

TEACHING YOUNG LEARNERS THROUGH THE USE OF CLIL METHOD

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Abstract. *The effectiveness of Content and Language Integrated Learning (CLIL) in instructing young learners is examined in this article. The pedagogical technique known as CLIL offers a comprehensive learning experience by integrating language acquisition with subject matter material. The theoretical foundations of CLIL and its real-world applicability in various educational contexts are examined in this work. The article highlights the advantages of CLIL for young learners, such as improved language proficiency, critical thinking abilities, and cultural awareness, through a review of the body of research and case studies. It also covers techniques for successful implementation and possible obstacles. In the end, this essay promotes the use of CLIL approaches in early education to support young learners' complete learning outcomes.*

Keywords: *Content and Language Integrated Learning (CLIL), young learners, language acquisition, interdisciplinary education, pedagogy, holistic learning, language proficiency, critical thinking, cultural awareness, implementation strategies.*

ОБУЧЕНИЕ ЮНЫХ УЧАЩИХСЯ С ИСПОЛЬЗОВАНИЕМ МЕТОДА CLIL.

Аннотация. *В статье рассматривается эффективность интегрированного обучения по содержанию и языку (CLIL) при обучении молодых учащихся. Педагогическая методика, известная как CLIL, предлагает комплексный опыт обучения путем интеграции изучения языка с учебным материалом. В этой работе рассматриваются теоретические основы CLIL и его практическое применение в различных образовательных контекстах. В статье подчеркиваются преимущества CLIL для молодых учащихся, такие как улучшение владения языком, способности к критическому мышлению и культурная осведомленность, посредством обзора совокупности исследований и тематических исследований. В нем также рассматриваются методы успешной реализации и возможные препятствия. В конце концов, это эссе пропагандирует использование подходов CLIL в дошкольном образовании для поддержки полных результатов обучения юных учащихся.*

Ключевые слова: *интегрированное обучение по содержанию и языку (CLIL), молодые учащиеся, овладение языком, междисциплинарное образование, педагогика, целостное обучение, владение языком, критическое мышление, культурная осведомленность, стратегии реализации.*

There are English speakers everywhere in the world. This language is being taught as a second language in many nations. As is well known, while teaching any language as a second language, teachers must be quite knowledgeable about "How and What to teach to students," as it can be very challenging for them to employ an effective teaching strategy. A methodical, scientific approach to teaching any subject is called methodology. It offers advice on "How to teach" and "How his or her teaching may be effective" for educators. As a result, communicative activities are given a lot of focus while teaching English, and teachers must be knowledgeable about a variety of teaching strategies.

Taking into account the conditions, today the main demand from the English teacher is to be innovative and creative. It means that, a teacher of foreign languages should be mentor and facilitator, because unlike previous teaching methods, we now recognize that the language should not be taught only for theoretical purposes, but it should be easy to use in practice as well.

Therefore, there is no need of learning the foreign language if cannot be utilized in different spheres of life. If the learner knows all the grammar rules, but he or she is not able to produce it in proper way, understand the native speakers' speech, it means all the affords of the teacher and methodology of them is not properly chosen for learners.

For this reason, as it was stated, an English instructor must to be able to select the most appropriate approach for every student. The teacher will prepare the method, tactics, and visual aids appropriate for the topic and practice based on the students' level and learning style—auditory, tactile, kinesthetic, or visual.

Nowadays, there are many methods and approaches to teaching a foreign language. One of them is introduced as CLIL (Content and Language Integrated Learning). The main aim is to familiarize the reader with CLIL generally and to describe the way young learners learn a foreign language.

Through a method known as Content and Language Integrated Learning (CLIL), students study both a subject and a second language together. For instance, students taking a scientific course in English can study about science as well as acquire vocabulary and language skills related to the subject. It is crucial to remember that CLIL does not imply content simplification or reteaching of previously learned material in a foreign language. Success in CLIL courses is contingent upon the successful acquisition of both language and subject matter, which calls for a true integration of language and content.

According to Biehler and Snowman (1986) children posses these characteristics:

- children are full of energy, very active, need a constant change of activities therefore should not work by their desks for too long, they need movement;
- the need of breaks (change of exhausting and quiet activities); children get easily tired and need time to absorb new energy;
- fine motor skills are not fully developed: pupils cannot be writing for too long;
- the sight of children can be easily overburden therefore the materials should be written in appropriate size and we cannot force pupils to look into distance for too long;
- games are fun and the rules of the games should be kept and understood by every single child;

According to previous characteristics of young learners, we can make inferences as for the way we should be teaching at primary level. Scott and Ytreberg (1990) advice to:

- Include movement in the lesson, do not make them just to listen or write;
- Have good materials prepared for the lesson, so you can demonstrate various things;
- Make fun with the language, play games, tell stories, make rhymes;
- Teacher's expression is important;
- Constantly change the clasroom activities – variety is a must;
- Organization and routine is also needed for a young learner;
- Encourage co-operation in the clasroom;

- It is hard to teach children at young age grammar.

CLIL stands for Content and Language Integrated Learning. It is a teaching method which connects matter-subject with the foreign language into a one body.

In other words, CLIL is a double centered teaching method by which there is an additional language used for the education of both the foreign language and the content of the subject (Mehisto and March, 2008).

What are the main benefits of CLIL?

There is a clear need to study both at the same time when a subject is taught in that language, according to many teachers who view CLIL as a more natural method of language acquisition.

Students are also frequently more motivated to study the language because they have a real-world setting to work in and can only fully comprehend the material if they are fluent in the surrounding language. Additionally, because CLIL lessons are content-focused, they engage students and provide the classroom an additional dimension, which is particularly helpful when students are not motivated to learn a language. Because students are required to produce and recall knowledge in their second language, as well as be exposed to similar language and language functions on a regular basis, CLIL also encourages a deeper level of absorption. Having a plan in place is crucial when implementing CLIL in your classes. It's important to keep in mind that the language and the subject matter are equally important and that the class shouldn't be viewed as either a language or a subject class that is only taught in a foreign language.

According to *Coyle's 4Cs curriculum* (1999), a successful CLIL class should include the following four elements:

- Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- Communication – Using language to learn whilst learning to use language
- Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Teaching young learners through the use of Content and Language Integrated Learning (CLIL) offers numerous benefits that contribute to their overall development and educational success.

Language Proficiency: Through engaging with content from a variety of areas, CLIL offers young learners sufficient opportunities to acquire and enhance language abilities. Students' productive (speaking, writing) and receptive (hearing, reading) language skills are developed when they use language in relevant circumstances.

Information Mastery: Through CLIL, students acquire in-depth mastery of subject-specific information in addition to language acquisition. Students are encouraged to draw connections between several disciplines and get a greater knowledge of issues through this integrated approach.

Critical Thinking Skills: By encouraging students to examine, assess, and synthesize data from a variety of sources, CLIL fosters critical thinking in them. Through active engagement with

language-rich content, young learners cultivate critical thinking, problem-solving, and decision-making skills.

Cultural Awareness: Through CLIL, young students are exposed to a variety of cultures, viewpoints, and thought processes. By means of investigating material from diverse academic disciplines, pupils cultivate a recognition of cultural multiplicity and worldwide interdependence.

Motivation and Engagement: Students' motivation and engagement are increased when real-world issues and realistic materials are included in CLIL lessons. When young students can identify with the material and perceive its application to their own life, they are more likely to participate fully in the learning process.

In summary, teaching young learners through the use of Content and Language Integrated Learning offers a comprehensive approach to education that fosters language development, content mastery, critical thinking, cultural awareness, motivation, engagement, holistic development, and preparation for future learning and success.

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