

### English Teaching Elements in Primary School Using Clil Technology

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#### ABSTRACT


*The current article describes one of the innovative approaches to the organization of bilingual education in scientific and methodical literature. Areas including language and subject; presents various interpretations of its essence, illuminates its varieties, possibilities and features of implementation in bilingual education by applying its main principles and strategies.*

We all understand, teaching foreign language to children from early ages help them mastering it with a high level. Meanwhile, the world scientists and pedagogues claim that language immersion method which aims at teaching subjects through a foreign language is very effective

Content and Language Integrated Learning (CLIL) -is a way for learning content through an additional language (foreign or second) or language through some specific content, thus teaching the subject via the language. A science course, like mathematics , technology , visual art ,geography can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills. CLIL is considered one of the most efficient methods in bilingual education in some countries. Several decades Canada , Sweden , Finland and Germany used the CLIL method and elements as the main in their schools and the results was astonishing. It was observed a high growth in English among graduates Students, who were in CLIL classrooms used the language fluently and they were not afraid of language barrier. Eventually, they had no problems with international exams. On the other hand, student who were not in CLIL classrooms rarely had an average indicator . Many teachers see CLIL as a more natural way to learn a language; when a subject is taught in that language there is a concrete reason to learn both at the same time. And as students have a real context to learn the language in, they are often more motivated to do so, as they can only get the most of the content if they understand the language around it. Moreover, being content focused, CLIL classes add an

extra dimension to the class and engage students, which is especially advantageous in situations where students are unenthusiastic about learning a language. CLIL methodology supports critical thinking and working in cooperation skills. CLIL is highly important in the world as it integrates the teaching of content from the curriculum with the teaching of a non-native language. Some schools prefer to select a separate topic within the language course — soft CLIL, others prefer to focus on teaching half of the curriculum in the target language — hard CLIL. The table below shows the varieties of CLIL:

**Table 1**

Soft CLIL	Type of CLIL	Time	Context
	Language-led	45 minutes 1 time once week	Some curriculum topics are taught during a language course
	Subject-led (modular)	15 hours during one term	Schools choose part of the subject syllabus which they teach in the target language.
	Subject-led (partial -immersion)	About 50% of the curriculum	About half of the curriculum is taught in target language.
Hard CLIL			

Actually, there are 4 Cs (components) of CLIL::

**Content.** The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

**Communication.** Learners need to develop communication skills for expressing ideas about subject content and to help learners work well together. They need to express and interpret functions (facts, data, thoughts, and feelings), both in writing as well as orally. Communication skills are important. Therefore, CLIL is aimed at STT (student talking time) and reduce TTT (teacher talking time).

**Cognition.** CLIL promotes cognitive or thinking skills such as reasoning, abstract thinking, hypothesising, creative thinking synthesis, evaluating and so on.

**Culture.** ‘Culture is at the core of CLIL’ (Coyle, 2007) CLIL gives us opportunities to introduce a wide range of cultural contexts to help students develop positive attitudes and become aware of the responsibilities of global as well as local citizenship.

CLIL lessons exhibit the following characteristics:

- ✓ Integrate language and skills, and 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 are taken into account in task types.

In many ways, then, a CLIL lesson is similar to an ELT integrated skills lesson, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are

explored in a CLIL lesson. A CLIL 'approach' is not far removed from humanistic, communicative and lexical approaches in ELT, and aims to guide language processing and supports language production in the same way that an ELT course would by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language.

It must be emphasized that CLIL is suitable method to teach knowledge -based materials in any level of the language. It provides so many benefits to the students. They become proficient in two languages, gain social and cognitive advantages. Studies have shown that bilingual people are, on the whole, more flexible, better problem solvers, and better communicators. In addition, learning a second language can improve a person's memory and even protect against the effects of aging on the brain. Other benefits include a deeper understanding of the target language, mastery of a subject, improved social and critical thinking skills, and even a stronger, more flexible brain. Ultimately, we must ensure inclusive and equitable quality education and promote lifelong learning opportunities for young generation, using the results of pedagogical and scientific researches which are developing recently. Therefore, it is appropriate to use CLIL technology to improve the quality of education and learn foreign languages from an early age which will help learners to get acquainted with the method and encourages them to practice it.

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