CLIL AS AN INSTRUCTIVE TOOL TO KINDLE INTEREST TO B.A., HISTORY STUDENTS: AN EXPERIMENTAL STUDY

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Abstract

The aim of the experiential study is to accentuate the effectiveness of using 'CONTENT AND LANGUAGE INTEGRATED TEACHING'in History classroom at the tertiary level.The method of instructing English language through the familiar content is advantageous in many ways to the target students as it undeniably creates interest towards them.This pedagogy integrates the known passage and the target language. The development of this approach has evidentlyexposed that the introduction of unknown contents to teach LSRW (Listening, Speaking, Reading and Writing) and VGP (Vocabulary, Grammar and Pronunciation) skills has not produced expected successful results. Therefore, in this study tasks were designed for the students based on the history content which provided ample opportunities for developing and sharpening their Vocabulary and Grammar skills. Activities like changing from past to present, finding out words from puzzle and prepositions reduced the level ofanxiety in the students and they got involved into the language learning with enthusiasm and interest. The selection of inspiring texts and designing various set of activities to cater to the requirements of the learners can certainly facilitate language teaching and learning.

Key words: Content and Language Integrated Learning (CLIL), Tertiary Level, Pedagogy, LSRW and VGP.

Introduction:

Content and Language Integrated Learning (CLIL) refers to teaching the target language through subject contents. "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content and but also on language**.** Each is interwoven, even if the emphasis is greater on one or the other at a given time" says Coyle (2010: 1). The emergence of this approach has clearly shown that the introduction of unfamiliar contents, difficult methods and approaches to teach LSRW (Listening, Speaking, Reading and Writing) and VGP skills (Vocabulary, Grammar and Pronunciation) has not produced expected productive and positive results. The term CLIL was launched in Europe in the 1990s and is often associated with teaching through the medium of English (Dalton-Puffer, Nikula, & Smit, 2010).

CLIL integrates the familiar content to the learners in the target language, so this approach unquestionably creates interest among the students. Since the words that are used to impart the language are department related words, learners would display much interest towards them.

Some of the advantages of CLIL

- CLIL is a natural way to learn the target language. While reading their prescribed text books, students look at the structure of the sentences and covertly learn from them.
- This approach empowers the learners to take advantage of the link between language and specific subject-related content.
- Academic contents promote interaction among the learners.
- CLIL focuses on imparting all the four skills i.e. listening to the teachers' lecture helps them enhance their listening skills, interacting with peers on the familiar academic content helps learners to augment their speaking skills, reading text books and writing the given tasks enrich their reading and writing skills.

Experimental Design 1:

Objective:

- To teach present tense and past tense and to show the difference between them.

Learners:

B.A., History Second year students

Time: 20 minutes

Method: Students were given a paragraph and they were asked to underline the verbs. After underlining the verbs, students were asked to change the entire paragraph from present to /Past/ Past Continuous and Future.

Students were divided into four groups. Each group consisted of 5 participants. Each group was taught the structure of four tenses i.e. Present continuous (Subject+ am/is/are + V+ ing), Past Tense (S+II form of the Verb), Past continuous (S + was/were + V + ing) and Future (S +Will/Shall + Verb)**.** After underlining verbs, students were asked to change from Present to Present continuous, Present to Past Tense, Present to Past Continuous and Present to Future.

1. The history of ancient India is interesting because India proves to be a melting pot of numerous races. The pre-Aryans, the Indo-Aryans, the Greeks, the Scythians, the Hunas, the Turks, etc., make India their home. Each ethnic group contributes its might to the making of Indian culture. All these peoples mix up so inextricably with one another that at present none of them can be identified in their original form. Different cultures mingle with one another through the ages. Many pre-Aryan or Dravidian terms occur in the Vedic texts. Similarly, many Pali and Sanskritic terms appear in the Sangam literature.

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Experimental Design 2

Objective:

1. To enhance learners' vocabulary.
2. To teach synonym and antonym through word grid.

Learners:

B.A., History 2 year students

Time: 20 minutes

Method: Students were divided into four groups and each group comprised five participants. Each group was given a paper which had the word grid. They were asked to find out the opposite words for the given words. After finding out all the words, they were asked to use the words in sentences.

History

R	A	E	P	P	A	S	I	D	M	R	W	W
I	Q	S	P	E	M	A	S	E	O	X	E	X
F	I	A	G	I	O	T	D	I	D	T	F	Q
B	S	Z	F	I	P	P	Y	F	E	R	M	L
T	D	C	L	B	T	C	A	I	R	W	C	D
G	N	I	T	S	E	R	E	T	N	I	N	U
F	D	I	F	F	E	R	E	N	T	L	Y	P
R	D	I	S	P	R	O	V	E	D	F	Q	L
C	M	O	M	Y	Z	D	Q	D	N	C	G	I
P	R	W	E	A	X	Y	C	I	H	O	J	C
L	A	U	D	I	V	I	D	N	I	K	N	A
P	K	I	Q	P	N	C	E	U	P	T	W	T
U	N	M	I	X	E	D	U	L	N	X	W	E

Find out opposite words from the word puzzle

1. Ancient X
2. Interesting X
3. Proved X
4. Numerous X
5. Group X
6. Mixed X
7. Present X
8. Identified X

9. Original X
10. Different X
11. Similarly X
12. Several X
13. Appear X

Experimental Design 3

Objective:

1. To introduce prepositions through CLIL.

Learners:

B.A., History 2 year students

Time: 20 minutes

Method: Students were given a sheet with a paragraph on 'The Coming of Europeans'. They were asked to check the bold words and know their importance. They were asked to jot down all the highlighted words in a different sheet and make sentences by using them.

THE COMING OF EUROPEANS

The commercial contacts **between** India and Europe were very old **via** the land route either **through** the Oxus valley or Syria or Egypt. But, the new sea route **via** the Cape of Good Hope was discovered **by** Vasco da Gama **in** 1498. Thereafter, many trading companies came **to** India and established their trading centres. They entered India as traders **at** the outset **but by** the passage **of** time indulged **in** the politics **of** India and finally established their colonies. The commercial rivalry **among** the European powers led **to** political rivalry. Ultimately, the British succeeded **in** establishing their rule **in** India.

The Portuguese

The Portuguese traveler Vasco da Gama reached the port of Calicut **on** 17 May 1498 and he was warmly received **by** Zamorin, the ruler **of** Calicut. He returned **to** Portugal **in** the next year, Pedro Alvarez Cabral arrived **in** 1500 and Vasco da Gama also made a second trip **in** 1502. They established trading stations **at** Calicut, Cannanore and Cochin.

Look at the highlighted words and try to read the above given paragraph without them.

Between, via, through, by, in, to, at, but, by, of, in,of, among, in, on

Match the following words by the help of the above given passage.

1. On   -   more than two ideas / countries
2. At   -   two ideas / two countries
3. In   -   before place
4. Between -   before year
5. Among   -   Before the date

Conclusion:

In this study tasks were designed for the students based on the history content which provided ample opportunities for developing and sharpening their Vocabulary and Grammar skills. Activities like change from present to past, find out words from puzzle and prepositions reduced the level of anxiety in the students and they got involved into the language learning with enthusiasm and interest. The selection of inspiring texts and

designing various set of activities to cater to the requirements of the learners can certainly facilitate language teaching and learning.

The teachers who use the CLIL approach are expected to have the content mastery to impart the language mastery, because if the teachers choose an unfamiliar content, they might find it difficult to design activities and teach to the target learners. In fact, English language teachers do not teach through content explicitly. However, teachers do teach through content and students do learn through contents. If the language teacher stresses a little emphasis on this approach, students will be able to hit two mangoes in one stone. They can learn subjects as well as they can develop their language abilities effortlessly.

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