

Smart Communication App (Roach) Clil For Better Language Acquisition

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Abstract: Communication is for connection. To communicate and forge relationship with others the first requisite is Language. Globalization has established English as the medium of communication in digital era. English has gained its momentum due to changes in Technology. In India English is considered as one of the Indian languages because of colonial rule. Even then the learners find difficulty in English communication. Though the teachers and learners are responsible for successful learning, it is the “input” the learners receive should be comprehensible to give the desired “output.” As language learning is a lifelong process, the input provided should match the acquisition level of the learners also. After analysing the audience, the effective rebuttal strategies must be determined. Outcome Based Education (OBE) is evolving quickly and creating positive impact on students learning styles and its learning outcomes are more effective. For better language acquisition material, man power and methodology are important. This paper demonstrates a smart and innovative language learning strategy CLIL (Content and Language Integrated Learning) a unique task based approach for better language acquisition.

Key Words: communication, input, output, acquisition, strategy, OBE, CLIL.

1. Introduction

Communication is the exchange of ideas or thoughts. The whole of human existence is based on communication. Language is a tool to navigate the vast frontiers of human life. The advent of enormous digital and high-speed communication technologies in day to day activities has made an inevitable impact on the use and development of English language in education, profession and social relations. As English is the language of learning, language for learning, and language through learning the teaching of language skills also has to be in sync with the swift move in the world of communication. A sense of balance in the field of language and communication has to be nurtured to scaffold the global growth and advancement in the fields of Engineering, Information Technology, Medical Sciences and Business. Thus it is pertinent to find out a dynamic and progressive approach to teaching and interrogating contemporary responses to the changing scenario of communication in all fields. This pervasiveness of Technology demands much needed attention to the context of educational policies and practices followed in Language Pedagogy. Further, a change in attitude and mind set is needed on the part of teachers. They should don the role of facilitators and adapt to the new teaching and learning pedagogical approaches.

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Students need language skills cater to the needs of understanding the subject, participation in discussions, presentation in seminars and writing articles and reports. It is the teachers' duty to provide what they want and what they need. The selection of sources and the methodology to teach must match the acquisition level of the learners. Outcome Based Education, a quickly evolving smart approach has been touted for its limitless potential to improve the way the learning is delivered on a global scale. It demands a change in the role of the teacher, the way the input is given and the capabilities of the students. It focuses on what students can actually do after they are taught. The research has designed a Lesson plan using CLIL which is an Outcome Based learning approach to improve and provide students with the knowledge and skills to succeed in a rapidly changing world. OBE has created a positive impact on students' performance and learning outcomes.

2. Importance of OBE

OBE is a process that focuses on what is to be learned - the outcomes, the main focus is student demonstration rather than teacher instruction.

"An outcome is a culminating demonstration of learning. It is a demonstration of learning that occurs at the end of a learning experience. It is the result of learning which a visible and observable demonstration of three things is: knowledge, combined with competence, combined with orientations." (Spady, 1994). Over the years English Language teaching and learning practices have faced many challenges because of the various demands arose from varied disciplines. The students need English for specific purpose. In order to adapt to these challenges, it is high time to redesign the academic models. A classroom is a living textbook. It is essential to retain the students inside the classrooms. OBE demands a change in the role of the teacher. The breakthrough makes the students to attend the classes regularly. Their attentiveness proves that OBE is providing a conducive atmosphere of learning to them. Outcome based education is a method of teaching that focuses on the outcomes of learning. All curriculum and teaching methodologies are based on how to facilitate the desired outcome. This is different from the traditional educational planning. The desired outcome is first identified and the curriculum is created to support the intended outcome (Fitzpatrick, 1995; Furman, 1994).

The traditional classic "input" fed by the existing system is inadequate to demonstrate the students' ability to applied synthesis and integration of knowledge and required skills. The input delivered by the teachers must ensure that their teachings must develop both the linguistic and the cognitive levels of their learners. Activities where language is used for carrying out meaningful tasks promote learning process successfully. OBE provides ample opportunities to promote skill based learning.

It enhances learning experience, helps the learners to establish healthy interpersonal relations among peers, and aims at helping them achieve excellence in communication. Further creates opportunities to expand their cognitive skills and cultural knowledge.

An Outcome - Based learning approach provide students with the knowledge and skills to succeed in a rapidly changing world, and prepare them to face the competitive world confidently.

A. CLIL – An Overview

A brief overview of CLIL provides an essential backdrop for better understanding and application of language acquisition techniques.

Content and language integrated learning (CLIL) is a pedagogical approach with a focus on involving the integration of (second/foreign/target) language study with the study of a subject domain instructed in that language. It facilitates the students learning the content in the target language. It enhances students' knowledge, understanding and skills. Though it demands new kinds of collaboration between subject teachers and language teachers it is important to acknowledge the fact that new kinds of pedagogical practices are also needed and those interdisciplinary meanings have to be negotiated for the role of language in knowledge building and sharing. When an English teacher follows CLIL mastery over Language and study skills, tailored for future content learning is given importance. When a Science teacher adopts CLIL Content mastery to maximum level and Language learning to the extent of understanding will be concentrated. Science teacher uses language as a tool to express scientific knowledge. Language is learned in context. Language is learned naturally. Language is innately tied to motivation. CLIL-based lessons provide students with meaningful context with which they can learn and anchor the target language, learning it naturally. An attempt has been

made here by the researcher to prove the effectiveness of using CLIL to teach Science subjects.

3. Action Research

The present experiment adopted action research which involves planned changes that are likely to improve an ailing aspect of teaching in a specific context, which in this case is participation in such a way to listen, comprehend and respond. Forty students from an autonomous engineering institution participated. Their cut off marks are 190 and above and their English marks are above 180 in Twelfth Board Examination.

Engineering students are exposed to Techno-scientific contexts which contain dense technical content. They encounter with two barriers: One is language, another is the content. This in turn would pose difficulties in comprehension. To comprehend the content, the students should possess adequate grammatical knowledge and vocabulary skills.

Table 1. Lesson Plan

Class	Upper Intermediate – I Semester B.E
Time	60 Minutes, Date:12.09.2017
No. of Participants	40
Aims	By the end of this activity my students can listen, read and understand for broad and specific ideas in the audio recording and reading the transcript. They take Notes and do presentation.
Materials Used	Computer, listening audio, listening audio's transcript and paper, print outs of the questions, Black board.

Table 2. Anticipated Problems and Solutions

Problems	Solutions
1. The length of the audio	Teacher can choose a 3-5 minutes audio
2. Selection of the level	Split the class into two parts or after pair-checking; divide the classes into mixed ability groups of 5 to compare answers.
3. The accent of the audio	Select the one with reasonable speed, suitable for the language levels of the learners

As listening is the first step in acquiring knowledge, an audio script is chosen for this action research. David Nunan (1997) complimented listening as 'Cinderella Skill' which is overlooked by its elder sister

'Speaking'. According to Wipf, "Listening is an invisible mental process, making it difficult between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret this within the immediate as well as the larger socio-cultural context of the alternative (Wipf, 1984)

A. Reflection on the Class

Teaching Methodology: Appropriate and provides a change in introducing new way technique of teaching and learning Materials: Relevant and useful. Expected Outcome: Facilitate students to be independent learners and users of language and prepare them ready for Science Class. Skills taught: Spelling, pronunciation, grammar, listening, reading, and speaking- an integration of skills Output: Change in students' level of participation, more involvement, put in efforts to use the language appropriately. Able to Work individually and in groups Teacher achieved the intended outcomes. Drawbacks: More number of students, limited space for practice, Students voice not recorded using mike. No girls in Mechanical. Students Feedback: A different approach, keeps away from monotony. Teacher satisfaction: Added one more rung to the ladder of successful classroom teaching.

B. Findings

This Action research deals with the effectiveness of CLIL in improving efficiency of communicative skills and scientific knowledge. The following information provides ample evidence.

C. Enhancement in Language Acquisition and Knowledge Acquired

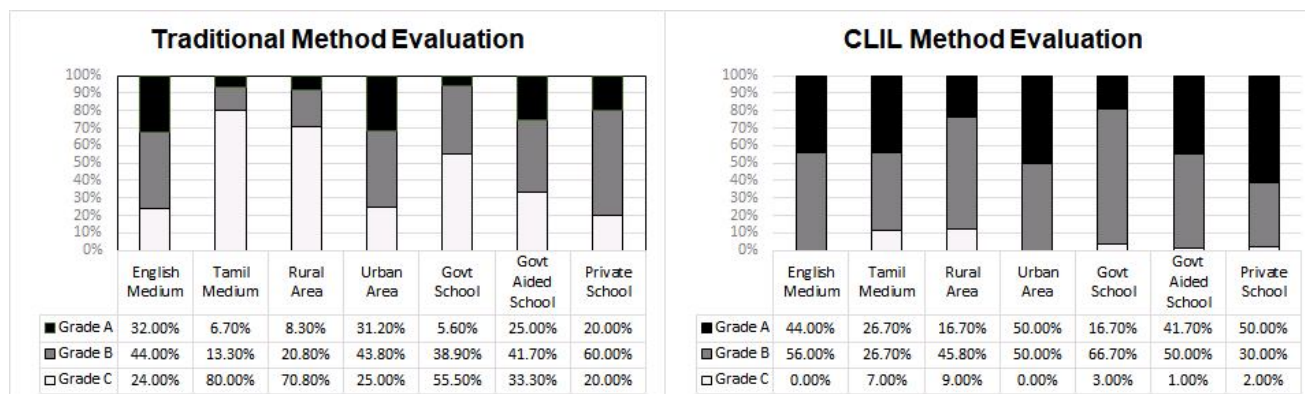
Using CLIL to enhance learner's understanding and responding scientific contexts yielded in encouraging results. Almost all the learners regardless of their medium of study and locality of their living and schooling were fully involved in the activities and showed marked difference in their responses after attending CLIL based teaching where teacher acted as facilitator.

Table 3. Listening Activity : Listening Activity

Stage	Aims	Time	What the trainer does and What the students do	Materials required
Setting the Context	Activate schemata, generate interest in the learner by relating the context of the lesson to their life experiences	5mnts	Teacher gives piece of paper, asks the students to act according to the instructions given by the teacher. Teacher shows the picture and asks the students to name the things in the picture. Students identify and list the items.	1. Projector and Computer 2. PPT with photos
Pre-Teach Selected Vocabularies	To familiarise students with new and blocking vocabulary that may cause confusion during the listening process	8mnts	Teacher introduces blocking vocabulary relating them to some known facts. Spells the word and teaches the form. Guides them to pronounce the word giving proper stress. Students come out with their understanding through Ex. I & II	Printouts
Set Gist / Predict task	To introduce the students to the actual listening activity and to make the students understand the main ideas from the listening audio.	8mnts	Teacher divides the classroom into small groups, gives a Survey form and makes the students to collect information and analyse the data collected. Teacher invites the groups to present	1. Print out of the script of the audio.
Listening the Audio	To get to know the main ideas better and to check whether there is any difficulty with listening.	12mnts	Teacher plays the audio file. Students listen, understand and do Ex.III & IV in the activity sheet.	1. Audio file 2. Audio Player 3. Speaker
Pair/Peer Check	To cross check answers, to increase the student talk time and to facilitate collaborative learning	3mnts	Teacher pronounces the words given in Ex.III and gives tips to mark the stress. Students mark the stress. Teacher instructs the students to do Ex. V.	1. Answer sheets and the script
Whole Class Feedback	To check the answers together as a class and to know the correct answer with the help of other students and the teacher	3mnts	Teacher prompts the students to give answer and students participated	1. Answer sheets and quiz questions
Set tasks for detailed Listening	To introduce the students to the detailed listening & to make the students listen & understand specific ideas in the audio recording	3mnts	Teacher briefs the activity given in Ex.VI, Ques. 1-5. Students answer them.	1. Print out of the activity script. 2. Audio and audio player.
Listening to the Audio	To listen to the audio carefully to get specific information and to listen to get a deeper understanding of the ideas presented through the Audio.	12mnts	Teacher instructs the students how to take notes Students do the Note taking as pair work. Ex: VII	1. Listening audio & audio player
Pair/Peer Check	To cross check the answers, increase student talk time and to facilitate collaborative learning.	3mnts	3 Students present their ideas others listen	1. Answer sheets
Extension Follow-up task	To give students the opportunity to produce what they learned in the audio recording through a speaking activity	5mnts	Teacher asks the students to prepare the summary and present it in the next class. Ex: VIII	Speaking activity – exercise

Table 4. Action Research Results

Learner's Category	Number of Students		Results					
			Traditional Method			CLIL Method		
			Grade A (Marks: > 80%)	Grade B (Marks: 60%-80%)	Grade C (Marks: < 60%)	Grade A (Marks: > 80%)	Grade B (Marks: 60%-80%)	Grade C (Marks: < 60%)
English Medium	40	25 (62.5%)	08 (32.0%)	11 (44.0%)	06 (24.0%)	11 (44.0%)	14 (56.0%)	00 (00.0%)
Tamil Medium		15 (37.5%)	01 (06.7%)	02 (13.3%)	12 (80.0%)	04 (26.7%)	04 (26.7%)	07 (46.6%)
Rural Area	40	24 (60.0%)	02 (08.3%)	05 (20.8%)	17 (70.8%)	04 (16.7%)	11 (45.8%)	09 (37.5%)
Urban Area		16 (40.0%)	05 (31.2%)	07 (43.8%)	04 (25.0%)	08 (50.0%)	08 (50.0%)	00 (00.0%)
Govt. School	40	18 (45.0%)	01 (05.6%)	07 (38.9%)	10 (55.5%)	03 (16.7%)	12 (66.7%)	03 (16.6%)
Govt. Aided School		12 (30.0%)	03 (25.0%)	05 (41.7%)	04 (33.3%)	05 (41.7%)	06 (50.0%)	01 (08.3%)
Private School		10 (25.0%)	02 (20.0%)	06 (60.0%)	02 (20.0%)	05 (50.0%)	03 (30.0%)	02 (20.0%)

**Fig. 1 Distribution of Evaluation Results**

C. Enhancement in Language Acquisition and Knowledge Acquired

Using CLIL to enhance learner's understanding and responding scientific contexts yielded in encouraging results. Almost all the learners regardless of their medium of study and locality of their living and schooling were fully involved in the activities and showed marked difference in their responses after attending CLIL based teaching where teacher acted as facilitator.

CLIL provides opportunities for the learners to have individual learning experience as opposed to passive recipients of knowledge from the teachers.

In the traditional method one fourth of the students

enhance their skills and knowledge whereas in CLIL method, two third of the students showed remarkable enhancements. This shows that students imbibe the basic language skills LSRW and comprehend the scientific content without any difficulties. Hence it has been made evident that better language acquisition takes place because of better understanding of the content thorough language skills.

4. Discussion

Findings of the study reveal that CLIL methodology helped learners to realize the fact that academic excellence could be achieved through language skills. As Oxford and Shearin (1994:24) said, language researchers can make the classroom a welcoming

place where psychological needs are met, variety is provided with, to give chance for self-direction. The learning outcomes reveals that CLIL provided learners with linguistic skills and scientific knowledge.

5. Conclusion

Engineering students are to be equipped with effective communication. To be an effective communicator, they should be good at all the four skills: Listening, Speaking, Reading and Writing. As every other teaching methodologies aim at improving the teaching skills of the teachers, CLIL enforces the students to take part in learning activities keeping the role of teachers as facilitator. When the learners are cleared up with obstacles such as vocabulary and content, language learning and subject learning will not be any longer difficult and uninteresting. Instead, it will be effective and result-oriented.

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Annexure I

Activity Sheet

I. Pronunciation: Mark the stress in the following words: Device, Agency, E-Waste, Circuit, Disposal

II. Grammar and Vocabulary: Complete the sentence using the correct form of the word given.

1. How much E-Waste has been _____? (recycle or dispose)
2. An awful lot of it isn't _____ recycled. (real)
3. It's a horrific _____ problem. (expose)
4. E-Waste should be recycled _____ (response)

III. Listen to the speakers. Are the statements True or False?

1. The passage is about Christmas decorations. _____.
2. The amount of e-waste generated is measurable. _____.
3. All E-Wastes are recycled properly. _____
4. Burning of E-Waste leads to contamination. _____.
5. Companies offer take-back program. _____.

IV. Listen to the starting of the speech and fill in the blanks.

Beginning a new year, for many people, means "out with_1____, in with_2____." But trashing certain items could cause major_3_____ and _____4_____ problems. Barbara Kyle of the Electronics TakeBack Coalition, and Garth Hickle, of the Minnesota Pollution Control Agency, talk about their efforts to _____5_____ "e-waste" safely.

V. Complete the second sentence so that it means the same as the first. Use the word in capitals.

1. Were you able to recycle E-Wastes fully?
MANAGE_____E-Wastes fully?
 2. The consumers can ask the companies to offer
Take-Back programs for proper recycling.
IF_____proper recycling could be done.
- VI. Answer the following questions. 1. Define E-Waste. 2. What is the problem discussed in the conversation? 3. What happens to the scrap? 4. What are the negative effects of recycling? 5. What is the advice given by Mr. Keyle to the customers?
- VII. Make Notes on the title Do's and Don'ts of E-Wastes.
- VIII. Summarize the notes under the same title and do presentation. (Home Assignment)