


CHAPTER 3

Content Integrated Language Learning- A Sustainable Approach for Language Learners

Dr Ritu Pareek

 <https://orcid.org/0000-0002-8124-0561>

Assistant Professor, Department of Management, Birla Institute of Technology, Mesra,
Jaipur Campus, India

Abstract

Content Integrated Language Learning (CILL) is an educational approach that intertwines language acquisition with subject-specific content. This paper delves into the realm of CILL from an Indian perspective, considering the diverse linguistic and cultural landscape of the country. The unique challenges and opportunities presented by India's multilingual context are explored, shedding light on the potential benefits and complexities of implementing CILL within the Indian educational framework. Through a thorough examination of relevant literature, this abstract aims to provide insights into how CILL can be harnessed to enhance language proficiency and subject comprehension, catering to the demands of an increasingly interconnected world.

Keywords: Approach, linguistic, multilingual, complexities, proficiency

Introduction

In the pursuit of cultivating a globally proficient society, extensive research endeavours have been meticulously directed towards identifying the most efficacious methods for engaging English as a Second Language (ESL) and English as a Foreign Language (EFL) learners. The goal is to achieve optimal outcomes in English language acquisition, acknowledging the imperative of meeting the demands of a world that prizes linguistic proficiency.

In the landscape of English Language teaching, Content and Integrated Language Learning (CILL) has emerged as a prominent and noteworthy pedagogical methodology, a fact underscored by the insights of Dalton Puffer (2011). Positioned as an alternative approach to traditional language learning paradigms, CILL assumes a distinct mantle by placing pronounced emphasis on language acquisition through the exploration of carefully selected subject or tailored content. The ripple effect of this approach extends to not only language mastery, but also to a more profound engagement with the thematic content itself. The inherent effectiveness of CILL as a multifaceted approach has led to its recognition under various terminologies, including Content-Based Instruction, English Across the Curriculum, and Bilingual Education. Evidently, the acronym "CILL" has emerged as the favoured nomenclature within this pedagogical sphere.

At its core, CILL possesses a dual-pronged focus that harmoniously intertwines two crucial objectives. Foremost, it aims to foster mastery over the English language, nurturing linguistic proficiency through innovative and immersive techniques. Equally significant is its commitment to the acquisition of specific subject or content. This distinctive duality is eloquently elaborated by

This is a limited preview of the chapter.

To read the full-text chapter, get access by purchasing this chapter or consider buying the complete book. If your library has subscription to EBSCOhost, this chapter including other chapters of the book can be accessed through your library.

This chapter is a part of the book, 'New Paradigms of Sustainability in the Contemporary Era'

ISBN: 978-81-957322-8-9 (ebk); ISBN: 978-81-957322-9-6 (pbk); ISBN: 978-81-957322-7-2 (hbk)

The book (ebook & print) is available online at: <https://dx.doi.org/10.46679/9788195732289>

The book is available worldwide via EBSCOhost Academic Collection, EBSCO E- books, GOBI, Google Books, Google Play Books, World Cat Discovery Service/OCLC, Crossref Metadata Search, CSMFL Bookstore, and other leading book resellers and academic content vendors.

reform and enhancement in the pursuit of optimal learning outcomes for India's diverse student population.

References

- Ball, P. Clegg, J. Kelly, K. (2015). *Putting CLIL into Practice*. Oxford University Press. 336 pages. ISBN 978-0-19-442105-8
- Coyle, D., (2005). *Planning Tools for Teachers*, Nottingham, University of Nottingham. <https://doi.org/10.1017/9781009024549>
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. New York, NY: Cambridge University Press.
- Dalton-Puffer, C. (2007b). *Discourse in content and language integrated learning (CLIL) classrooms*. Amsterdam, the Netherlands: John Benjamins. <https://doi.org/10.1075/llt.20>
- Graddol, D. 2006. *English Next*: British Council Publications
- Marsh, D., & Frigols, M.-J. (2007). *CLIL as a catalyst for change in language education*. *Babylonia*, 3, 33–37.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford, UK: Macmillan. Mewald, C. (2007).
- Zydati, W. (2007). *Deutsch-Englische Zuge in Berlin (DEZIBEL). Eine Evaluation des bilimgualen Sachfachunterrichts in Gymnasien: Kontext, Kompetenzen, Konsequenzen*. Frankfurt am Main, Germany: Peter Lang. <https://www.teachingenglish.org.uk/article/> retrieved on 28.5.2023.
-