Using Content and Language Integrated Learning (CLIL) in Teaching How to Cook in English
การใช้บริบทและภาษาในการเรียนการสอนการทำอาหารเป็นภาษาอังกฤษ

Charisopon Intapat[1*]

[1]General Education, Panyapiwat Institution of Management

85/1 Moo 2, Chaengwattana Road, Bang-Talad, Pakkred, Nonthaburi, 11120

Abstract

The purposes of this article are to present the Content and Language Integrated Learning (CLIL), and to share the idea concerning English teaching methodology with the teachers of English and those who teach contents in courses using English language as the medium of instruction in order to benefit the instructors. Furthermore, this article presents the four elements (4Cs) of CLIL, namely, the context, communication, cognition, and culture which are concerned with themes of the course including advantages and disadvantages of CLIL. In addition, this article points out how CLIL is applied for teaching English with the content of cooking: making egg with grilled shrimps salad. In this application, the writer made the models of food by himself such as eggs, vegetables, shrimps and toaster, from paper and plastic for encouraging students to learn English. This above-mentioned methodology can be beneficial for English teachers to apply in their language class.

Keywords

Content and Language Integrated Learning, 4Cs Framework for Teaching, Communicative Language Teaching Approach

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อนำเสนอบริบทและภาษาที่ใช้ในการเรียนหรือที่เรียกว่า CLIL และเพื่อแสดงความคิดในเรื่องของวิธีการสอนภาษาอังกฤษสำหรับอาจารย์ด้านภาษาอังกฤษ และผู้ที่สอนเนื้อหาในรายวิชาโดยใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอนเพื่อประโยชน์ต่ออาจารย์ผู้สอน นอกจากนั้น

* Corresponding Author
  E-mail: charisoponint@pim.ac.th

บทความนี้ยังนำเสนอรูปแบบทั้งสี่ด้านของ CLIL คือ บริบทการสื่อสารความคิดและวัฒนธรรม ซึ่งเกี่ยวเนื่องถึงตัววิชาในการเรียนการสอนรวมถึงข้อดีข้อเสียของ CLIL อีกประการหนึ่ง บทความนี้ ได้นำเสนอวิธีการประยุกต์การเรียนโดยใช้บริบทเพื่อการเรียนภาษาเข้ากับบริบทของการทำอาหารโดยใช้ภาษา อังกฤษ ได้แก่ การทำไข่กับกุ้งย่างสลัดโดยการประยุกต์นี้ผู้เขียนได้ทำแบบตัวอย่างของไข่ ผัก กุ้งและเตาปิ้ง จากกระดาษและพลาสติกเพื่อเป็นการกระตุ้นนักเรียนในการเรียนภาษาอังกฤษโดยวิธีการสอนดังกล่าว สามารถเป็นประโยชน์ต่ออาจารย์สอนภาษาอังกฤษที่จะประยุกต์ในห้องเรียนภาษาได้

คำสำคัญ

บริบทและภาษาที่ใช้ในการเรียน รูปแบบทั้งสี่ที่ใช้ในการสอน การสอนภาษาเพื่อการสื่อสาร

Introduction

The role of English language teaching in the classroom, it is changed, the language may not directly taught but it may be popularly taught English in learning content. Consequently, it can be different from the previous time, because the role of teaching is not only focused on the language itself but the teachers should apply English language with the content of subjects. To this view, it is called "Content and Language Integrate Learning" (CLIL). Garcia & Vazquez (2021) said that CLIL is used and involved in various types of subject areas and it is to promote learning second language (L2) and/ or English together with content of the subjects. Additionally, CLIL is exist and benefit as medium in education; for example, CLIL is used for teaching Math, Science, Arts and other subjects. Consequently, it is seen that CLIL can be developed and applied into various projects of English Language Teaching (Dale & Tanner, 2012).

Content and Language Integrate Learning (CLIL)

Coyle, Hood & Marsh (2010) said that in the ancient period which was about two thousand years ago, the families in Rome popularly sent their children to learn and absorbed Greek territory, language and culture. The families would have access to not only the language but also social and professional opportunities. Coyle, Hood & Marsh (2010) continued that the history has been replicated across the world through the centuries and it is now particularly true of the global uptake of English language learning until the learning integrated with content learning or knowledge construction. Thus, CLIL is now understood by examining best practice in education which suits the demands of the present day. Consequently, CLIL is involved in various educations concerned with learning L2 in subjects areas or contents by using L2 as a medium of instruction depended on different types of school environment. (Nowak, 2011).

Bruton (2013, 587-588) defined "CLIL, Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. In addition, it refers to educational settings where a language other than the students' mother tongue is used as a medium of instruction and it is concerned with the learning and teaching of both language and the subjects for example science, mathematics, history, etc. in the same classroom, at the same time". Floris (2014) supported that CLIL refers to educational approach in which various language; L2 or English is used as a medium of instruction with the content. To these views, Nowak (2011) claimed that CLIL is seen as a continuum or an umbrella term for all those approaches in which some form of specific and academic language support is offered to students in order to facilitate their learning of the content through that language. Therefore, it is concluded that CLIL is the programmes of teaching and learning which are as an innovative idea to promote the learning of foreign language in monolingual environment (Coyle, Hood & Marsh 2010).

Based on the theories of second language acquisition, CLIL offers authenticity of purpose unlike communicative classroom. Furthermore, it is applied to support the learners' needs, they need to learn English concerned with their particular subjects. For example, they learn Arts; origami or cooking, they need to learn English for origami and / or English for cooking. In addition, CLIL can cope with the lack of relevance of language teaching such as grammar and learners' motivation as well as provides the learners naturalistic environment of language acquisition including motivating their abilities in the use of language, learning content, fostering cognitive development, communicating, learning culture and encouraging the learners' creativity. Additionally, the use of CLIL in language class can serve learners' need. (Harrop 2012; Coyle, Hood & Marsh 2010).

However, the teachers who use CLIL in their language class should consider to 4Cs framework; *Content, Communication, Cognition and Culture,* which presents the following topic.

4Cs Framework of CLIL

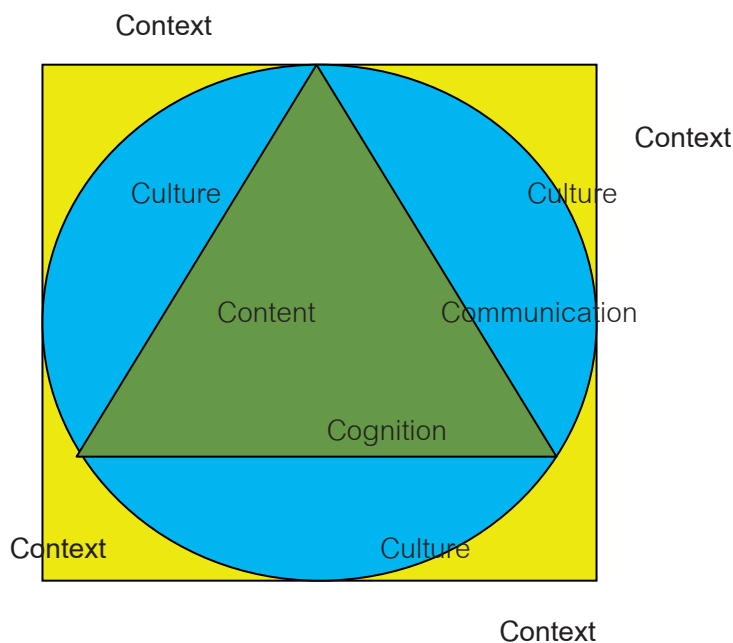   According to Coyle, Hood & Marsh (2010), CLIL is presented as the framework below.

Context
Context
Culture
Culture
Content
Communication
Cognition
Context
Culture
Context

Figure 1: CLIL Model in English Language Teaching
Source: Author

    Based on 4Cs frameworks, **Content** refers to the subject matter; Coyle, Hood & Marsh (2010) siad "content is the subject or the CLIL theme." It is the progression of knowledge, skills and understanding of the content in the subject area. It means that the content of subjects area is taught as well as the learners had opportunity to learn the subjects in English. **Communication** refers to language learning and using; it is interaction in the communicative context. The learners are motivated to use English concerned with four language skills by communicating in the learning subjects. **Cognition** refers to learning and thinking processes; it is engagement in associated cognitive processing. It means CLIL lesson is concerned with encouraging the learners to develop their thinking skills. For example, when the teacher asks a learner to answer, the he / she has to think and to answer in English. **Culture** refers to developing intercultural understanding and global citizenship; it is the acquisition of a deepening intercultural awareness. The learners learn across culture as well as it requires them to have self awareness, identity and citizenship.

The learners have chances to learn and to understand their friends' culture and they cannot speak by touching and relating about religion, political issue and what is sensitive feeling (Coyle, 2008).

Advantages and Disadvantages of CLIL

CLIL is beneficial in various school curriculums and it provides benefit in English Language Teaching but CLIL also has its advantages and disadvantages as follows.

1. **Advantages**

According to the first point of advantage of CLIL, Mehisto, Frigols & Marsh (2008) claimed that CLIL provides language learning (L2) and content learning that support each other. With reference to universities in Thailand, L2 or English is used as medium of instruction in higher education. Those universities provide English course in business, engineering, sciences and other subjects. Moreover, the curriculum of schools or universities in Asian countries also used L2 or English for teaching the content. Harrop (2012) supported that CLIL is outcome programme because it enables learners to have communicative competence in learning English.

Firstly, it is advantages for the learners to learn L2 or English from authentic materials. The teachers also use current media to bring global issues into the classroom (Floris, 2014). Furthermore, teachers can use various materials in real life and design challenging activities for example, teachers lead learners to watch YouTube and ask them to do a project such a tour programme, if the learners learn English for tourism. In addition, teachers ask learners to do a project of English fun fair, it they learn English for marketing (Tanner & Dale, 2012).

Secondly, Floris (2014) continued that CLIL activities provide learning as learner centered atmosphere and they learn by doing the providing tasks which are concerned with the use of communicative language teaching and / or task based learning. By learning, the teachers are facilitators or scaffolders in teaching and teachers lead their learners to have more chances to exchange views among themselves (Dale, Tanner, 2012).

Thirdly, CLIL improves the learners' motivation. Harrop (2012) claimed "CLIL can refresh motivation by providing a legitimate and authentic context for language use" (62). Moreover, CLIL provides the learners to engage and to have opportunities for using language (L2 or English) in content appropriately, so it decreases the students' anxiety. In addition, Harop (2012) continued that CLIL provides positive attitudes towards the content subject with language subject for the learners to learn.   This means, CLIL develop the learners' knowledge, skills, attitudes and experience (Floris, 2014).

Fourthly, CLIL increase the learners' linguistic proficiency in various contents (Harrop, 2012). By designing the task for the learners, the language is explained in the different areas, so the learners are able to absorb various types of language used. This means, they relate between language and content in CLIL lesson which is called "double processing." Floris (2014) supported that CLIL challenges toward the learners to develop themselves as scholars who have content and language knowledge.

Harrop (2012) said "CLIL leads to greater intercultural awareness." (66). To this mention, CLIL provides learners to learn meaningful context and the use of the foreign language as a tool to explore and construct meaning. Moreover, CLIL classroom might have different students who are different culture, so they have chances to participate each other and they learn their culture. According to Coyle's 4C model, it provides the learners content, communication, cognition and culture to learn in language class. By learning from teaching materials and tasks, they themselves provide the students know culture (Nowak, 8) and (Coyle, Hood & Marsh, 2010).

   2.   Disadvantages

Harrop (2012) claimed that CLIL class may be mostly focused on content in order to reach real life communication but the learners may lack linguistic competence.

Firstly, the problem comes from the teachers themselves, they might only focus on the content and they might be careless to teach learners the language (English) itself. This means, the teachers might not process balance between teaching of language and content, so it can be weak point by using CLIL.

Secondly, teachers lack awareness of learners' learning L2 or English such as i + 1. This means, teachers cannot use CLIL with the leaerners who are weak in language skill or the starters of L2 or English but the learners should learn from the first, the second until they can use English at a level of study or high level (Xiao, 1982). According to Bruton (2013), if CLIL used with those who are weak English or L2 proficiency, they are demotivated to learn. This disadvantage can be the problem in CLIL classroom because the learners or learners might have different language proficiency, however, they learn in the same class. Thus, teachers should lead their learners to see their goal of learning and encourage them to have more learning goal than performance goal in learning English. Learning English or L2 should be step by step as level of i + 1 + 2… until the students or learners pass each step of English course and they are ready to learn in CLIL classroom (Krashen, 2008).

Thirdly, the disadvantage comes from the learners themselves because they might have limitation of language or English proficiency as well as they cannot understand and speak the language appropriately. To this problem, they seem to be forced to lean ane the learners might be demotivated in learning.

Fourthly, the teachers of language do not have enough knowledge of content and the teachers of content cannot speak L2 or English appropriately. To this problem, they are not new but it is difficult to solve and / or difficult to improve the teachers' knowledge. Thus, when the content teachers teach CLIL class, they might speak in mother tongue while language teachers do not focus on the content enough (Harrop, 2012).

Lastly, culture bias is possible in CLIL classroom. Harrop (2012) said that in case of CLIL class has different learners' culture in the same class while CLIL is promoting 4C framework particularly culture. There are some learners have bias with learning the other cultures. To the problem of teaching in CLIL class, it can be the teachers' problems which they should be aware of culture bias.

There are various views of advantages and disadvantages of CLIL. However, it is still popular in teaching. Therefore, the following topic will be concerned with applying CLIL in English Language Teaching with Communicative Language Teaching (CLT).

Communicative Language Teaching

Xiao (1982) defined that communicative language teaching is an approach that includes both notion and function in teaching and learning process. Moreover, it offers the students or learners develop four language skills so that they can use the target language fluently and appropriately.

Hymes (1972) says that communicative language teaching (CLT) is the theory mention, so it is applied by using communicative approach, which aims to develop four competences; **Linguistic competence**; the communicators can produce grammatically correct sentences in learning the target language (L2 or English); **Sociolinguistic competence;** it is the ability to create and understand the appropriate utterances used in various social contexts. In addition, sociolinguistic competence refers to knowledge of social cultural rules of language used such as the role and interaction between the participants themselves; **Discourse competence,** it is the ability to connect utterances in the relationship to the entire text. Furthermore, it refers to the knowledge of how to combine grammatical forms and meanings to achieve a unified spoken or written text in various genres and

situations; **Strategic competence**, it is involved the verbal and non-verbal strategies that communicators employ to initiate, terminate, repair and redirect communication (Xiao, 1982).

To sum up, communicative language teaching is an approach that has the goal of developing communicative competence which focuses on both linguistic used and functional aspects of communication. Consequently, CLT can be applied with CLIL for teaching and training the content of various subjects in language classroom.

Applying CLIL in English Class as English for Cooking

By applying CLIL in language classroom, the writer (I) designed the task for cooking by making egg and grill shrimp with sweet red Indian sauce salad for his students. To do the task, he applied CLIL and Communicative approach and used English language for teaching. This step, the writer did as an example for learners and he tried to focus and cover 4Cs framework.

According to the explanation, he focused on content how to make food such an egg and shrimp salad particularly, he made models of vegetables, eggs, shrimps from paper by himself. In addition, he prepared the kitchen tools which were concerned with making the salad. While he was teaching, he told his learners to know vocabulary about ingredients of this food concerned with making salad by explaining everything in English.

To this point, the learners knew the content of making food by learning in class. After he finished explanation, he asked his learners to explain how they made the salad in plenary so that the learners were able to practice speaking skill including a short presentation. To this task, it focused on communication by encouraging the learners to learn the language with speaking in the content of making food. While the learners were making their own salad, they also thought of what should be the step of cooking, how to decorate their own plate of salad and thought of how to express the step of cooking to their friends. In addition, they learned how to make salad which is Western food and mixed grilled shrimp sweet Indian sauce which is Eastern ingredient. This point, the learners learned across culture of food. Additionally, while he was explaining and showing how to grill the shrimp by using Thai toaster which is Thai style, the learners knew the method of Thai culture for grilling the shrimp. The example below shows how to make egg and shrimp with sweet red Indian sauce salad. When I (the writer) finished his demonstration, he asked students to make group of 5 and asked them to think of what food they wanted to make such as fried egg, grilled shrimps or fried shrimps depended on their satisfying. The learners were provided 15 minutes for thinking of food and they had to present in English in plenary.

Fried Egg with Grill Sweet India Sauce Shrimp Salad

These three pictures were taken by the Author

Ingredients

Lettuce = ผักกาด

Tomato = มะเขือเทศ

Sweet pepper = พริกหวาน

Purple Cabbage = กะหล่ำปลีม่วง

Egg = ไข่

Cucumber = แตงกวา

Onion = หอมใหญ่

Spinach = ผักโขม

Carrot = แครอท

Green Cabbage = กะหล่ำปลีเขียว

Shrimp = กุ้ง

1. Method of Making Egg and Shrimp Salad

    1.1 You slice the vegetables and put them in the refrigerator.

    1.2 Peel the shrimps and put them into Red India Sauce

    1.3 Grill them on stove

    1.4 Decorate the plate with vegetables

    1.5 Pour coconut oil into the pan and break an egg into the plate

    1.6 Put grilled shrimp to you plate

    1.7 Pour tomato and chilli sauce

1.8   Ready to serve

By asking the learners to explain how to make salad, some of them could explain. For example, firstly, you have to wash and slice cabbage. Moreover, you have to put into refrigerator because cool vegetables make you are fresh when you eat. Secondly, after you peel the shrimps you grill them and mix with the sauce and fried eggs. Thirdly, you decorate the plate by vegetables and put shrimps and two fried eggs into the plate. Lastly, you put tomato and chili sauce for serving.

By applying CLIL with content of cooking, the task provided the students 4Cs framework. To the activity, the writer asked learners used English to explain and they learned that salad is general food which is known in various cultures. Furthermore, they can explain by speaking English in class. However, some words are only translated into mother tongue (Thai) in order to be save time to understand. Additionally, the task provides the learners learn the target language and content. At the end of class, the learners were asked to practice writing skill by writing the step of cooking salad (See appendix).

Conclusion

CLIL is now involved in various language classrooms and focused on the use of L2 or English in teaching. To CLIL, the students or learners learn both target language and content of the subject, so they can use the language in various situations. Moreover, CLIL provides the learners to have motivation and it decreases their weariness of learning the language such as the language skills and grammar rules. However, CLIL also has its advantage and disadvantage but it depends on the teachers of English to apply the tasks for their learners as various activities.

References

Bruton, A. (2013). CLIL Some of the Reason Why and Why Not. **ScienceDirect**. 44, 587-597. Retrieved from http://www.sciencedirect.com/science/article/pii/S0346251X14000463.

Coyle, D. ; Hood, P. & Marsh, D. (2010). **CLIL Content and Language Integrated Learning**. Cambridge: Cambridge University Press.

Dale, L. & Tanner, R. (2012). **CLIL Activities: A Resource for Subject and Language Teachers**. Cambridge: Cambridge University Press.

Floris, F. D. (2014). Learning Subject Matter through English as the Medium of Instruction: Students' and Teachers' Perspectives. **Asian Englishes**. DOI: 10.1080/13488678.2014.884879.

Garcia, M. C. M. & Vazquez, V. P. (2012). Investigating the Coexistence of the Mother Tongue and the
    Foreign Language through Teacher Collaboration in CLIL Contexts: Perceptions and Practice
    of the Teacher Involved in the Plurilingual Programme in Andalusia. **International Journal of**
    Bilingual Education and Bilingualism. DOI: 10.1080/13670050.2012.670195.

Harrop, E. (2012). Content and Language Integrated (CLIL): Limitation and Possibilities. **Encuentro.**
    21(62), 66.

Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Homes (Eds). **Sociolinguistics.**
    Selected Readings. (pp. 269-293).(Part 2). Harmondsworth: Penguin,

Krashen, S. (2008). Language Education: Past, Present and Future. **RELC Journal: A Journal of**
    Language Teaching and Research. 39(2), 178-187.

Xiao, L. (1982). Whatever Next? Some Recent Current in Foreign Language Teaching. **Waiyu Jiaoxue**
    Yu Yanjiu **(Foreign Language Teaching and Research).** 2, 39-50.

Mehisto, P. ; Frigols, M. & Marsh, D. (2008). **Uncovering CLIL.** New York: Macmillan.

Nowak, S. (2011). **The Need for Content and Language Integrated Learning (CLIL)**
    Development: The Impact of Language Frameworks on Assessment, Learning and Teaching
    Policies, Procedures and Challenges. Retrieved from https://www.google.co.th/?gws_
    rd=cr,ssl&ei=W TlfV7WkC878ugTcjpDQDw#q=Nowak+the+need+for+clil. 8.

Coyle, D. (2008). CLIL – a pedagogical approach. In N. Van Deusen-Scholl & N. Hornberger.
    Encyclopedia of Language and Education. (2nd ed.). (pp. 97-111). n.d: Springer.