TEACHING ENGLISH THROUGH CLIL IN FOREIGN LANGUAGE CLASSES

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Abstract.*This thesis purposes to explore implementation of CLIL (Content and language integrated learning) approach and a set of activities that are interesting and instructional for language learners.*

Key words . *CLIL, cultural exchange, scientific experiment,history role-play, math in real Life*

It is vivid that, in this globalization era, people are more interested in learning English as its dominant and universal role in every sphere. In this reason modern educators are looking for various approaches and methods to conduct their lessons effectively so that learners can gain enough knowledge and use the language in oral and written context. In methodology CLIL approach are getting popular among teachers as it has a lot of benefits and confidence . Prior to discuss its effective sides we should clarify what the abbreviation means . The phrase Content and Language Integrated Learning (CLIL) was endorsed in 1994.((Coyle et al., 2010). CLIL is an umbrella term for a method that is content-driven, and where the language is integrated into subject-teaching. CLIL helps teachers to ensure that their units and lesson plans are balanced and apply for sufficient opportunities for the application of knowledge and the development of communication. CLIL is a design that can be implemented for teaching content such as Music, Physical Education (PE), Art, Science, Math or History in English or any other language a school wishes to use. In CLIL (Content and Language Integrated Learning) contexts, assessment methods should reflect both language proficiency and content knowledge. ontent and Language Integrated Learning (CLIL) is an educational approach that combines the teaching of content subjects

with language learning. This method not only enhances language proficiency but also deepens subject knowledge, fostering critical thinking and analytical skills. Scholars such as Coyle, Hood, and Marsh (2010) emphasize that CLIL promotes cognitive engagement by encouraging students to use a foreign language in meaningful contexts.

If it comes to applying CLIL in the classroom we can list some activities in the following . These activities align with constructivist principles, allowing students to build knowledge through hands-on experiences and collaboration. Vygotsky's social constructivism emphasizes the importance of social interaction in learning (Vygotsky, 1978). Sweller (1988) posits that learning is more effective when cognitive load is managed. By integrating content and language learning, students can focus on meaningful tasks without overwhelming cognitive resources.

1. Science Experiments: The Volcano Model

Objective: Understand chemical reactions and relevant scientific vocabulary.

Activity:

Materials: Baking soda, vinegar, food coloring, container (e.g., plastic bottle), tray.

Procedure:

Place the container in the tray.

Add baking soda and food coloring.

Pour vinegar into the container and observe the reaction.

Language Focus:

Introduce vocabulary: **reaction**, **acid**, **base**, **eruption**.

Encourage students to use structured sentences: "When vinegar is added to baking soda, a chemical reaction occurs."

Outcome: Students present their experiments, explaining the reactions using the learned vocabulary.

2. History Role Play: The Declaration of Independence

Objective: Analyze historical events while developing speaking skills.

Activity:

Materials: Role descriptions and research materials.

Procedure:

Assign roles (e.g., Thomas Jefferson, King George III).

Research historical perspectives.

Prepare a debate or skit reflecting the historical context.

Language Focus:

Vocabulary: **independence**, **colonies**, **rights**.

Use language structures: "I believe that..." or "From my perspective..."

Outcome: Perform the skit or debate, integrating historical vocabulary and argumentation skills.

3. Math in Real Life: Budget Planning

Objective: Apply mathematical concepts to real-life situations.

Activity:

Materials: Sample prices for items (e.g., transportation, food).

Procedure:

Create a budget for a school event.

Calculate total expenses and adjust the budget as needed.

Language Focus:

Vocabulary: **budget**, **expenses**, **total**.

Language structures: "The total cost is..." or "We need to reduce expenses by..."

Outcome: Present the budget, justifying choices in English.

4. Environmental Awareness: Local Issues

Objective: Engage with local environmental issues and develop research skills.

Activity:

Materials: Research tools (internet, articles), poster-making supplies.

Procedure:

Research a local environmental issue (e.g., plastic pollution).

Create a poster outlining the issue, its impact, and solutions.

Language Focus:

Vocabulary: **pollution**, **sustainability**, **recycling**.

Use persuasive language: "We must address this issue because..."

Outcome: Present the poster to the class, advocating for change.

5. Cultural Exchange: Festivals

Objective: Explore cultural diversity and develop presentation skills.

Activity:

Materials: Research materials on festivals.

Procedure:

Research a festival from an English-speaking country.

Prepare a presentation that includes key facts and traditions.

Language Focus:

Vocabulary: **celebration**, **tradition**, **heritage**.

Sentence structures: "During this festival, people typically..."

Outcome: Share presentations, fostering cultural appreciation.

Implementing CLIL activities in English classes not only enhances language skills but also fosters critical thinking and content knowledge. By engaging students in meaningful, context-rich tasks, educators can create a dynamic learning environment that prepares students for real-world challenges. The integration of scholarly theories and practical activities supports a holistic approach to language learning and content mastery.

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