

## **A Review of Studies On Content And Language Integrated Learning (CLIL)**

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### **Abstract**

Content and Language Integrated Learning (CLIL) has gotten a mainstream and compelling way to deal with language schooling for over 10 years. Subsequently, this article expects to audit concentrates on CLIL and examines 28 investigations distributed in three critical diaries between the years 2011 and 2018. It attempts to analyze the investigations regarding study setting, members, technique and general topics. After this principled survey it has been found out that a big part of the CLIL considers are led in Spain, a lion's share of them incorporate optional training understudies as exploration gathering, and the greater part of them utilize subjective techniques to accumulate information. The survey likewise reveals some insight into the new patterns in CLIL concentrates by inspecting the picked concentrates as far as broad subjects. To this end, content investigation strategy is utilized. As per the investigation it is discovered that an extraordinary dominant part of the CLIL examines centre around bilingual schooling and students' etymological accomplishments in CLIL programs. In view of the discoveries, the survey finishes up with proposals for future examination and CLIL usage.

**Keywords:** CLIL; principled review; language education

### **1. Introduction**

The coordination of substance and language goes back to numerous years. Be that as it may, in late years particularly the Canadian inundation programs have made it advocated again and prompted the development of Content-based Instruction (CBI) in language training. The primary point of such projects is to help understudies pick up objective language skill while they are building up their substance zone information through important and exceptionally contextualized utilization of target language.

Substance and Language Integrated Learning (in the future CLIL) is the name given to such projects in Europe. It has prospered from the last part of the 1990s and has been advocated past. Particularly over the most recent 20 years the nations' instructive frameworks have seen an upheaval in CLIL approaches and applications.

As indicated by the European Union revelation, youngsters in Europe are expected to convey successfully in at any rate two dialects besides from their primary language (Commission of the European Communities, 2005). Along these lines, an expansion in work and versatility across Europe is pointed. CLIL has been acknowledged as the most mainstream technique to transform monolingual social orders into multilingual ones and has started to be utilized in most European schools (Gefaell and Unterberger, 2010). It is effectively advanced by the Language Policy Division of the Council of Europe. One of the primary destinations of the Council is multilingualism and CLIL programs are viewed as the best technique to serve for this.

The primary reason of CLIL is the instructing of a topic through an unfamiliar language, which is for the most part English. There are various uses of CLIL dependent on the nation's instructive conventions and semantic requirements. However, it can be asserted that in all CLIL applications the unknown dialect isn't just the object of study yet serves likewise as a vehicle of guidance to educate content. Coyle (2007) characterizes it as "an incorporated methodology where both language and substance are conceptualized on a continuum without a suggested inclination for either" (p. 545).

CLIL is an umbrella term. As indicated by Ball, Kelly and Clegg (2015) toward one side of the continuum there are content-driven models which are likewise called hard CLIL and on the opposite finish of it we see language-driven models which are called delicate CLIL. The models have double points; language educating and content learning. They contrast as per the accentuation they provide for language and substance instructing. As its name infers in hard CLIL there is a solid accentuation on subject information, though in delicate CLIL language improvement is organized. The language strategy of the nation figures out which model will be embraced.

Since content educating has striking significance, in CLIL home rooms understudies are relied upon to be more proficient people on certain substance zones at the finish of each course. It means to build up understudies' reality information together with target language aptitudes.

Examination recommends that CLIL understudies beat their non-CLIL peers in higher request thinking aptitudes and generally target language skill (Coyle, 2007; Lasagabaster, 2008). CLIL guidance has a constructive outcome particularly on understudies' target language cognizance, open aptitudes, their lexical collection, morphosyntactic advancement, and oral familiarity (Dalton-Puffer, 2007; Lazaro Ibarrola, 2012; Walenta, 2018). Exploration additionally focuses to a preferred position for CLIL students as far as highlight. Their unknown dialect complements are discovered more clear when contrasted and those of their non-CLIL partners (Gallardo del Puerto, Gomez Lacabex and Garcia Lecumberri, 2009). It additionally increments understudies' language learning inspiration and emphatically adds to their mentalities towards target language learning (Burston and Kyprianou, 2009; Merisuo-Storm, 2007). In any case, as per a few investigations, CLIL understudies' objective language linguistic exactness and target language gainful aptitudes may lay behind when contrasted and those of their non-CLIL partners (Dalton-Puffer, 2007). Disputably, in some different investigations contrasting CLIL study halls and standard unknown dialect homerooms it has been discovered that in CLIL study halls precision so their sentence structure appear to profit the most (Perez-Vidal and Roquet, 2015). Along these lines, numerous scientists (Dalton-Puffer, 2007; Lyster, 2007) feature the significance to enhance language instructing inside CLIL rehearses.

Mindfulness raising exercises and reference to language structure in significant exercises may add to understudies' syntactic precision. As Schmidt proposes "nothing can be scholarly without taking note". Such conversations feature a wide range of uses of CLIL in various settings. Subsequently, the principle motivation behind this investigation is to make a methodical survey and investigate the new examination drifts on CLIL in three renowned diaries and to make further proposals.

### Research Questions

The rising promotion of Content and Language Integrated learning in the world and CLIL applications in Europe has made it essential for the analysts to have an away from of the different shapes CLIL has embraced by and by across different settings. It is accepted that this investigation will reveal some insight with its orderly survey of CLIL concentrates in three huge diaries from 2011 to 2018.

In this vein, the accompanying exploration questions are tended to in the investigation:

1. What is the overall pattern in CLIL applications regarding study setting, members, and strategy?
2. What are the overall subjects in CLIL considers ?

### Method

Three Journals recorded in Social Sciences Citation Index (SSCI) and British Instructive Index is distinguished as the extent of the examination. The diaries that are checked on are: International Journal of Bilingual Education and Bilingualism (IJBEB), ELT Journal (ELTJ), and System (SY).

After the distinguishing proof of the diaries, they are explored and the examinations meeting the accompanying standards are remembered for the investigation; CLIL should be the principle centre in the examinations. The examinations should be exploration based, should be in full content furthermore, written in English and distributed between the years 2011 and 2018. Non research-based examinations are prohibited from the investigation. The examinations, for example, book audits, procedures, reactions to explicit investigations, and post scripts are moreover avoided from the investigation.

The quantity of studies chose in the diaries and their long stretches of distribution

<b>Journals</b>	<b>NO</b>	<b>Years of Publication</b>
<b>IJBEB</b>	18	<b>2011</b>
<b>ELTJ</b>	2	<b>2012</b>
<b>SY</b>	8	<b>2013</b>
<b>N</b>	28	<b>2014</b>

### Data Collection

In the examination "content investigation method" is utilized to gather and break down the information. Content examination is an exploration procedure used to get substantial

surmising's by deciphering and coding composed or spoken writings. It assists scientists with changing over subjective information into quantitative information by methodical assessment. In the examination first, study factors are recognized as study setting, members, technique and topic. At that point, a coding plan is created by the specialist and the chose considers are efficiently inspected in like manner. To expand the unwavering quality of the investigation the created coding plan is inspected by different specialists.

### Findings

As expressed over, the picked examines are dissected regarding various factors; study setting, members, strategy received and the overall topic. It is accepted that a principled closer assessment of these factors will shed a few light into the new tendencies in CLIL research.

Below is given the study contexts of the chosen studies. Study context refers to the country where the research is conducted. It is believed that the number of countries will help us see the interest in CLIL studies in those countries.

## THE METHODS

### Method

Qualitative	N*	Quantitative	N*	Mixed Method	N*
Case Studies, Content/ Analyses Codification interviews, observations, Discourse Analyses Studies &	16	Pre-post Test  Design, Corpus-based  Studies	5	Surveys & Open ended Document Perception/Attitude Experimental Questions, Investigations, Interviews,	7

N\* Number of the methods adopted

Among them the mostly used ones are case studies, interviews, observations, content analysis, and discourse analysis. Out of 28 studies 7 studies use mixed methods (both qualitative and quantitative) as triangulation to increase validity. However, 5 studies purely use quantitative methods to collect data.

### General Themes

#### Bilingual Education

Out of 28 examinations, six investigations investigate bilingual CLIL rehearses. These examinations zero in on bilingual training for lower achievers (Denman, Tanner and Graaff, 2013), bilingual training in an Australian setting (Turner, 2013), communitarian guidance in bilingual training (Moore, 2011), scholarly language capability in bilingual training (Lorenzo and Rodriguez, 2014), bilingual instruction in Poland (Czura and Papaja, 2013) and commitment of CLIL to bilingual training in Italy (Grandinetti, Langellotti and Ting, 2013).

#### Students' accomplishment in CLIL programs

Inside the examinations assessed, five of them explore CLIL understudies' etymological exhibitions. One of these examinations basically explores students' general achievement

what's more, etymological additions (Perez-Vidal and Roquet, 2015). Some of them think about additional explicit territories, for example, the advancement of open aptitudes (Pladevall-Ballester and Vallbona, 2016; Yang, 2015), understanding cognizance and technique use (Ruiz de Zarobe, and Zenotz, 2018), and jargon yield (Jimenez Catalan and Agustin Llach, 2017).

### **Insights and convictions towards CLIL training**

A few examinations (N:4) can be arranged under the heading "Insights and convictions towards CLIL training". These examinations explore "students' insights and mentalities towards CLIL schooling" (Yang and Gosling, 2012), "understudies' musings what's more, future desires for CLIL courses" (Broca, 2016), "students' insights, contemplations and responsibility for homerooms" (Coyle, 2013) and "educators' and understudies' convictions on the execution of CLIL programs" (Hüttner, Dalton- Puffer and Smit, 2013).

### **The impact of assignments in CLIL study halls**

Inside the inspected contemplates, four of them explore the connection between assignments and CLIL rehearses; the capability of active errands in CLIL exercises (Nikula, 2015), task-based guidance in CLIL study halls (Garcia Mayo and Ibarrola, 2015), the job of various assignments in CLIL study halls (Llinares and Dalton-Puffer, 2015), furthermore, L1 utilization of CLIL students in undertaking upheld communication (Garcia Mayo and Angeles Hidalgo, 2017).

### **Difficulties on CLIL rehearses**

Out of 28 investigations three of them centre around certain difficulties in the usage of CLIL rehearses; why CLIL rehearses in Sweden don't propose positive outcomes a usually expressed issue in CLIL homerooms - the issue of adjusting phonetic and extra-etymological gains in CLIL rehearses (Walenta, 2018), furthermore, negative affectivity in CLIL programs (Otwińska and Forsys, 2017).

### **The joint effort of educators in CLIL programs**

There is just one examination that for the most part researches the communitarian work among instructors in CLIL homerooms (Carmen, et al., 2012). It investigates the favourable circumstances also, advantages of such joint efforts.

### **CLIL in ELT Course books**

Among the looked into concentrates only one investigation investigates ELT course books (Banegas, 2014). The current ELT coursebook market has invited CLIL procedure lately. To this end, four ELT coursebook arrangement are examined and how CLIL is incorporated is explored.

### **CLIL and EAP**

Out of 28 evaluated examines, only one examination (Crossman, 2018) centers around an English for scholastic purposes (EAP) course following the fundamentals of CLIL to improve understudies' scholastic language abilities and techniques.

### **CLIL from an authority point of view**

Inside the explored concentrates only one examination (Soler, Gonzalez-Davies and Inesta, 2017) centers around CLIL programs from an administration point of view (school directors, division heads, and CLIL instructors).

### **CLIL instructor schooling**

There is only one investigation (Urmeneta, 2013) investigates a CLIL educator training program. It examines understudy educators' advancement during the time spent turning out to be great CLIL instructors.

### **CLIL and multilingualism**

Among the examinations, just one examination explores CLIL as an approach to multilingualism (Merino and Lasagabaster, 2018). It intends to look at the impact of CLIL on the learning of three dialects in contact.

### **Conclusion and Suggestions**

This investigation investigates the overall tendency in CLIL concentrates as far as study setting, members, technique, and general topics in three renowned diaries specifically; International Journal of Bilingual Education and Bilingualism (IJBE), ELT Journal (ELTJ), and System (SY) from 2011 to 2018. By along these lines, it is accepted to have a more profound comprehension into the new patterns in CLIL considers, what's more, what parts of CLIL are contemplated the most or the least.

CLIL is a technique exceptionally promoted in Europe which joins content learning what's more, language learning. The European Union advances multilingualism and multiculturalism in their schooling frameworks and CLIL has a critical impact in those areas. In addition, research advances that the semantic improvement of CLIL understudies while they are enlisting into content courses is huge.

In light of the discoveries of the survey, it is clear that CLIL is generally concentrated in Spain. One of the principle reasons underneath this might be that Spain is a multilingual nation. There are numerous nearby dialects spoken in Spain, for example, Catalan, Basque, Galician, etc. The outcomes suggest that that there is a requirement for more CLIL concentrates in different pieces of Europe and insufficient number of studies in different pieces of the world propose that CLIL should be investigated in those settings also. Another examination region is the kind of members in the picked contemplates. It is discovered that a dominant part of the gatherings considered are auxiliary school understudies.

Grade school understudies, instructors and understudies in tertiary training follow them. It is exceptionally fascinating that none of the investigations incorporate preschool youngsters. In this way, future CLIL concentrates with preschool kids should be upheld and

more investigations including grown-up students and partners, for example, school directors, division heads, and resources in advanced education should be directed.

As proposed by a few investigations, subjective information gathering techniques, for example, interviews, perceptions, content examinations, contextual analyses are primarily utilized. In a few examines blended strategies are received. The investigations which utilize simply quantitative strategies are uncommon. Notwithstanding, to build the legitimacy of the examinations triangulation as a technique should be embraced. This implies that analysts need to see the entire picture from alternate points of view and in this manner should utilize blended techniques (both subjective and quantitative) and a wide range of information gathering instruments to acquire substantial outcomes. Accordingly, future investigations on CLIL may center on utilizing an assortment of techniques and instruments to gather information.

The survey likewise explores general topics in the picked contemplates. Out of 28 examines, six investigations center around bilingual schooling. It is trailed by students' phonetic accomplishments in CLIL programs (N: 5). Understudies' and instructors' discernments and convictions towards CLIL rehearses is another contemplated theme (N: 4).

The outcomes likewise yield that four investigations investigate task-based instructing and CLIL from alternate points of view since they share much for all intents and purpose. Three investigations centre around the potential troubles and difficulties that might be experienced in CLIL rehearses for example, the accentuation given to content and phonetic increases, or the students' negative affectivity towards CLIL.

The outcomes yield that future CLIL studies should go a couple of steps farther than these subject regions. More investigations are expected to investigate topics, for example, the coordinated effort among language and substance instructors, the chiefly experienced issues in CLIL applications, the disadvantageous-feeble sides of CLIL programs, the impact of CLIL in settings which have numerous dialects in contact, CLIL preparing in pre and in assistance educator training programs and separated from understudies other partners' mentalities towards CLIL programs. At long last, it very well may be expressed that future CLIL studies ought to have longitudinal located examination plans to arrive at solid and legitimate outcomes and more investigations should be led with bigger examples in different settings.

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