Chapter I

Introduction

Communication lies at the heart of any functional society and industry. Communication at its best brings to light, in its entirety, the perception a human being has of the world. Perception of the world, held by an individual, grapples with the truth as it presents itself. What the truth is, as one individual perceives, may be seen as the truth to him or her alone. It is from this point of view that the utterances of an individual are determined by how he or she perceives the world he or she knows. There is, therefore, an equal standing between the truth which is being presented to an individual and the utterances that are produced as a result.

Education explores the hidden truth that lies in this planet. Education also brings forth to light these truths using various forms of communication. English language education explores approaches and methods in the realm of language pedagogy. The approaches and methods are to enable the non-native speakers of English to utter what education has enabled them to utter. The non-native speakers utter what education has helped them discover in this planet and what the planet has revealed to them. The awareness of what lies in the universe is found in many cultures, particularly the oral cultures. The oral cultures, have time and again, spoken of these discoveries and revelations.

Content and Language Integrated Learning (CLIL) enables the non-native speakers of English to communicate in the target language. They communicate what their education has enabled them to discover. They also communicate what this planet earth has revealed to them. CLIL as an approach to language learning is stated elaborately in this chapter.
1.1 Historical Development of Content and Language Integrated Learning

Historically, the development of Content and Language Integrated Learning as an educational approach in the teaching and learning of one or more second languages began with, "attempts to build on, rationalize, or dominate linguistic and cultural diversity" (Coyle (2002), p. 98) within the European Union and Eastern European countries. Likewise, attempts to strengthen linguistic and cultural identity were made through models of language learning. It is the researcher’s opinion therefore, that the perception held by members of communities across the European Union and Eastern European countries, was that linguistic and cultural diversity can be strengthened by means of communication in their native language. However, the vision of the European commission for the expansion of the European Union was larger.

With the expansion of the European Union from six members to twenty-eight members in six decades, it has become increasingly important for member states to operate in three core languages- the three core languages being German, French and English in addition to the native languages of the members. Thus, bilingual education was promoted to improve the language skills of the member states. Bilingual education, as understood by the research, was used across limited school subjects. This method came to be known also as Content and Language Integrated Learning (CLIL). It is thus commonly known and understood that the principles of CLIL were founded on Second Language Acquisition Theories.
The late twentieth century and the early twenty first century witnessed the establishment of Content and Language Integrated Learning Theory. Proponents such as Professor Do Coyle, University of Aberdeen, UA; Professor David Marsh, UNICOM, Finland; and Philip Hood; University of Nottingham, UK, promoted Bilingual Education in their various forms, thus contributing immensely to the establishment of CLIL in Europe. David Marsh (1994) coined the term Content and Language Integrated Language (CLIL) as:

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

(Marsh (1994) as quoted in Ruiz (2015), page- id 47991)

Reading Marsh, the researcher understands that the perception of Language Education has evolved out of the realization of certain truths: -

1. Language as a means of communication evolves in any given situation;
2. Language can be specific to a task;
3. Knowledge related to any discipline can also be acquired by means of a language, whereby, registers are also learnt in the process;
4. Language as a means of gathering knowledge and as a means of communication continues to evolve.

Many forms of bilingual education have evolved over the years, some of which are Content Based Instruction (CBI), the use of Language across the Curriculum (LAC), and the Teaching of English through Content (TEC). The focus of bilingual education mentioned above, is in the opinion of the
researcher, proposed and implemented with the aim to enable language learning to find a prominent position along a continuum of learning subject matter ‘through’ and ‘in’ a language. Do Coyle is however of the opinion that "little emphasis was placed on collaboration to develop CLIL pedagogies" (Coyle (2002), p. 98). Today, CLIL pedagogy is applicable in all situations across the globe. It is for this fact that this approach could be used specifically to address specific issues. Such is the benefit of designing conceptual frameworks, teaching methods, and lesson plans based on the CLIL theory. This benefit draws upon one, an entire spectrum of benefits that has arisen in the teaching and learning of a foreign and second Language.

1.2 Learning Objectives: ‘Subject –led’ and ‘Language-led’

It is assumed that when the CLIL approach is adopted in a formal language classroom, the teacher would have had his or her own perception of the world around. It is understood, that this perception, would form the basis on which CLIL would be implemented as an approach for teaching of both the subject matter and the second language.

The learning objectives set by the teacher in a classroom could either be ‘subject-led’ or ‘language-led’. If the learning objectives set by the teacher in a classroom is determined by the need, that the learners learn, the content of the subject matter introduced and taught in the class, in the opinion of the researcher, is ‘subject- led’.

If the learning objectives set by the teacher in the class is determined by the need, for which the learners learn the language used in the subject matter introduced, and taught, the researcher feels this, is ‘language-led’.
In both situations, the scope for learning both content and language is immense. The second language teacher has the liberty to conduct the class as he/she deems necessary. CLIL presents opportunities for endless innovative practices conducive for the learning of subject and learning of a second language.

At the heart of teachers adopting CLIL in second language teaching, lay the ability of the innovativeness of teachers, and how well the opportunities being presented to them are being used. Innovation in turn has its basis on how the knowledge of both content and second language is used to perceive the wider world. If possibilities of this are being researched upon, then exploration of these academic research practices and data for such research would present itself in the classroom where CLIL is implemented. Opportunities for endless innovative practices would enable teachers to test hypothesis, make observations and document findings for further research in second language teaching.

The ‘language-led’ CLIL approach opens avenues in enhancing the linguistic ability of learners while learning the subject matter. The grammatical skills are refined and the usage of appropriate vocabulary has a wider scope. The level of proficiency in communicating in a second language gains momentum. The integration of a second language with content makes learning of a second language relevant to the academic needs of the students.

The ‘subject-led’ CLIL approach also opens yet another avenue on how the knowledge gathered when content is taught, can be systematically and creatively transmitted in academic or professional domains in the verbal form. However, in the articulation of such thoughts, students are required to be led
through the processes of conceptualization and brainstorming on content, organization and elaboration of content.

To maximize the learning output of the students using the CLIL approach, the integration of content and language is a necessity. The approach of CLIL may be used to primarily enhance the linguistic ability, so as to comprehend and transmit acquired knowledge of content in the verbal form. On the other hand, if the CLIL approach is used primarily to enhance the learning of content, then the students may be taught to use the language so as to accumulate knowledge in a systematic and organized manner. The impact of either of the learning objectives, whether it is subject-led or language-led can be immense.

1.3 Time and Space in Learning

In the event of being involved in learning a second language integrated with content, irrespective of the aptitude of the learner, the process requires to be given adequate time and space for learning to take place. It is the researcher’s opinion that the learning of a second language and the learning of content is a process, that within a given space and span of time, it must motivate and create an impression on the learner and add value to learning.

It is the researcher’s opinion too, that such space and time given would shape the learning of the individual and in turn, have a long lasting effect on the individual's surrounding and community. Ofelia Garcia has observed that "CLIL has brought about social and pedagogical changes" (Garcia (2009), p. 209). The "curriculum time" (Garcia (2009), p.210) allotted to language and
content could well be determined and distributed as per objectives of the teacher conducting the CLIL lesson.

The primary aim of a teacher of CLIL, is to ensure that within a given space and time, there is progress in learning of a second language as well as the learning of content introduced in the class. The objectives may vary from class to class in order to fulfil the intended aim of the CLIL teacher. It is therefore understood that the role of the teacher in this regard is "two-pronged" (Wolf (2002) as quoted in Garcia (2009), p. 210), so as:

1. to achieve the objective of learning content, and
2. use the target language.

1.4 Safe Classroom Environment, Motivation and the Concept of Degree.

CLIL, which has sprung from the philosophy which has its foundation in the Social Interactionist Theories and the Communicative Language Teaching Theory, has given the learning of a language a different dimension, which is relevant to both the learning of content using either a major or a minor language as a medium of learning and instruction. Throughout Europe, CLIL has been effective when students learn content using major languages such as French, Dutch or German. In these situations, learning of a major language as a foreign or second language for/through specific content, has shifted the teaching of a foreign and second language towards being learner-centred.

In the researcher’s opinion, being learner-centred, implies that the content presented to the learners, and the medium used to present content for learning is to emphasise on meeting the learning objectives stated by the CLIL teacher for the learners. Hence, it can be safely stated here that learning which occurs within a "safe" (Mehisto, Marsh and Frigols. (2008), p. 2) and comfortable CLIL classroom, opens up avenues for learners of second language, to explore strategies for learning a target language alongside the presented content. While learning language and content simultaneously, the students’ metacognitive ability is enabled, thus, commanding a degree of control over the pace and depth of one’s learning. The level of motivation is raised to learn a second language for/through specific and related and 'authentic' content.

The degree of learning that occurs, in the researcher’s opinion, is in accordance with the 'how' the learner observes, navigates through, and
discovers skills and content. Discovery in this sense would pertain to the ability of the students to think through learning experiences provided by a CLIL method of teaching. The metacognitive ability and the experiences in learning enable the knowledge of both content and language skills to be absorb and processed. The knowledge learned is processed through the "short term memory" (O’Malley and Chamot, (1990), p.17) and "the working memory" (O’Malley and Chamot, (1990), p.17). This is ultimately stored in the "long term memory" (O’Malley and Chamot, (1990), p.17). The knowledge learnt is thus acquired.

Other than the metacognitive ability of the learners as a strategy for learning which emerges from the CLIL learning, there is yet another striking feature that is seen as a factor that results in the emergence of other strategies for learning. Strategies, metacognitive or otherwise, emerge from the very ‘ways’ of living, of a people. Indeed, lessons in science, mathematics and humanities may be offered in due course of the lessons offered. But the content of the lessons offered may be tailored to fit the context of the students. The learning of a second language, of which is also the focus of the lessons offered, may be tailored for functional, communicative and academic purposes. This is a powerful motivational factor for the learning of language and content whereby the learners "put language they are learning into practice instantaneously" (European Language Policy and CLIL, (n.d) p. 2). The content for learning which is relative to the ‘ways’ of the learners, may in no doubt, enable students to bring in real life experiences from their families and communities. Content and language learning, may thus no longer be arduous. Content and second language is localized as per the need and situations of the
learners. One assumes thus, that learning of content and learning of a second language within a local context would bring to the students, a 'sigh of relief'. It is the researcher’s opinion that the 'sigh of relief' is applicable to learners at all levels.

1.5 The Social Influence on Content and Language Learning

Within the framework of a 'local context', yet another perspective may be taken into consideration which enhances the learning of both language and content. Prior knowledge of the students in the learning of content ensures the 'smooth' beginning of learning of content presented. 'Smooth', as one may assume that the concepts as presented by the teacher within a local context may be already understood by the learner. The movement from the 'known to the unknown' in relation to the learning of content, provides the learner with an opportunity to begin learning and using a second language.

The 'sigh of relief' referred to earlier, emerges with a sense of being given a part, in the control of one's learning. The sense of being in control, on the part of the learners may be viewed from two points of view. From the point of view of the researcher, the learners gauge their pace, amount of learning and acquiring, and application of knowledge of language and content when the stress of learning is minimized. In other words, there is a sense of control in directing one's learning, though it may be guided by the teachers, to meet specific, unspoken aims of the learners. On the other hand, the unspoken aims of the learners in learning language and content, may be prioritized as per one's desire (out of interest in the content they are learning, and/ or out of interest on a particularly language skill or two). A reference to Bloom’s
Taxonomy (Forehand (2011)) would highlight the levels of learning that a learner may be guided through. The level of learning may then gradually spread from a level of gathering knowledge, or ‘knowledge’ or remembering (Forehand (2011), p. 3) to the level of ‘synthesis’ (Forehand (2011), p.3) to discover probable solutions to real issues that students may come in contact with in their communities. The experience of the ‘sigh of relief’ may also then be experienced as learners control their learning of content and language at all guided levels.

When reaching the level of ‘synthesis’ (Forehand (2011), p.3), the academic perspective of solving problems can be taken into consideration. In this sense, one may relate to Cummins (1978) who proposes the existence of two forms of language domains viz. "The Basic Interpersonal Communication Skill (BICS)" and the "Cognitive Academic Language Proficiency" (Cummins (1978) as quoted in Vollmer (2006), p. 179). In a workshop entitled *The Needs of English Language Learners and the Process of Learning a New Language*, prepared by Illinois Resource Centre, Cummins (1980) it has been stated that:

> most students learned sufficient English to engage in social communication in about two years, they typically needed five to seven years to acquire the type of language skills needed for successful participation in content classroom

(Illinois Resource Centre (n.d) p.4)

From a purely linguistic and communicative purpose, the event of learning in CLIL focuses on the development in learning and usage of a wider vocabulary as well as enhancing the correctness and acceptability of the language. Social Interactionists’ are of the opinion that "on the language
learning context...learners use their linguistic environment (in particular conversational interactions) ...to build their knowledge of second language” (Gass (2002) quoted in Malone (2012), p.3)

Vygotsky (1978) argues along the same lines stressing on how "everything is learnt socially (that is from someone else)” (Vygotsky (1978) quoted in Malone (2012), p. 3). It is thus implicated that in both cases, Chomsky's "deep structure" (Malone (2012) p. 2) that propels the acquisition and use of the first language making it "appropriate and correct to native speakers" (Malone (2012), p. 2), is realized in the learning of a second language. Swain (1990) is of the opinion that:

“comprehensible output” in meaningful conversations is also necessary for successful second language acquisition; when they talk in the L2 they notice a “gap”, a difference between their knowledge of L2 and what they want to /need to say. Having noticed the gap, they are now pre-disposed to modify their L2 structure or grammar- they now begin to think about the language.

(Swain (1990) as quoted in Malone (2012) p. 3)

1.6 Learning Set Up for CLIL

The direction of learning, in one's opinion, is based on the learner's aptitude, attitude, prior knowledge and aim of content and the first language. One of the underlying principles of CLIL is that it gives equal importance to both content learning and language learning. The principle can be taken to any part of the world where there is an elevation for second language learning.
Such elevation of second language learning is found among many indigenous communities and tribal areas in the world: the Aborigines in Australia, the American Indians in America, those from the North Eastern states of India, the Nagas, the Mizos, the Arunachalis, and the Khasis. These communities also provide ‘authenticity’ (Pinner (2013) in the set up for CLIL methods. The content for learning within these ‘authentic set up’ may be found in the affinity indigenous and tribal communities have with the real world and the earth.

It may be noted here that these people live amidst living elements that follow a certain rhythmic pattern of behaviour of which humankind strives to make sense of. The rhythmic pattern is also followed by the non-living cosmic bodies. Observing these patterns for a long period of time and understanding these patterns for centuries, has enabled humans to make sense of their world. This is an approach which is very local in nature but has created a global impact on maintaining the ecological balance on earth for centuries. Long before the advent of the Greek, Roman and Gregorian calendars, or the design of world maps based on the four cardinal directions, the localized collective behaviour of the indigenous people worldwide were already observing and following cycles that has determined their survival on the face of the earth. Indigenous people made sense of their surrounding through observation, understanding, labelling and handing over these labels to younger generations in the form of stories, folklores, songs, conversations and myths. The survival of these indigenous communities depended on these observations and understanding.
1.7 The Spoken Word in Indigenous Communities

The spoken word may only seem impressive to a listener by the degree in which fluency, grammatical accuracy and extensive vocabulary are used in connected speech. However, this spoken word in the context of oral traditions is profoundly based on the source from which these labels are shaped. The source of the wide and extensive vocabulary lies in the accumulated wisdom that has been shaped by the lifelong experience of the indigenous speaker. The spoken word is accompanied by an excitement that is reflected in the form of gestures, tone of voice, loudness and facial expressions. Mnemonics are thus essential to memorization of traditional knowledge shared. In this regard, the oral transmission of knowledge has two aspects. One of preparation of content and the other the manner in which the content is delivered. In the opinion of the researcher, the teaching of spoken English to learners of English as a second language calls for guiding learners both in the preparation of content and the manner in which content can be delivered effectively.

Learning of English can enhance the oral characteristics of learners in a community that would cater to both learning of a second language as well as preserve a 'way' that has had a rippling effect over a people's life style and land. One argues, that an English classroom located in an oral tribal community that emphasizes the oral aspects in the learning of English, opens up an avenue for preservation and / or rejuvenating of a traditional practice. While this avenue is presented to individual tribal learners of English as a Second Language it also empowers the learners with the knowledge and skills in articulation of thought that comes with a 'collective experience'. The ability
to articulate effectively empowers the learners to imbibe the use of oral traditional skills present in an oral society.

English Language learning in this sense supports the traditional practice of using oral skills to distribute knowledge within its community. The rippling effect of this practice lies in their ability to state claims over geographical territories owned and inhabited by speakers of the native tongue. Thus importance is given to the spoken that nurtures both the oral traditional practice of a tribal life as well as enhancing the learning of English in spoken discourse. Language is known to "adapt …and equip their speakers with specialized tools to describe, divide and manage local environment and its resources" (Harison (2007), p. 25).

It is known that death of a language leads to an erosion of an age-old substantial and developed knowledge. However, it is the intention of the researcher to enhance a traditional practice which is primarily the crux of how indigenous societies are shaped for its survival. Studies on the death of languages have shown major concern on the loss of knowledge, that have for centuries, been preserved in the 'unwritten languages in a people's memory, and this is rightly so. But to ensure that the traditional knowledge is not lost, how does one maintain and promote the key traditional practice: the oral tradition, especially in urbanized tribal areas that have been, once upon a time colonized, resulting in the emphasis on the use of English as a medium for communication both in the academic as well and the professional arenas?

In urbanized tribal areas, English may seem to be the dominant language due to the importance given to it in Education. In addition to the
importance given to English in formal Education, the written is further given importance over the spoken.

1.8 CLIL likely to Raise Performance Levels

The development of CLIL as an approach to the teaching of English in the current world of education in Meghalaya today may address certain educational setbacks that are present in the system of education of Meghalaya. The educational set back is reflected in the low-level performance of the tribal students belonging to the areas of the Garo Hills, the Khasi Hills and the Jaintia Hills. The low performance of the students from these hills has been reflected in the Meghalaya Board of School Education (MBOSE) result books. The low performance of the students over a series of years is shown below. A sample is taken only of the tribal students in Meghalaya who appeared for the Higher Secondary School Leaving Certificate Examination in the Arts Stream only. The results of the tribal students in Shillong, who appeared for the Secondary School Leaving Certificate (S.S.L.C), are also reflected in the following table:

Table 1: Pass Percentage of Tribal students in Meghalaya

<table>
<thead>
<tr>
<th>Year</th>
<th>Exams</th>
<th>Percentage of Pass: Male and Female Tribal students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>S.S.L.C</td>
<td>52.5</td>
</tr>
<tr>
<td>2014</td>
<td>H.S.S.L.C</td>
<td>67.2</td>
</tr>
<tr>
<td>2013</td>
<td>S.S.L.C</td>
<td>54.8</td>
</tr>
<tr>
<td>Year</td>
<td>Exams</td>
<td>Percentage of Pass: Male and Female Tribal students</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>2013</td>
<td>H.S.S.L.C</td>
<td>56.5</td>
</tr>
<tr>
<td>2012</td>
<td>S.S.L.C</td>
<td>49</td>
</tr>
<tr>
<td>2012</td>
<td>H.S.S.L.C</td>
<td>51.8</td>
</tr>
<tr>
<td>2011</td>
<td>S.S.L.C</td>
<td>44.74</td>
</tr>
<tr>
<td>2011</td>
<td>H.S.S.L.C</td>
<td>45.3</td>
</tr>
<tr>
<td>2010</td>
<td>S.S.L.C</td>
<td>42.2</td>
</tr>
<tr>
<td>2010</td>
<td>H.S.S.L.C</td>
<td>51.1</td>
</tr>
<tr>
<td>2009</td>
<td>S.S.L.C</td>
<td>45</td>
</tr>
<tr>
<td>2009</td>
<td>H.S.S.L.C</td>
<td>43.7</td>
</tr>
<tr>
<td>2008</td>
<td>S.S.L.C</td>
<td>55.7</td>
</tr>
<tr>
<td>2008</td>
<td>H.S.S.L.C</td>
<td>54.7</td>
</tr>
<tr>
<td>2007</td>
<td>S.S.L.C</td>
<td>40</td>
</tr>
<tr>
<td>2007</td>
<td>H.S.S.L.C</td>
<td>57</td>
</tr>
</tbody>
</table>

The medium of Instruction in Meghalaya, as prescribed by MBOSE is in English as a Second Language. It is indicative above, that in spite of English being the medium of instruction in the schools in East Khasi Hills, the receptive and productive skills of the students are low. Others may argue that the socio-economic factors, lack of qualified teachers, lack of proper infrastructure may have had a major role in the outcome of ten years of education. However, another argument may be presented here: the irrelevance of the traditional language classrooms, behaviourist in most cases, to a socio-economic set up of communities to which the learners belong to has contributed to the lack of motivation, and inability of the learners to enhance
linguistic inability during their first ten years of education. The CLIL classroom on the other hand "stimulates interactive group work" as content relating "to the real world" is discussed among the students in a language classroom.

1.9 The Broad Aspect of English Language Education through CLIL

The broad aspect of education is enabling students to apply learning into real life situations. Cliché as it may sound; the statement stated above is true. On analysis, there has been a gradual yet decisive movement from the Grammar Translation Method (GTM) to the Communicative Language Teaching Method (CLT) of teaching and learning of a second language. The CLT became applicable to minor languages as well, of which the offshoot of the CLT was Bilingual Education. Under the purview of bilingual education arose Content and Language Education (CLIL).

It is the researcher’s opinion that the focus of CLIL, other than focusing on language and content, is the ability of the learner to apply into real life situations, the acquired knowledge and language learnt in the process. In this regards, authentic materials from the communities and second language learnt when acquiring knowledge in the process may well be applied into addressing issues to the survival of communities.