



*Enhancing Language Proficiency and Subject Knowledge
through Integrated Instruction*

Presented by

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- ▶ Integrated instruction emphasizes unifying themes and crosses subject-matter boundaries to provide connections between various areas of study.

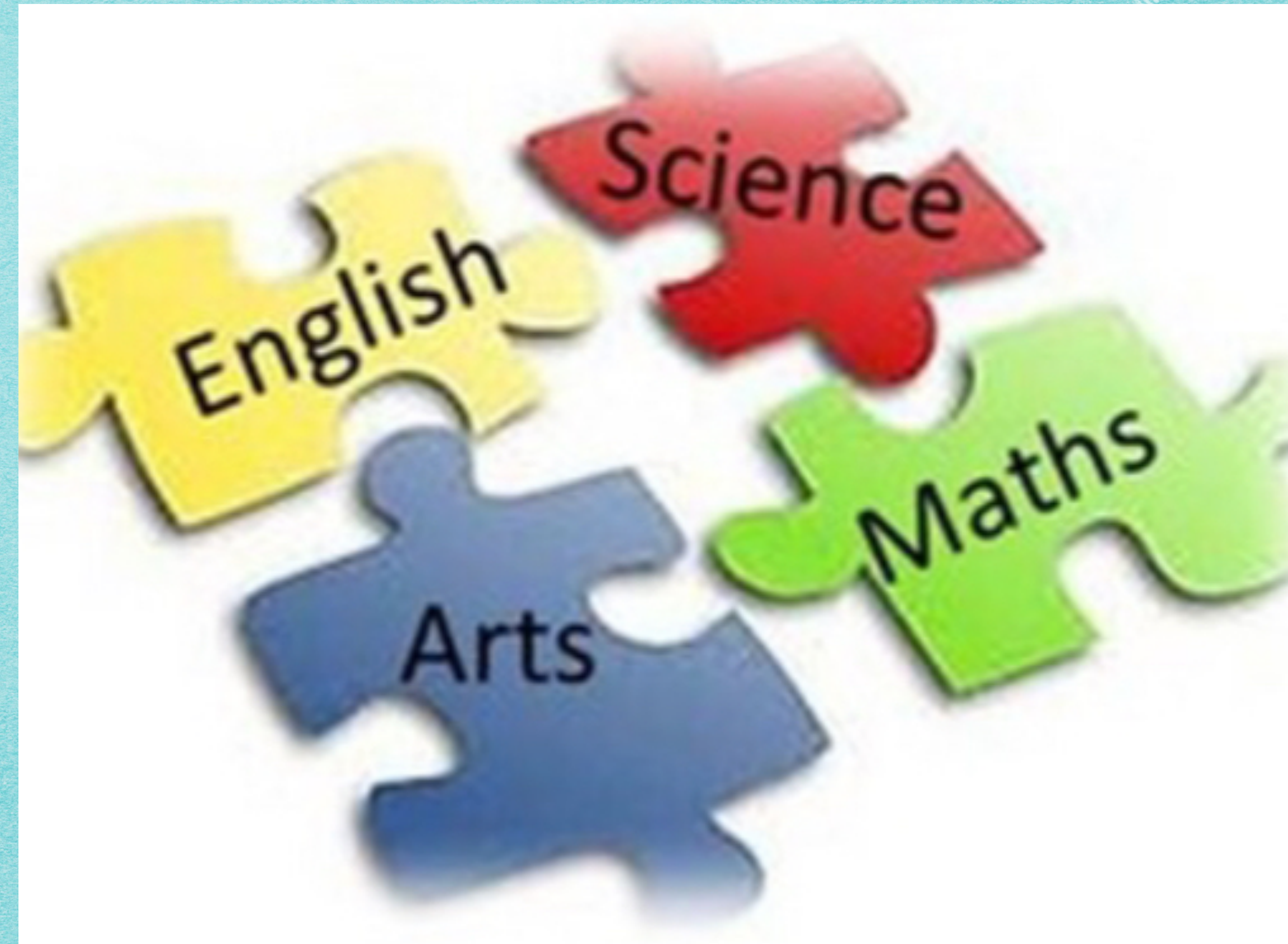
-Initially derived from Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL) is an educational strategy that has been utilized mostly by language teachers and has been in existence since the 1990s.

-The concept is often credited to David Marsh. CLIL incorporates both the learning of content and the learning of a foreign language which is often English, but it could be teaching in any foreign language that is not the mother tongue of the students.

-CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.

David Marsh, University of Jyväskylä, Finland (1994)

When we think of content, CLIL is often about the teaching of academic subject matter such as science, history, or geography, but it can also be about the teaching of any other kind of content which is less academic and, some may say, more fun subject matter such as photography, fashion, cooking, or cinema.



-Soft CLIL is often applied in young learner (primary school) classrooms and is mostly about teaching words and vocabulary in a foreign language i.e., getting students familiar with a second language by providing some limited exposure, while still teaching primarily in the mother tongue. Soft CLIL is appropriate for lower proficiency levels such as beginning and elementary.

-Hard CLIL means that an entire course is taught in a foreign language and learners need to be at an intermediate or above proficiency level and already be quite autonomous in the second language. In a course where everything is in a foreign language, learners need to be confident in the second language and have some substantial experience studying it already.

Benefits

- Students with more flexible thinking patterns are more likely to be successful once reaching adulthood. It is unlikely that a student will be employed strictly in one content area upon reaching adulthood. For example, scientists must be able to appropriately communicate their ideas using language.

-Integrated curriculum results in higher student engagement.

-Critical connections between subjects are made, creating more holistic learning.

-higher numbers of skills repetition in a more interesting way.

Difficulties

-As with anything, difficulties can arise when a trained language teacher becomes an academic subject teacher, and when the trained academic subject teacher becomes the language teacher.

What is really needed, but not easily obtained, is for every CLIL course to have access to two teachers; an academic subject teacher expert and a language teacher expert who knows how to teach a foreign language to non-native speakers.

-If you are an academic subject teacher, you may have an advanced degree in history or geography but no experience in teaching language and you may find that you are unable to make the necessary modifications to make your content knowledge comprehensible to language learners.