectives of CLIL, underlying principles of CLIL, principles and basic concepts of CLIL, characteristics of CLIL lesson, framework of CLIL and pedagogical impacts of CLIL lessons.

Defining CLIL

CLIL is an approach to teaching and learning in which school subjects are taught and studied in a second (third/fourth) language. The term was coined by David Marsh (2000): CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. In CLIL, a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role (Marsh 2009). So CLIL is

different from foreign language teaching, as in CLIL a foreign language is the vehicle for a form of subject-based teaching. In other words, while language and subject learning are both the aims of CLIL, the main focus of teaching is the subject, not the language. CLIL means the use of an L2 in the teaching of non-language subjects (Dalton-Puffer, 2008).

Some scholars and CLIL experts (Graddol, 2006; Mehisto, Marsh & Frigols, 2008) claimed that CLIL is the ultimate communicative methodology, engaging active student participation to develop their capabilities to acquire knowledge and skills through cognitive processes. The students are also encouraged to learn language skills through multiple forms of instructional activities. Moreover, Coyle, Hood, and Marsh (2010), Dalton-Puffer and Smit (2007), Marsh (2002), and Nowak (2011) agree that CLIL is an appropriate approach to teaching English in EFL contexts. According to Coyle, Hood and 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. They point to the importance of cognitive engagement in order to learn effectively. Group work, problem solving and questioning are important vehicles the pupils need to master for the process of “constructing knowledge which is built on their interaction with the world (Coyle, Hood and Marsh, 2010: 29). In CLIL, the cultural context is, together with cognition, content and communication, the cornerstones that create the setting for an engaging learning environment with clear linguistic and subject area goals. Having dual focus in a CLIL lesson means that learning subject content and improving language competences happen simultaneously, making CLIL neither an approach that belongs to language learning nor one that belongs to subject teaching. It is a unique approach which develops when the two teaching methodologies are merged.

Objectives of CLIL

CLIL suggests equilibrium between content and language learning. The non-language content is developed through the L2 and the L2 is developed through the non-language content (Langé 2001: 77). CLIL focuses on learning content in a foreign language, rather than learning the language itself. 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 instruct 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;
- prepare for further studies and life-long learning; and
- achieve higher educational standards.

CLIL's Underlying Principles

CLIL in its current meaning is a method originated in Europe. It is relatively young- only a few decades old. Piaget's, Vygotsky's, and Bruner's thoughts about constructivism have affected in its formation largely in the 1950s (Coyle, Hood and Marsh, 2010). CLIL aims at cooperative action and students' activation during lessons. This is how students' role in the lesson comes bigger and the lesson turns into more meaningful. In addition, there are many learning principles that support CLIL.

Some scholars and theorists, Krashen (1981), Lightbown and Spada (2013), Long (1990) and Swain (2000), claim about the rationale for integrating content and language. They suggest that a second language is most successfully acquired when the conditions are similar to those present in first-language acquisition: that is, when the focus of instruction is on meaning rather than on form, when the language input is at or just above the proficiency of the learner and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. The researchers take the position that students will learn more when the focus of language instruction is shifted away from teaching the language directly to a situation in which students acquire language naturally, through lively exchanges with other students. The key to these exchanges is content area instruction in English. Important learning principles that support and promote CLIL include language learning in context, natural language learning and innate motivation.

1. Language is learned in context.

In CLIL, the subject matter provides the fodder as well as the communicative context in which the target language is learned. That means every vocabulary, phrase and concept is both immediately relevant and meaningful. There is a direct context in which the word becomes useful, vivid and alive. Students learn the words, phrases and concepts as they need

them. In fact, in CLIL, students often first feel the necessity of learning the word/concept before they actually discover what it means. Compare this to a dry vocabulary list, where students first learn the translation of certain words or phrases and then think up scenarios where they can apply them. In many language classes, and because language is learned in context, students have an easier time saving the lessons in long-term memory. They have a repertoire of anchors that could remind them. In a way, they have the whole classroom experience tied to it.

In rote memorization, the mental connections are not as strong. The vocabulary given sound so random, even when they're grouped topically! Sometimes there's even a disconnect or incongruence for the students, and they begin asking, "Why do we have to learn this? Where am I going to use this?" In the end, context always wins, lasting far longer and stronger than rote memorization.

2. Language is learned through interaction.

The importance of interaction in language learning began gaining prominence as Long (1981) began hypothesizing about the role of interactional adjustments during input in SLA. As an extension of Krashen's (1983) input hypothesis, which suggested that language acquisition occurs when learners are exposed to language that is slightly above their current language proficiency level, Long (1981) suggested that input is best received in interaction with others. Long's (1981) interaction hypothesis suggests that language acquisition requires conversational interactions in the target language in order to supply the necessary comprehensible input required for successful acquisition. He argued that comprehensible input might be best obtained through dyadic interactions and not merely through one-way exposure to the language, as Krashen had suggested. Hence, interactions provide learners with customized access to greater amounts of comprehensible input (Long 1981).

3. Language is learned naturally.

CLIL not only provides the context for learning, but it does so naturally and in a way that mimics how we learn our first language as kids. It is important to be reminded that when kindergarten students arrive for the very first day of school, they are already fluent in their first language. They can communicate with each other, and can tell the teacher what is wrong or what they want. This competence was acquired without any grammar lesson. In CLIL, there are hardly any grammar lessons. It does not concern itself with surface forms like sentence structure or verb conjugation. Proper observance of rules comes far second to the comprehension of language. That is just how we learned as children. That is why there are

plenty of native speakers who have a hard time explaining the rules of grammar of their native tongue, because they did not learn it that way. They acquired their language in the normal course of life, interacting with other people around them, listening as adults talk to each other, watching cartoons and so on. Such language learning was not formalized training; it was a very practical socialization. A CLIL class offers that same scenario to students—to see language in action, being used to communicate in a concentrated and relevant context. In addition, CLIL understands that in learning any language, errors, guesses and negotiation of meaning are all part of the journey. Although not explicitly stated, mistakes are part of the curriculum.

4. Language is innately tied to motivation.

The great concept of the CLIL class is that it efficiently uses students' innate motivation for the subject matter (like history, chemistry, geography, or math) and indirectly channels it to a target language. Because subject matter and medium of instruction are inseparable and intertwined, the target language ultimately benefits from the natural interest a student has for each topic. In a way, CLIL starts with the student's passion and uses that to activate learning. Again, students will not be asking, "Why am I studying this? Where will I use this?" They will have already answered those questions for themselves.

5. Vygotsky's sociocultural development theory

According to Vygotsky's sociocultural development theory, collaborative work is a corner stone when pupils engage in learning (Lightbown & Spada, 2013). It is in the meeting with others that we learn and progress, a sentiment which goes hand in hand with the interactive learning focus of CLIL and the aims of the syllabus.

6. Krashen hypotheses

Krashen (1981) developed a group of hypotheses in the late 70's, one in which he emphasizes the importance of distinguishing between language acquisition and language learning as ways to develop competence in a second language. Language acquisition is a subconscious process which requires meaningful interaction in the target language- natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen 1981: 1). Language learning on the other hand, is a conscious process in which the learner is aware of linguistic rules of the target language, such as grammar and syntax, and being able to talk about them (Krashen 1981). Krashen also mentions the importance of input and the necessity to provide input that is easy to understand and comprehensible to the pupils. In the CLIL classroom the input from teachers to learners and from learners to learners occurs not only in language situations but

is a major part of the classroom always. Finally, Krashen (1981) posits an affective “mental” filter, in which input from learning situations can be blocked, depending on many different factors such as motivation, confidence and stress.

Principles of CLIL

Content and language integrated learning (CLIL) offers an immersive second or foreign language (L2/FL) context, using the L2/FL as the medium of instruction in one or several non-language subjects, while also studying the L2/FL as a subject in its own right. The acronym CLIL was introduced in the late 1990s. Today, CLIL is not limited to the European context, but is becoming increasingly popular in other regions such as Australia, New Zealand, Asia and South America (Smala, 2012). Scholars and CLIL experts (Coyle et al., 2010; Maljers, Marsh and Wolff, 2007; Mehisto, Marsh & Frigols, 2008; Mohan, 1986; Eurydice, 2006) have consistent opinions about the principles of CLIL as follows.

- 1) The language is regarded as an instrument to learn the content of a subject in the school curricula.
- 2) The focus is on content (meaning) rather than on structures, functions or rules of grammar.
- 3) The language is learnt in a natural way in the classroom setting. There is real purpose: to acquire subject knowledge, “Language ceases to be taught in isolation” (Mohan, 1986: 18); “...it combines different concepts that have been treated as separate entities for a long time: CLIL is the point where language learning and subject learning converge” (Coyle et al., 2010).
- 4) It is learner-centred rather than teacher-centred; the teacher pulls back from being the donor of knowledge and becomes the facilitator (Coyle et al., 2010: 6). Accordingly, CLIL empowers students to acquire knowledge while they develop their communicative skills at the same time that they activate their cognitive abilities (Mehisto et al. 2008).
- 5) It relates learning and language learning to the real world as math, history or music are real things for learners: these are part of their lives through the subjects they have to learn in the school curricula.
- 6) It increases learners’ exposure to the target language in a dramatic way.
- 7) CLIL prepares students for living in a society which is becoming more and more internationalised, increasingly global and multilingual.

8) CLIL also aims to strengthen the respect towards other nationalities by means of learning other languages and cultures (Eurydice, 2006).

Basic concept of CLIL

Content and language integrated learning (CLIL) is dual focused instruction, referenced to two separate programs of learning, typically the foreign language (FL) curriculum and a subject syllabus, such as science or geography. Such an integrated curriculum can include all school and classroom contexts where the main language of the lesson is not the first or dominant language of the children in the classroom. The basic concept of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.

1) Knowledge of the language becomes the means of learning content.

2) Language is integrated into the broad curriculum.

3) Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate.

4) CLIL is based on language acquisition rather than enforced learning.

5) Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning

6) CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual program.

7) Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes.

Characteristics of CLIL lesson

A CLIL lesson is not a language lesson, neither is it a subject lesson transmitted in a foreign language. In the CLIL curriculum, it is the subject matter which determines the language needed to learn. CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a target language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curricular subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of

different educational contexts. For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

- Integrate language and skills, both receptive and productive skills;
- Lessons are often based on reading or listening texts / passages;
- The language focus in a lesson does not consider structural grading;
- Language is functional and dictated by the context of the subject;
- Language is approached lexically rather than grammatically;
- Learner styles should be taken into account in task types.

Hence, CLIL aims to create an improvement in both the foreign language and the non-language area competence. Some CLIL experts (Marsh, 2002; Coyle et al., 2010; Smala, 2012) believe that one of the advantages is that target language is acquired in a rather natural and effortless way. Successful teacher “will think of his first class as the beginning rather than the end of his education”. Therefore, proper teaching methodologies in CLIL classes will be in demand in order to deliver the curriculum in the most efficient way possible.

Framework of CLIL

An influential framework which clarifies the ways in which the CLIL curriculum differs from a language pedagogy (such as CLT) has been set out by Coyle (2000; 2007) based on Mohan’s Knowledge Framework (1986). The 4C framework incorporates content, cognition, communication and culture as equal and balanced curriculum reference points. Content relates to the learning of subject matter, such as science, math or geography. Cognition reflects the development of learning and thinking in the subject context during the lesson, contributing to the linking new knowledge and skills to existing understanding. Communication emphasizes language development through the use of language which occurs in interaction and learning in the classroom. Culture (Some CLIL writers use community) reflects the socialization benefits of the learning experience, both in terms of the meanings underpinning the subject knowledge, and identity aspects of using more than one language. CLIL, thus, is a pedagogy which takes the integration of subject and language development as central.

Through the 4Cs, content and cognition and communication and culture, learners construct their own knowledge and skills, and their identity as learners in a context culturally shaped by (at least) two languages and attention to a body of subject knowledge. The 4Cs framework emphasizes the language of learning, for learning and through learning. Language

of learning includes the required knowledge to understand content. Language for learning includes the grammar and rule-based knowledge of language, and awareness of effective strategies which learners need to communicate and learn in a foreign language environment. Language through learning emphasizes the active involvement of learners in the learning process; it helps to assist their thinking, they need to develop their higher-order thinking skills to assist their language (Coyle 2007: 554). In this framework, the CLIL curriculum maintains a dual focus, where subject and language learning are fostered in an integrated way, and is in alignment with the individual personal, social and intellectual development of each child as they progress through pre-primary and primary school. The language related aspects of social and intellectual development are complex, and particular attention is needed to ensure that intended learning goals are achieved.

Pedagogical impacts of CLIL lessons

CLIL ideology is based on socio-constructivism and 4Cs: Content, Communication, Cognition, and Culture. CLIL is commonly described as a dual focused educational approach which focuses on learning both content and target language by integrating the two components together. As stated earlier that CLIL is a way of approaching foreign language instruction subtly through subject-oriented teaching. Some pedagogical impacts (Pérez-Cañado, 2012; Dalton-Puffer and Smit, 2013) received from using CLIL in teaching are as follows.

1. Increase learner motivation. Motivation is a multifaceted and complex phenomenon, which seems to play a fundamental role in any learning process. It is not a steady state in an individual learner, but rather a factor that varies over time. In many cases, CLIL can increase students' motivation to learn what teachers are teaching them. This can enable students to progress more quickly and solidly than they would with deliberately separated subjects.

2. Introduce the wider cultural context. Because CLIL is so strongly associated with both a content area and a foreign language, it is naturally imbued with cultural and societal significance. Students will develop a stronger 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 them build confidence in their abilities. The best part of this is that their confidence won't be inflated – the legitimate cognitive and academic skills encouraged by CLIL are widely recognized and valued.

5. Improve overall and specific language competence. Research on second-language acquisition (Long, 1981) has shown that considerable exposure to naturally occurring language is necessary to ensure the achievement of a good level of competence in the L2. Learners need to have access to spontaneous speech, preferably in an interactive context where they can obtain plenty of information on the structure and functioning of the foreign language. Acquiring an L2 is a long, natural process.

Pedagogical implications of CLIL in Thailand

CLIL is considered a teaching method for using another foreign language in the non-language classroom. Many countries have been implementing the integration of language and core subjects into their school systems. In the teaching and learning processes, there are two objectives for content and language being integrated in some kinds of mutually benefit. CLIL is well known throughout the world, however, for Thailand, adaptation is required in order to be appropriate and consistent with the Thai educational contexts. The implementation of the CLIL concepts to be successful in managing education in Thailand may not be straightforward, but it is a challenge for those involved very much. The main obstacles that may lead to the failure of CLIL to achieve its goals include teachers' English ability and assigning roles and responsibilities of language teachers and content teachers.

As mentioned earlier, one of the main principles of CLIL is to encourage learners to learn various subjects and language learning simultaneously, or in other words, to integrate the two parts together by using foreign language as a medium of instruction. From this concept, it can be seen that the potential of teachers in using English is very important and affects the success of using CLIL. By the credible organization, the results of the English language proficiency assessment of English language teachers across the country found that many teachers still have low English language proficiency, which the Thai Ministry of Education has acknowledged with this fact. On the other hand, considering the English potential of teachers who teach various subjects, it is found that they are not ready to use English in teaching as well. In addition, for students who study English as a foreign language, do not use English in

daily life. They have few opportunities to use English outside of the classroom. Therefore, most students do not realize the importance of learning English as much as they should.

However, the efforts to implement the concepts of CLIL in Thailand are still possible in certain programs aimed at promoting English language proficiency, such as English Program (EP), International Program (IP), Bilingual Program (BP), Mini English Program (MEP), and Intensive English Program (IEP). These programs focus on using English as a medium for teaching and teachers are native speakers, especially English Program, International Program, and Bilingual Program. Teaching and learning activities are consistent and relevant to the principles of CLIL. But the problems that arise after such special programs are that teachers who are native speakers do not have enough understanding of Thai education curriculum. Therefore, those who are responsible for managing this matter must help native speakers to understand and follow the curriculum correctly. Although the language limitation or the low level of English language proficiency of teachers are the main obstacles in using CLIL, many schools in Thailand are trying to impel this concept to be successful to develop their students' learning potential. It seems to make CLIL learning management successful in different schools in Thailand, those schools should pay attention to preparation in various areas, especially the preparation of teachers to have sufficient knowledge of English to effectively organize teaching and learning activities in English. It can be said that the key factors to consider when implementing the CLIL programs in schools are as follows.

- CLIL programs need to be embraced and promoted by the whole school, and not only by individual teachers since they might require dealing with several potentially controversial issues for example:

- Is CLIL going to be carried out by Subject teachers (during subject teaching hours) or is it going to be implemented by English teachers (during English teaching hours)?

- Which subject will be taught through the English language? Will that subject be learnt through English only, or will the school offer the same or similar contents through the school's usual language of instruction as well?

- If CLIL is to be carried out by Subject teachers, what should be the role of the English teacher in such a context? Will or should the school's usual English curriculum be modified?

- They need to be supported by didactic materials that can answer to the needs of the students involved. For example, it is necessary to create a set of Social Science didactic materials that integrate the content and the language of this subject. On the other hand, and

taking into account the students' varieties in terms of English language proficiency, didactic materials to be used by English teachers in English classes are created in order to give students extra-support in terms of the linguistic structures, the linguistic skills, and the text genres they need to master in order to be successful in Social Sciences content.

- They need to emphasize teacher training, since teaching through English is much more than changing the language of instruction. It might require quite deep changes in terms of the instructor's teaching methods involved. The heterogeneous teacher profile has caused the need to develop a CLIL teacher training program aimed at answering quite different needs – the needs of subject specialists, who obviously have a better grasp of the subject content but may lack pedagogical training and thus have little knowledge of the demands made for language support, and the needs of English teachers, who are more confident with the language and have more methodological awareness of how to organize the classroom and tasks to promote communicative competence. However, they may have problems with the subject content and with some of the specific skills related to the discipline.

- Results of such programs need to be evaluated in order to measure whether the objectives are met and the learning benefits are worth the invested energy and resources. Evaluation is crucial to the successful implementation of any CLIL programs, especially those aimed at teaching a series of school contents or subjects through English. The following questions are raised among parents, educators and students:

- Will students reach the objectives of subjects stated by the official curriculum for that age range?

- Will the development of students' linguistic competence be negatively affected because of studying subjects through English?

- Will the academic ability development of the students studying in CLIL program be equal to the students who are not in this program?

Conclusion

Content and Language Integrated Learning (CLIL) is the term used to describe a methodological approach in which foreign language tuition is integrated within subject teaching. CLIL has become the umbrella term describing both learning another (content) subject such as science, physical education, art, social studies, etc. through the medium of a foreign language and learning a foreign language by studying a content-based subject. CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language

with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. CLIL has been practised for about three decades -but the term was first officially used in the 1990s. The CLIL programs had been started in most EU member countries both at primary and secondary levels and as part of mainstream school education or within pilot projects.

Being based on an integrated approach, in which language learning and content learning happen simultaneously, CLIL differs from all other approaches to language teaching and learning. Researches (Mewald, (2007), Maljers, Marsh, Wolff, (2007) indicate that if CLIL is properly implemented, its benefits are manifold. It can contribute to improving students' language skills and subject knowledge, but also promote multiculturalism, intercultural knowledge and understanding. It also fosters the development of diverse learning strategies and the application of innovative teaching methods and techniques. Moreover, content related instruction seems to facilitate students' cognitive development and learning in general.

As mentioned above that CLIL is a way of approaching target language instruction subtly through subject-oriented teaching. In CLIL, the topic has to be focused and the target language vocabulary has to be learned through the content. Rather than separating language study from other subjects, the theory behind CLIL is that complementary subjects taught at the same time result in improved internalization and retention.

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