CONTENT AND LANGUAGE INTEGRATED (CLIL): LESSON PLANNING FOR A UNIVERSITY USE OF ENGLISH CLASS

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Abstract

This study is an exposition on the use of Content and Language Integrated Learning (CLIL) programme in the teaching of Use of English by the Use of English Unit which is domiciled in the School of General Studies in the University of Nigeria. The course is geared towards the development of English language proficiency in the students and mastery of the language for oral and written communication. CLIL as a programme which is geared towards cultural awareness, internationalisation, language competence, preparation for both study and work life and increased motivation; will help lecturers achieve the goal of Use of English as a General Studies Programme (GSP). CLIL is the best-fit methodology for language teaching and learning in a multilingual nation like Nigeria. Therefore, the study will outline how lecturers can plan their lessons using CLIL to achieve their lesson goals.

Keywords: CLIL, Use of English, Lesson Planning, Content, Language, large classes.

Introduction

Nigeria as a multilingual nation adopted English language as her second language. Hence, English language is used as an official language, language of education, business and so on. This is the basis of the programme – Use of English in Nigerian universities which was pioneered by the University of Nigeria, Nsukka under her General Studies Programme (GSP).

The Use of English Unit was established in 1960 by the founding fathers for the development of English language proficiency in the students. The University and the Use of English Unit placed a very high premium on the production of graduates with good command and mastery of the English language oral and written communication (School of General Studies, University of Nigeria Students' Handbook 2011-2012 p.7).

This paper looked at how Content and Language Integrated Learning (CLIL) could be adopted to improve the use of English proficiency of the students in oral and written discourse through effective CLIL lesson planning and implementation. The United Kingdom's International Organization for Educational Opportunities and Cultural Relations under the auspices of British Council (2010) promulgated this CLIL approach to the teaching and learning of English language. This programme is adopted in countries where English is an additional language. The idea of CLIL programme is still new in Nigerian educational system. With CLIL approach to teaching and learning of English language, lecturers will achieve effective teaching and the students will be able to speak and write proficiently.

CLIL and Classroom Management

School of General Studies (SGS) is known for large classes which poses particular challenges to all the Units. Therefore, to use CLIL in teaching any subject, one needs to consider how to manage the large class bearing in mind to achieve effective teaching and learning. What are the challenges of

teaching large classes? The challenges include but not limited to the outlined below:
- It is difficult to keep good discipline.
- You try to cope with students of varying ages, different learning styles and learning abilities.
- You cannot give each student required attention
- You have limited teaching materials and so on.

     In a large class, you can use group work and pairing to make students help and learn from each other. They do get bored with the teacher talking all the time. This is what CLIL advocates: learner-centeredness. The teacher talks less and the lesson is filled with activities to engage the students. You can use these strategies in a large class:
- Organise the groups to suit the students' abilities.
    - Mixed ability groups
    - Same-ability groups
    - Using group leaders/monitors
- Monitor the groups yourself: The teacher needs to move around the class to see what is happening and offer help where it is needed. You can develop good discipline in a large class by establishing a code of behaviour in collaboration with the students. It should state clear basic rules for the class. For example, whenever you enter a class, all phones should be switched off. The teacher also should obey this rule. Appoint responsible students who can help enforce the rules.

Principles for CLIL in a Classroom

In a CLIL class, the approach is 'content first'. This means that academic content drives the language vocabulary and structures to be learned. The facts, concepts, ideas and methods of the content discipline dictate the vocabulary and grammatical structures being used to communicate them. Cheyne and Rummel (2015:2) cited in Coyle (2002) state that "content first approach to teaching safeguard(s) the subject being taught whilst promoting language as a medium for learning as well as [being] an objective of the learning process itself". The principles for a CLIL classroom are that language is used to learn as well as to communicate. It is the subject matter which determines the language needed to learn. CLIL involves a strategy called the 4Cs curriculum (Coyle, 1999). A successful CLIL lesson should combine the 4Cs which are:

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

Principles in action

These principles can act as reference points when you are planning your lessons. Here are some more details on each point.

Table 1:

Conditions	Aims for the classroom	Examples of classroom tasks
Cognition	Learning is whole when we use: • multiple areas of learning • the child's real life experience with a manageable bridge between old and new • the children's own level of articulation • achievement and evaluation	• *Use pictures to elicit parts of the body from students and categorise them into hard or soft, later introduce lexis: limb and organ* • *Involve learners to agree on the evaluation criteria for the next task*
Culture	We can create a sense of community by: • getting children to collaborate on activities and share experiences • encouraging cooperation, help and respect within the group • rewarding risks • identifying their roles inside and outside the classroom	• *Jigsaw reading tasks require cooperation and sharing of information between groups to complete a task* • *Teaching classroom language such as "May I borrow your ...?" before starting an art and crafts task*
Content	Content needs to: • be natural, real or understandable • relate to the child's previous experiences • be engaging and allow for learning to be active • encourage language use as a vehicle to do things (role plays/tasks etc.)	• *Learners are asked to find three false facts in a reading text about the Roman Empire.* • *Mathematical problems are presented in everyday contexts (with pictures if possible)*
Communic ation	We can encourage communication by: • setting the classroom up (seating, posters, resources) to support communication • scaffolding tasks which reduces stress and makes explorative tasks more manageable • providing learning opportunities that don't always have a right or wrong answer • offering choices about how to do things • Reducing teacher talking time (TTT) and increasing student talking time (STT)	• *Learners negotiate to get the supplies they need to make a book on their town's history* • *Learners analyse a model text to identify the audience and purposes of paragraphs before writing their own* • *Teacher provides useful language before an activity.*

(Adapted from British Council CLIL Trainers Notes)

CLIL Lesson Plan

According to Marsh (2010) cited in Furstenberg and Klet:enbauer (2015: 2) "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels". Successfully realizing the dual focus in CLIL is a challenge at the individual and systematic levels settings where the foreign/second language is not spoken in the students' and teachers' local communities (Mehisto, 2012 cited in Furstenberg & Klet:enbauer, 2015:2).

The lack of appropriate training of lecturers in higher institutions who teach English potentially has serious consequences (Furstenberg & Klet:enbauer, 2015:2) The result is students not being fluent in the use of English language as the lecturers base their teachings on content only and not on the mastery of the language. With adequate preparation for teaching in a CLIL context, some training in English and methodology, lecturers will not miss the main goal of education. Although in the use of English teaching, we do address language issues such as the language of the classroom, general and subject specific vocabulary, pronunciation and so on in seminars, Furstenberg and Klet:enbauer (2015) stipulates that:

it would be unrealistic to attempt to significantly improve the seminar participants'

general language proficiency within such a short time (typically no more than 20-30 hours of instruction). The goal of our teacher training seminars is, therefore, to at least create a minimum of language awareness among content specialists.

One of the goals of CLIL is to bridge the gap between content and language teaching that exists in higher education and to point lecturers in the direction of CLIL for proficiency in language. Secondly, to draw attention to the activities in the class and how they are to be designed, and the interactive teaching methods that should be used to address the linguistic challenges of the CLIL situation. The main goal here is to focus on lesson planning that will aid proficiency in the language. In this context, language awareness plays a key role when lecturers plan their lessons. In a CLIL lesson, all four language skills are combined. These are listening, reading, speaking and writing. Listening is a normal input activity, vital for learning. In reading, using meaningful material is a major source of input. Speaking focuses on fluency and accuracy, while writing is a series of lexical activities through which grammar is recycled and grammatical patterns identified. A CLIL lesson looks at content and language in equal measure. The lesson plan often follows four-stage framework. These include:

- Processing the text: This has to do with the use of illustrations or markers to help students visualise what they are reading and find their way through the content. The markers could be linguistic (headings and sub-headings) and/or diagrammatic. Once the student identifies the 'core knowledge, he can then analyse the organisation of the text.

- Identification and organisation of knowledge: Texts in CLIL are represented diagrammatically in structures known as 'ideational frameworks' or 'diagrams of thinking'. These are used to help learners categorise the ideas and information in a text. According to BBC's CLIL: A lesson framework (https://www.teachingenglish.org.uk/article/clil-a-lesson-framework), diagram types include: tree diagrams for classifications, groups, hierarchies, flow diagrams timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

- Language identification: Learners are expected to be able to reproduce the core of the text in their own words. Since they will need to use both simple and more complex language, grading of language is not involved, but the teacher should highlight useful language in their text and categorise it according to function. These may include language of comparison and contrast, location or describing a process, but may also need discourse markers such as adverb phrases or prepositional phrases, collocations, subject-specific and academic vocabulary.

- Tasks for students: A variety of tasks should be provided, taking into account the learning purpose and leaner styles and preferences. Receptive skill activities include 'read/listen and do' genre. For example: Listen and fill in the table. Tasks designed for production need to be subject-oriented, so that both content and language are recycled. Examples of speaking activities include: 1. question loops – questions and answers, terms and definitions, halves of sentences.
2. Information gap activities with a question sheet to support etc.

Step-by-step guide for CLIL lesson planning

A CLIL lesson plan is basically content and language oriented and full of activities which make the lessons more learner-centred which makes Teacher Talking Time (TTT) less than Learners' Talking Time (LTT). The steps in developing CLIL lesson are made simple for the teachers to be able to handle both content and language effectively. Furstenberg and Klet:enbauer (2015) advocated this pattern of CLIL lesson plan which we find simple and will adopt for a successful lesson teaching and learning.

Step 1: Give the aims for the lesson – what you want the students to learn.
Step 2: Break the general aims down into concrete teaching points.
Step 3: Think about methods and materials you could use for each teaching point.
Step 4: Write down a lesson plan - very detailed structure of the lesson (listing tasks, methods, classroom arrangements, teaching notes and times). You could use a flow chart to remind you of the logical sequence of your tasks etc.
Step 5: Critically reflect on your lesson plan and revise as needed:
- Is there variety in my lesson?
- What are the challenges for my students, both in terms of content and language?
- Think of how you can help your students (scaffolding: worksheets, grids, glossaries, using simple language, allowing time for thinking etc.)

Step 6: Have fun teaching.
Step 7: Reflect on your teaching experience. What will you do differently the next time you teach this lesson?
Step 8: Revise and file your lesson plan.

Sample CLIL Lesson Plan for a Use of English Class
Topic: Parts of Speech
Aims: By the end of the lesson, students should be able to:
       a. identify the English parts of speech
       b. learn how and when to use the parts of speech
       c. reflect more accurately in the English language
Age Group: 16 and above
Level: Tertiary
Time: 60 Minutes
Materials: White board, Worksheets

Introduction
This topic and accompanying tasks/activities offer the teacher and students the opportunity to develop both content and language knowledge to an appropriate depth over r a single lesson.

Procedure

1. Lead-in (5-10 minutes)	• The teacher tells the students that they are going to use poetry as a way of remembering the parts of speech. • The students brainstorm the topic in groups. The teacher elicits the parts of speech.
2. Task 1: Predicting content (5-10 minutes)	• Students predict the content of the text by giving examples.
3. Task 2: Listening to confirm expectations (20-25 minutes)	• Students listen to the teacher teach the parts of speech and their functions. • The teacher uses the board and charts for demonstration.
4. Task 3: Noticing and analysing language (10 minutes)	• Students are given task 1: Identifying parts of speech to do. • The teacher monitors closely during the

	activity pointing out overlaps and drawing their attention to the right part. • Students may work in groups, pairs or individually.
5. Task 4: Vocabulary extension (10 minutes)	• Students are given a gap-fill task 2 and asked to complete the text. Students work individually and then check in pairs.
Feedback	• The teacher elicits the answers from the groups, pairs and/or individuals.

Lead-in: Use poetry as a way to engage students and give them a trick for remembering the parts of speech.

The Nine Parts of Speech Poem

Three little words you often see,
Are **articles** – a, an, and the.

A **noun** is the name of anything;
As: School, garden, toy, or swing.

An **adjective** tells the kind of noun –
As: Great, small, pretty, white, or brown.

Instead of nouns the **pronouns** stand –
her head, **his** face, **your** arm, **my** hand.

Verbs tell of something to be done,
To read, write, count, sing, jump, or run.

The **adverbs** tell how and when things are done,
As: slowly, quickly, badly, or well, now, then.

Conjunctions join words together:
men **and** women, wind **or** weather.

The **prepositions** stand before
a noun, as **at** or **through** the door.

The **interjections** show surprise,
As Wow! How pretty! Oh! How wise!

The whole are called nine parts of speech,
Which reading, writing, speaking teach.

(Adapted from How to Teach Parts of Speech)

Task 1: Identifying Parts Of Speech
1. A noun
   a. is a person, place or thing.
   b. shows action or state of being.
   c. describes a noun or pronoun.
   d. describes a verb, adjective, or adverb.

2. An adverb
   a. is a person, place or thing.
   b. shows action or state of being.
   c. describes a noun or pronoun.
   d. describes a verb, adjective, or adverb.

3. A verb
   a. is a person, place or thing.
   b. shows action or state of being.
   c. describes a noun or pronoun.
   d. describes a verb, adjective, or adverb.

4. An adjective
   a. is a person, place or thing.
   b. shows action or state of being.
   c. describes a noun or pronoun.
   d. describes a verb, adjective, or adverb.

5-15. Below each sentence, write the name of the underlined part of speech.
5. The hungry cat scratched at the back door.
6. We spend the summer months at the beach.
7. I left my backpack in the car this morning.
8. When it rains, I like to go to the movies.
9. He sat by the window and watched the rain.
10. I could hardly hear them speaking.
11. My cat prefers dry food.
12. He is always watching a football game.
13. I got a new football for my birthday.
14. I learned a lot about grammar in third grade.
15. I usually don't like to go shopping.

Task 2: Gap-fill
Directions: On the line to the left, write the part of speech of the underlined word.
To the right, substitute a different word for the underlined word.
noun adverb conjunction
pronoun preposition interjection
verb adjective
1. _____ They attended the concert last weekend. _____
2. _____ Several cats ran into Rob's garage. _____
3. _____ The truck driver delivered the package quickly. _____
4. _____ Fast runners won all the awards at the track meet. ____
5. _____ My friend and I walked home after school. _____
6. _____ I wanted a peanut butter and jelly sandwich for lunch. ___
7. _____ She was counting the ballots during civics class. ____

8. _____ Hey! That was my seat. _____
9. _____ Will they finish the test on time? _____
10. _____ The diagram was fairly complicated. _____
11. _____ He will practice his musical piece soon. _____
12. _____ Ronnie saw the awesome sight from the air. _____
13. _____ Her sister is the oldest member of the group. _____
14. _____ Check the score, Tom. _____
15. _____ Will the students find the answers themselves? _____
16. _____ The child asked for the bike and the scooter. _____
17. _____ They slowly carried the couch down the stairs. _____
18. _____ Sherry talked on the phone until midnight. _____
19. _____ Hurray! Our team has finally scored a goal. _____
20. _____ The troops scattered throughout the woods. _____

Conclusion

This paper demonstrates that adequate knowledge and use of Content Language Integrated Learning (CLIL) holds the promise of achieving effective teaching and learning of the English language, especially in a large class such as the in General Studies Use of English classes. The CLIL ensures bringing together both the content of the lesson and methodology to bear on the lesson plan of the teacher and this increases the proficiency of the students in English. Since the Use of English course is geared towards the development of English language proficiency in the students for oral and written communication, effective use of CLIL in the English language class enhances the attainment of the goals of CLIL which are to bridge the gap between content and language teaching that exists in higher education, draw attention to the activities in the class and how these activities are to be designed and adopted for interactive teaching to address the linguistic challenges of learners.

This paper has further established the fact that CLIL as a programme which advocates cultural awareness, internationalisation and language competence motivates learners to learn the language. This is so because CLIL is full of diverse activities which are learner-centred. CLIL also helps lecturers achieve the goal of Use of English as a General Studies Programme (GSP) since the combination of the four language skills in teaching and learning, and focusing on the learners' language needs increase the prospect of fruitful teaching and learning.

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