ENHANCING THE ORAL COMMUNICATION SKILLS OF STUDENTS THROUGH CLIL

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Abstract

The requirement to enlighten multilingual and multicultural citizens has shaped the dire need to explore new teaching methodologies that can ensure the learners' command of foreign languages. Content Language Integrated Learning is a new method of teaching whereby language is used as a tool for learning both the content of a subject of the school curriculum and the language itself. Although CLIL is not a new trend in India, in India only in the past few years have some attempts been made to implement it in schools on an experimental basis.

The present paper examines the potential of CLIL in the enhancing the oral communication skills of students. Present thematic paper represents CLIL definitions and characteristic and CLIL in Indian Educational Context. This paper also includes how CLIL can be used in Language classroom. Present paper also talks about how the CLIL can be used as best approach to teaching language while focusing on contents of other subject.

1. INTRODUCTION

Most of the educational frameworks in India offer significance to the educating of foreign language in schools with the reason for advancing multilingual and multicultural natives. There is an essential requirement for testing and utilizing new and creative instructing techniques that can enhance student's skill' '' generally ability in the objective language superior to the conventional strategies for educating (Levelt, 1998).

Content Language Integrated Learning (CLIL) is considered to strengthen the students'' introduction to the remote language and in this way make the most reasonable condition for learning. In CLIL, the objective

language is utilized as a vehicle for the guideline of school subjects; it is utilized to offer information, as well as to pass on significance and offer understanding.

Despite the fact that CLIL has turned out to be regular in numerous schools in India, just of late have language instructors and specialists began to probe the adequacy of this technique in India. Teaching and actualizing CLIL has numerous implications for instructors; they need to conform to the standards of the new philosophy, alter their teaching material, and additionally, have an intensive learning of both the remote language and the substance subject. In light of the previously mentioned, the present paper means to explore the adequacy of CLIL in the improvement of the students" talking abilities.

In teaching a subject through a foreign language the methodology is different to teaching a foreign language. The students need more help from the teacher in order that they not only get the language demands, but also the cognitive process about the content that they are learning, The teacher needs to be very creative and active in order to give students the language support which they need. Deller and Price (2007) talking about CLIL methodology, express that learners will need help in the areas of lexis, cognitive functions and study skills. This is because the students will be immersed in two situations; learn a foreign language and the content of the subject. According to Deller and Price (2007), in the lower grades the teacher will be more focused on the receptive than the productive skills.

2. CLIL DEFINITION AND CHARACTERISTICS

Content language integrated learning is a double engaged way to deal with teaching. The target language is utilized for the educating and learning of both the substance of a school subject and the language itself inside a particular arrangement of learning goals set by the instructor (Marsh, 2002). At the end of the day, an extra language is utilized as a medium in the teaching and learning of non-language content. Reference supported in this article that phonetic and core subject skill can be highly developed inside this integrated idea by offering precise research information which demonstrate that CLIL capacities in all learning settings. Cognizance based projects are likewise viewed as valuable for the improvement of open execution and essential perception, particularly in circumstances where students fundamentally have contact with the second language in the classroom condition (Wolff, 2002).

In the most recent decade CLIL has turned into a quick creating marvel in India; it is viewed as a worldwide pattern and as a language advancement that can suit the learners" needs and goals. It reacts to the developing requirement for productive language abilities and it beats the motivational issue of established exercises by offering to students the chance to take part in different sorts of exercises which can suit their necessities and interests (Coyle, 2006). CLIL students need to talk about law, mockery and clarify utilizing more mind boggling language than expected; through exercises that advance pleasant learning, they build up their social

aptitudes, specifically their congregation work and talking abilities. The themes and subjects are incorporated with a specific end goal to give an esteem included instructive result since language is contextualized and ends up intentional. The students have a tendency to grow better talking ability because of the extensive variety of language they are being presented to in class, and the expansive measure of data they need to deal with; this prompts the advancement of authentic (Golafshani, 2003).

Coyle (2010) emphasizes that it is not just learning the language and content together it is the relationship between language learning and learning content. CLIL is an approach that is continually adjusting to these necessities regardless of the fact that they are so difficult to meet and fulfill, making the ones who take an interest to come to their subjective, semantic and social objectives in a quick and adaptable way. According to Marsh (1994) this approach refers to situation where the content is not taught in target language but through it. CLIL has a double target, learning content and synchronous taking in a FL. Coyle, one of the main analysts in the field, talks about it as a changing specialist to help change from monolingual into bilingual settings (Coyle, 2013).

In the classroom teaching, teachers and students are more concern about grammar and least concern about oral skills, even though we want our students to speak foreign language fluently. A major aim of teaching of any language is that students have to gain communicative competence and make them able to communicate in target language and understand simple messages in day to day life conversation. For theses reason, we need such an approach to develop their oral communication.

3. TEACHING ORAL COMMUNICATION

Speaking is a standout amongst the most complex aptitudes; "it is novel to each individual and it is setting – subordinate" Oral abilities are continually creating all through a person''s adolescence and the generation of units of spoken discourse is a piece of the learners'' cognizant push to talk (Georgountzou,2004). Reference (Levelt, 1998) was the first to assert that oral communication serves two fundamental capacities: interactional (upkeep of social connections) and value-based (exchange of data). Oral correspondence is an interactional procedure and is viewed as an end in outside language educating; students require "having the capacity to talk with trust keeping in mind the end goal to do probably the most essential exchanges"(Bygate, 1998).

Since late 90's, despite the different ways to implement the CLIL classroom, research indicates that CLIL objectives remain constant. Student should be got chance to use words/s in a variety of surroundings and contexts in order to enable them to function effectively in a multilingual and multicultural Europe. Young people need support in developing specific and appropriate intercultural as well as linguistic knowledge skills and strategies, in order to function as autonomous mobile European citizens (Marsh, 2001).

In the same direction, do Coyle (1999) talks about the 4Cs framework for CLIL. A CLIL lesson is not a language lesson neither a subject lesson transmitted in a foreign language. According to the 4Cs framework, a successful CLIL lesson should combine the elements of content and focus on the interrelationship between content, language, thinking and awareness of self and 'otherness' to build on the synergies of content and cognition and communication and cultures.

The compelling guideline of speaking in the classroom caters for every one of these parts of the procurement of talking abilities. Contemplating the standards of the educational programs and the showing points of talking, educators ought to receive the approach that most suits the students keeping in mind the end goal to accomplish the best outcomes.

4. CLIL IN THE INDIAN EDUCATIONAL CONTEXT

The pace of level headed discussion on training and Languages has just expanded, and developing enthusiasm for CLIL approaches keeps on bringing up new issues for analysts, instructors, strategy creators, and students— in fact, society everywhere—about the requirements for, and difficulties of, coordinating material and extra (or even first) Languages in the classroom and past. CLIL is the current advancement in Language instructing. It is teaching a curricular subject through a language other than the mother tongue. CLIL Language is used for teaching a second or first language. English is learnt as a second language in India. Many studies have taken out that language learning is potential through technology incorporated CLIL Language in the Indian context. Language learning is at the heart of learning process in today's educational context. It demands creativity and it is very much dependant on the cultural learning.

Information and communication technologies across the globe have induced the learning of other languages other than the mother tongue for global communication. Mastering the grammar rules alone cannot ensure optimal learning.

A language in use along with the learning in meaningful contexts is the requirement of present time. The learners are exposed to wide range of resources through ICT, the classroom learning has to overcome these hurdles and provide rich learning environment with a tendency to bring the maximum output in the skill development of the learners in this ever changing global scenario. Though we are in the crossroads of achieving English language literacy, still we have to put extra efforts in order to produce better results. In this context CLIL can contribute immensely to India as it is a multicultural and a multilingual country. A citizen of India has to have a link language to communicate with his/her fellow citizens, though Hindi is the National Language of India there still exists some significant amount of population who do not know this Language. In this context the language barrier to communication is reduced by learning English. Learning this can give two benefits to a person that is he/she can communicate within his/her country and across the globe. CLIL is learning a language through other curricular subjects where the target language is the means of instruction. It is a dual focused

approach in which both the content and the language is learnt simultaneously (Padmanabhan & Kiruthika, 2016).

5. CLIL in Language Classroom

Teaching vocabulary plays a crucial role in ELT as "without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins 1972, p. 111-112); lexis is the heart of language (Lewis 1993, p. 89). As students develop fluency in English, it is significant to develop personal vocabulary learning strategies to acquire productive vocabulary knowledge. Though the students instinctively recognize the importance of vocabulary to their language learning, they "carry around dictionaries and not grammar books" (Schmitt 2010, p. 4); and so there is a gap in acquiring apt vocabulary learning strategy. The learners frequently use 80% of vocabulary (headwords) from the provided texts (Nation (1997). In the interval of teaching, the focus on head words improves the usage of vocabulary and "it is impossible to use English language effectively without the headwords" (Nation and Newton 1997, p. 239).

CLIL offers chances to shatter down obstacle between departments because it creates a need to discuss pedagogies and educational principles that are appropriate across a range of subjects (Wiesemes 2009: 45).

Vocabulary exists in the heart of content learning as it gives out as a substitute for students' understanding of concepts. Vocabulary is a critical translator of general perusing appreciation (Baumann, Kameenui, and Ash, 2003) and understudy execution (Stahl and Fairbanks, 1986). At the point when peruses know a ton of words, they can read more perplexing writings. At the point when essayists know a considerable measure of words, they can create more modern records. Perusing, composing, talking, and listening are grounded in the detailing and comprehension of composed and verbal messages. Without meaning, words and phrases are not anything more than a senseless cord of sounds or letters.

As I referred to before, CLIL is a Methodology which combined different language learning theories. However, all of them have the similar correlation, the communicative approach. Accordingly I consider it is input to go through the main language theories to be able to understand where CLIL stands on.

In the CLIL lesson design given by University of Cambridge, ESOL examinations it is demanded that "Each subject has its own substance mandatory Language which implies a subject particular vocabulary, syntactic structures and utilitarian articulations". Each CLIL's content is related with particular vocabulary and the educator needs to relate his/her instructing with the recently learnt vocabulary with the old one, which is additionally the preparatory advance in CLIL approach. An inspection by Nikula, Puffer and Llinares (2013) state that CLIL's instructors are just subject educators and that the objective Language of CLIL direction is for the most part in their second Language. In an examination by Do Coyle (2005) in arranging instruments for educators, she has researched Teaching models of CLIL Curriculum.

6. CLIL and ELT

Broadly speaking, the aims of CLIL are to improve both the learners' knowledge and skills in a subject, and their language skills in the language the subject is taught through. Language is used as the medium for learning subject content, and subject content is used as a resource for learning the language.

The aims of ELT, as often stated in course descriptions and syllabuses, are to enable learners to learn the structures, vocabulary and skills needed for a particular purpose. This purpose will sometimes be related to some form of English for Special Purposes, but is more often related to daily or survival needs and general interest topics. The different aims of CLIL and ELT lead to different classroom experiences in terms of syllabus, language use and teaching Language. They also involve different contexts for learning. (Ackerl, 2007) We turn now to look at these.

6.1.   Syllabus

The material of CLIL lessons differs as per the subject being educated through CLIL e.g. topography, maths, sports. Be that as it may, it will focus on the 4 C's, that is on the actualities, data and aptitudes of the subject, subject-related ideas, the psychological abilities and Language required to find out about the subject's ideas, and the social learning and understanding applicable to the subject. The syllabus will be organized around points in the subject. In ELT, content is for the most part identified with the students' every day and survival needs and general interests, especially at bring down levels, with some of the time a more ESP concentrate, for example, English for academic purposes or English for business, assuming control at further developed levels, and a more substance or theme based concentration at essential level (Cummins, 1979).

6.2 Language

The Language utilized as a part of CLIL gets from the substance subject. It is portrayed by: a transcendence of subject-related vocabulary Language for investigating, talking about and expounding on topic Language for utilizing intellectual abilities (e.g. characterizing, giving purposes behind feelings, assessing, theorizing, reaching inferences, representing) Language for completing learning aptitudes (e.g. finding data, translating data, and arranging). The Language isn't fundamentally evaluated however it might be disentangled to some degree. Syntactic or basic examples happen with regards to accomplishing specific scholarly capacities, eg the utilization of the distant voice to investigate the Language in an examination, or the utilization of the previous tense to relate a past occasion in history or topography. The instructor will presumably not center around them clearly, they don't shape the building pieces of a syllabus and are not generally subject to 'controlled' or 'more

liberated' practice, but rather their utilization might be bolstered by framework gadgets, for example, composing or talking outlines.

A significant part of the Language educated in CLIL is identified with the improvement of intellectual scholarly Language capability or CALP. In this sort of capability, distinguished by Cummins in 1979, we see scholastic, dynamic utilization of Language that is by and large unsupported by situational setting. It is the Language used to complete higher request thinking abilities and can frequently be found in instructive diaries, articles and reading material. With regards to CLIL it is the Language which empowers students to get to the substance subject. The part of Language in CLIL is, as indicated by Coyle triple: Language of Learning - connected to an examination of material, subjective, syllabus requests - punctuation, vocabulary, structures, capacities Language for Learning - develops student collection connected to meta psychological aptitudes and chat for comprehension in system genuine for the students Language through Learning-eminent information building and capacity development, intellectual extension, BICS/CALP . Coyle 2007 In ELT, the Language concentrated on might be the sentence structure, capacities, abilities or vocabulary significant to managing undertakings, day by day circumstances or an ESP center. It is likely to focus on BICS (Basic Interpersonal Communication Skills).

Conclusion

Present paper tries to draw the introductory picture of CLIL which includes how CLIL is stand by the students to learn English Language with the other subject's contents. CLIL is very useful and newly introduced technique to teach English language with other content.
It is the method to develop multi-language in multi-culture country. Present paper covered how CLIL and ELT go hand in hand to enhance the possibilities to learn English language without any conscious effort.

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