IMPLEMENTATION OF CLIL METHOD IN FOREIGN LANGUAGE TEACHING

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***Abstract:** This paper purposes to provide a comprehensive and detailed view of how Content and Language Intergraded Learning (CLIL) impact learners' English learning outcomes. The article includes literature review part contains investigations of foreign scholars about applying CLIL method in language teaching,principles of CLIL,specific websites which benefit to educators and conclusion.*

***Keywords:** CLIL (Content and Language Integrated Learning), English, website, classroom.*

INTRODUCTION

English instruction is crucial in every stage of education because it promotes literacy skills in kids and love of learning. Students should be able to understand and communicate in English because it is the language of teaching in most institutions. Additionally, as English is the most frequently used language on earth, it is advantageous for kids to study it so they can interact with people from other nations.. As English has benefits for future generation modern pedagogy is expected to educate knowledgeable interlocutors in foreign languages , thus teachers polish their classes with various methods, activities through approaches. One of the well-known method is CLIL Content and Language Intergraded Learning.

LITERATURE REVIEW

There are numerous scholars have investigated CLIL method in foreign language teaching classes**.** Content and Language Integrated Learning (CLIL) is an English language teaching approach that emerged in Europe in the 1990s as an innovative approach to integrate content and language (Custodio-Espinar, 2020). Martinez and Gutierrez (2015) refer to Content Learning Integrated Language (CLIL) as and "umbrella term adopted by various European researchers and agencies as a generic term of programs that use a second language as a medium for instruction" (p.51). In other words, English is used as a medium of teaching and learning other school subjects like Math, Social Studies, and Science. It has grown over the last 20 years as an English teaching approach across European schools. According to Mehisto et. al (2008) "CLIL encompasses different forms of learning: language showers, CLIL camps, student exchanges, local and international projects, family stays, partial and/or total immersion programs, among others" (as cited in Martinez & Gutierrez, 2015, p.52). Additionally, some language skills may perform better than others in CLIL lessons. Experimental studies have verified that learners' productive skills (e.g., speaking) tend to improve less than their comprehension abilities or receptive skills such as reading (Aguilar & Rodriguez, 2012; Dalton-Puffer, 2007). Coonan (2007) pointed out that the uneven improvement between receptive skills and productive skills in CLIL lessons is mainly because reading and vocabularies are more frequently practiced than speaking or listening skills. Krashen (1985) also assumed that CLIL students' receptive English skills should particularly benefit from CLIL due to the high exposure to language input through reading various texts. Though students' language output is encourage in CLIL courses, it is not forced in class, their productive skills might not be able entirely gained from CLIL(Krashen & Terrell, 2000). Therefore, the development of different linguistic skills is imbalanced in the CLIL program, which needs more comprehensive research.

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Principles of CLIL

In order to gain the best results using the CLIL approach in our lessons we should combine elements of the four fundamental "Cs":
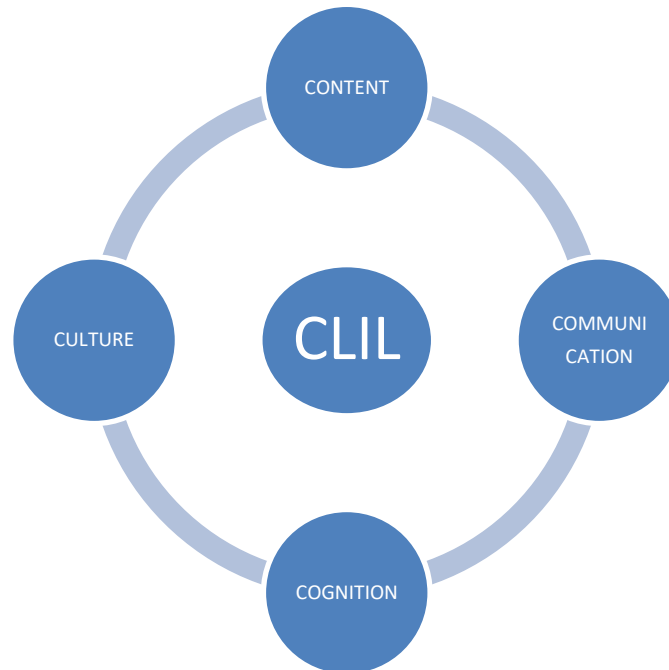
➢ Content, that serves progression in knowledge, abilities and figuring out based on specific theme otherwise subject matter.

➢ Communication, which refers utilizing language to learn, whilst learning to use the language. That implies that "The key is interaction, rather than reaction, as in traditional teaching. "

➢ Cognition is based on "progression of thinking skills which puts together concepts of formation of abstract and concrete, understanding and the use of the language itself."

➢ culture or citizenship which means "exposure to alternative perspectives and shared understandings, that lead to deeper awareness of otherness and self"
(www.cilt.org.uk/clip/faqs.htm, adapted).

MATERIALS

It becomes clear that English language teacher development is necessary if we embrace CLIL as the direction of TEFL. The role that teachers will play in helping students develop their intercultural knowledge and understanding, language proficiency, communication skills, passions, views, and confidence needs to be reimagined. (Commission of Europe) Savic asserts that Serbian teachers are up to the task of implementing CLIL because nearly all of them (98%) expressed an interest in learning more about it throughout her research. Here, using an online sources are recommended to find the knowledge teachers need.In alphabetical order, the following websites would be on the list for teachers who want to learn more about CLIL:

➢ British Council's Teaching English (http://www.teachingenglish.org.uk/think/articles/clil-a-lessonframework)

➢ CLIL Cascade network (http://www.ccn-clil.eu/)

➢ CLIL Consortium (http://www.clilconsortium.jyu.fi/)

➢ CLILDebate(http://www.guardian.co.uk/theguardian/2005/apr/20/guardianweekly.guardianweekly13)

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➢ European Council article (http://ec.europa.eu/education/languages/pdf/doc491_en.pdf)

➢ International CLIL Reasearch Journal (www.icrj.eu)

➢ Perspectives from the Field (http://www.icpj.eu/)

RESULTS AND DISCUSSION

Onestopenglish Website

We would especially like to mention the MacMillan English Campus website Onestopenglish (www.onestopenglish.com), which has a section specifically devoted to CLIL. As they feel (Savi, 2010) that the CLIL approach necessitates new teaching materials, attendees of the CLIL in Teaching YL Conference in Jagodina 2010 were exposed to how this website can help them learn about CLIL and receive some materials they could utilize in the classroom. Teachers can read about CLIL, its methodology, and a free CLIL Teacher Magazine, which has articles and instructional advice from reputable CLIL experts like David Marsh, John Clegg, Keith Kelly, Philip Ball, and Peter Mehisto. They could be willing to try out pre-made CLIL materials if they gain confidence. The first is Young learners (Animals, Arts and Crafts,Geography, History, Culture and the Arts, Mathematics, Science, Transport, and Communication), where teachers from Serbian schools can look for materials pertinent to them. These are organized into five areas. The following sections are included: Word lists, workbooks, and the Macmillan School Dictionary are provided for vocabulary. Animations (interactive tools for learning about geography and energy) Materials for students in grades secondary (11 to 18) M.L. Kova: A potential fix for the Year 3 kids' shortage of CLIL resources... 113 Diagrams and images from the science and geography image gallery Although teachers worry that they don't have the necessary subject knowledge to implement CLIL, the majority of the materials are highly understandable and can be completed either independently or in tandem with subject teachers.

CONCLUSION

In summary, CLIL is a technique for teaching language that incorporates subject matter within the courses. In addition to studying the language, students are also picking up additional subject knowledge. Since it gives students the opportunity to learn both a language and a subject area, this method is efficient and time-saving. Additionally, CLIL offers a more organic method of learning a new language. Compared to the conventional method of language acquisition, students who participate in the CLIL program are more fluent in the language. The four competences of content, cognition, communication, and culture are also emphasized by CLIL. It is anticipated that the widespread use of CLIL will eventually assist to enhance language teaching and learning throughout the world.

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