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## EFFORTLESS LANGUAGE ACQUISITION IS CERTAIN IN THE EPOCH OF CLIL & I-TALKI

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**Abstract:** In this technological era English teaching has to undergo certain changes. A learner spends most of hours in utilizing technological gadgets for his personal or for academic purposes hence teachers should adopt to a teaching technique that caters to this modern generation. Many ELT approaches have occupied a predominant position and every decade the methodology needs to be changed. In 1994, David Marsh and Anne Maljers formulated a methodology which has gained wider reputation, In India most of the English teachers are introduced to this method and this paper vividly discusses the causes for the success of such a method with rightly pointing out its limitations also. Engineering subjects and English Language grammatical items become interrelated through this term Content and Language Integrated Learning ( CLIL) however it talks about the usage of a second or target language, in this paper it is mentioned as English language. The European commission recommends this methodology and let us probe into the technicalities of this method, by stating its merits and demerits when it is implemented in India.

Language learning can no longer take place in a classroom without technological gadgets. Learning a foreign language through a native speaker has become the need of the hour. This paper vividly discusses I-talki which has its official registration in Hong Kong despite the fact its entrepreneurs are from America and China. I-talki Development center in Shangai has successfully brought one million learners into its shell.

**Keywords:** CLIL, gadgets, I-talki, technological.

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**Introduction:** 'CLIL' refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Marsh, 1994) Aero nautical content like describing an air craft, the functioning of a motor etc is taught through grammatical items including prefix, suffix, tenses, match the following, a poem on air craft etc., Geography or Biology lessons are taught in English or German in China instead of teaching them in Chinese is the crux of this method. Teaching a target Language is not the ultimate aim but to deliver the content of the primary subject through this tool is CLIL approach. To describe it more vividly in Indian Context a Tamilian reads about Gandhian Principles through German Language. This helps the learner to get a sound Knowledge of the content and he masters german language at the same time. The content teacher also plays a role of the German teacher here. To impart content in a target language demands a challenging teacher and it is proved that learning through this method has been successful as the target language and the subject content is learned simultaneously. Accuracy and fluency are the primary requisite for learning, mathematics learning means not the problems and solutions and not terms, methods but to understand the language of that mathematician (Zazkis,2000).

**Advantages Of CLIL Approach:** Understanding of inter cultural phenomenon, communication skill of other culture people, a through knowledge on other

cultures, it improves language competence, CLIL helps a learner to widen his communication skills, this sort of approach make the learner multilingual, quest for learning other languages sprouts up easily, content learning is no longer difficult a new perspective of the content is possible and it is also proved that CLIL make the learner to understand the content better. Learning a target language is a dynamic task. CLIL provides a learner a platform to get acquainted with the target language much often. Content teachers do not require more hours for teaching their content it is simplified, CLIL is also acclaimed as a time saver. Everywhere Language teachers and content teachers do not agree often, there is a thin line of rift over them at all levels, when content teachers approach the target language they get to know the greatness of a language, when they approach the Language teachers for consultation the barriers gets shattered and there will be uncertainly a cordial relationship between them. Usual classroom methods and routine work in the classroom make the learner tired and he loses attention often CLIL is undoubtedly an interesting and innovative approach where the learners' attention is certain. A slow learner of Content or the slow learner of a target Language is well motivated with the mixture of content and target language. A confident approach to the target language becomes possible with the CLIL approach. This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other

subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (Marsh, 2000)

**The Popularity Of CLIL Method:** Teaching mathematics in L1 and L2 also becomes possible through CLIL approach, L1, L2, L3 interactions are made possible only when we implement CLIL in Classroom (Novotná & Hofmannová, 2002) In March 2005, European University in collaboration with the Luxemburg Presidency conducted a symposium titled "The Changing European Classroom - the Potential of Plurilingual Education," It stated that students at all levels should and must receive CLIL method of training for their academic well being. It also stressed that Teachers of all levels around the globe should be made aware of CLIL method of teaching and should implement the method. It also published an in depth study stating the success of CLIL approach in European schools. CLIL projects were also funded to bring awareness on this approach. The teacher becomes a demonstrator, he builds redundancy using visuals, he provides new ideas and he communicates with the learners and understands the learners expectations when he applies CLIL mode of teaching in his classroom In (Naves, 2002).

**Application of CLIL In Curriculum:** The Following is an advertisement published in an advertisement Brochure that applies CLIL method of learning in the syllabus.

European language policy and CLIL A selection of EU-funded projects

**Zukunftorientierte Fremdsprachenoffensive:** Since 1994/1995, this school has introduced measures to enhance the linguistic competencies of its pupils : English as a teaching language, second and third foreign languages as optional subjects. The project "Foreign languages and ICT" won the European Language Label in 1999. There are currently two language classes per year that are having bilingual education (with the presence of a native speaker) in biology, history, geography and economics. In the first year, they begin with short sequences. In the fourth year, they are having whole lessons in English. The fourth year also includes a "language week" in Malta and visits by the "Vienna's English Theatre".

**Secondary Education**

**Age: 10-14**

**Biology**

**History**

**Geography**

**Economics**

**Target**

**Languages**

**En**

**Fr**

**It**

**Tr**

**A probe into CLIL methodology:** The content subjects for example physics, chemistry, botany topics are taught in a Language other the mother tongue, it is more or less a refined form of content based instruction an earlier ELT method. The skill of the learner in a particular Language is the base with which he learns the content of his main subject. The main curriculum has given only little importance to Language learning but now Language intertwines with the curriculum, the content knowledge in a learner is exhibited through the second Language skill in the learner. Enforced learning is always dangerous CLIL does not include such methods. Real-life situations are used in class rooms and teaching becomes a natural way of acquiring proficiency in target language. In India especially where most of the learners lack proficiency in English, CLIL method could make the learner proficient in target language at an early stage. Accuracy is not a major aspect in CLIL but fluency is certain.

**The drawbacks in implementing CLIL:**

CLIL method of teaching requires a much skilled teacher, teaching can no longer be without preparation, simple lecture or without activity, the teacher has to be multi-lingual and should be talented enough to handle both the content and the target Language without losing the crux of the content. Most subject teachers in India would preferably feel it is over burden for them to execute such an approach. When most teachers take up Language content, there may not a priority or preference to the Language teachers. In Indian context we could find very few subject teachers, who are masters in delivering their mechanical or engineering content do not have fluency in English but CLIL approach demands skill in both Language and content.

The important task of a teacher is to make the learner actively participate in the classroom discussions, involve himself in all activities in the classroom rather than to have secluded, such an active participation becomes possible with CLIL methodology (De Corte, 2000). CLIL methodology has been implemented and institutions in North America, Spain, Wales, France have proved that this methodology yields fruitful results. University of Nottingham, through its NILE (the Norwich Institute for Language Education) has successfully completed many CLIL programmes, In India many teacher training Programmes include CLIL approach, The British Council in India has taken innumerable steps including conducting CLIL workshops for Teachers in India, Sathyabama University, Chennai, India has implemented CLIL approach through its Department

of English. The UNICOM, EuroCLIC and TIE-CLIL and other funded projects clearly prove that in future CLIL methodology will be applied in teaching sector on a large scale. It is evident that by implementing CLIL in India, Indian curriculum would become on par with the curriculum of an American School, it is a friendly approach for present day learners and would be a dynamic challenge for teachers over all CLIL can be opted if want our classrooms constructive and interactive. Through a gradual interplay or connecting mathematics and a L2 language for example English can make the learner to understand both Mathematics and English well.(Pavesi et al., 2001)

**Introspection on I-TALKI:** 'I-talki' is a recent expression often pronounced for language acquisition. It is an online language acquiring service provider, Language teachers around the globe group here and a learner is certain to acquire fluency in the target language as a Native speaker is now his Language teacher. I-talki promises that the target language classes start from day one, you are deprived of inconvenient classroom sessions, schedules and hence progress is certain. Listen and participate in your classroom session wherever you are. I-talki demands nothing except an internet connection with the features of Skype.

There is one to one correspondence between the learner and the teacher. The learner need not travel abroad or sit in a classroom unwillingly which is far off his residence or work spot. Why people hesitate to depute a teacher exclusively for them, it is affordability factor; the charges for private tutor could be exceptionally high. I-talki provides the simplicity of choosing a teacher whose charges are clearly given; hence the learner deposes a teacher who fits as a fiddle. Teaching style varies from person to person, we do not have a freedom to choose the person who teaches in mode of teaching that best fits us, whereas I-taki provides a model class with every teacher and decisions can be taken later on. For example, if you want to learn Spanish, I-talki shows the list of 35 Spanish teachers with their model notes and sessions. The learners learn Spanish from all the 35 Spanish experts for a certain time and decide the tutor who best suits them.

Student's review of teachers is available and a learner gets a freedom to choose the teacher based on the profile of the teacher and reviews by the students. Customer service of I-talki can also be called; they will suggest the names of the teachers that suit our requirements. We can fix up session timings either before or after our routine academic needs or we fix up certain time in the weekends! I type all our conversation on Skype simultaneously as we talk, with titles within the chat window to make the

structure visible. (Frencheek <http://www.italki.com/teacher/1107263>)

**I-TALKI For Learners:** In a usual classroom, through Books and notebooks, only with pps, flash cards, limited sessions learning a language may not be successful using of a target language is also very rare hence progress is slower or uncertain, whereas

I-talki the best tool makes us interact with the Language teacher in a foreign country. If you undergo Language Learning course in other institution you can get tutoring before your exams using I-talki, Do you have a plan to travel to China in another 15 days? Take a crash course in Chinese for 15 days through a Chinese linguist. Business setting in abroad would be undoubtedly different from our country, discuss and learn such business setting through a native of that country. Imagine you learn German in a private institution, you learnt a German expression, phrase or a proverb, where could I use it? With whom can I exchange it outside my class?

I-talki provides a great platform for practice also, the expressions, phrases, content you learnt from a language teacher can be used in the practice hall where you find common people with German language skill is available. You use the phrase or greet them; they respond and indicate you have learnt it! Student's review of teachers is available and a learner gets a freedom to choose the teacher based on the profile of the teacher and reviews by the students. Customer service of I-talki can also be called; they will suggest the names of the teachers that suit our requirements.

I-talki provides answers for the queries about a target Language; the answers are obtained from citizens of that nation. you have written a script on a target language, place it before people they will value it and send their comments and corrections. Language learning companies provide tests and a learner takes an online test and analyses the fluency acquired.

**I-TALKI For Teachers:** I-TALKI is a great platform for Language teachers, there is always a demand for Language experts around the globe just by few hours of dedicated teaching of Language a teacher can find huge amount of money. 100 languages are offered and hence if you are an expert in a Language why not make money by becoming a teacher at I-talki. No other online teaching platform provides a freedom to the teachers to set their own price for teaching.

In I-talki we find only aspiring learners with a quest for learning a Language there are more than one million learners are available and hence money making in a comfortable manner is certain! There may be a query, it sounds hard to collect money from a learner directly, online transactions, International amount conversions, payment delay banking procedures... and so on. I-Talki assures and takes

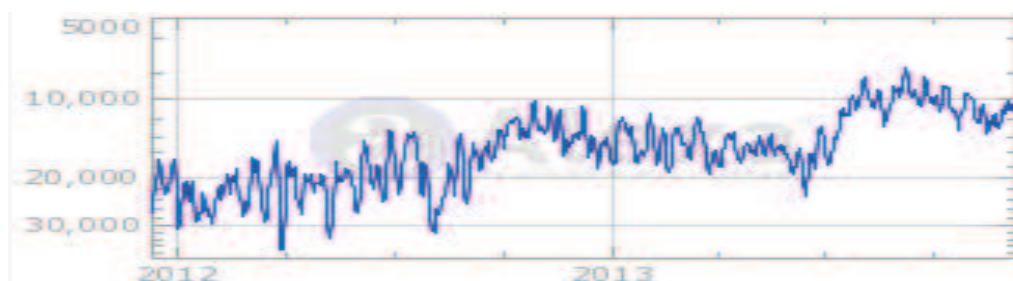
care for your payment! You need not collect money from the learner.

Record maintenance is difficult for you isn't it? Students' results, marks, comments are maintained by I-talki for you! Teaching in I-talki would be an experience to cherish. The only demand is Internet connection with Skype or VOIP, a headset and a mike, quest and passion for teaching Languages!

I-talki approves a teacher without collecting money from them. The teacher earns credit from day one. The credits are en cashed. 15% fee on transaction between the teacher and the learner is charged. In nut shell, When a teacher earns money he pays a small part of it to I-talki. 10 ITC credit earned is one US dollar. Learners pay through their credit cards and a teacher earns credits for every session. At any time the teacher can convert his credits as cash through I-talki. The teacher also gets a privilege to convert his credit points as payment for his Learning

of another Language through a Native teacher available in I-talki. Benny Lewis **says**, " ... There are other features of the site, such as the ability to add public notes in your target language, that are like status updates, but that natives can comment on to correct you. It's great to be able to ask a question about a grammatical feature, or quick translation question, of the language and have the community answer it for you for free. Of course, the quality you get out of it depends on how much work you put into it. The system follows my own philosophy, by focusing on human connections and **speaking** languages as the focus, and as such I do recommend you give it a try"

**The Success Of I-TALKI:** The given picture clearly indicates the success rate of I-talki around the Globe. Alexa Traffic states that Bounce Rate of I-talki is 41.80% 16.00% its Daily Pageviews per Visitor 7.00 1.27% Hours people spend on I-talki is 11:10 15.00%



**ALEXA TRAFFIC**

Global Rank 10,264/ 334

Rank in United States : 22,089

Where are this site's visitors located?

Visitors by Country according to ALEXA TRAFFIC census

Country	Percent of Visitors	Rank in Country
United States	12.1%	22,089
India	9.3%	18,188
Russia	8.5%	5,922
Germany	8.1%	5,794
Mexico	7.7%	4,049
Spain	6.1%	2,983
United Kingdom	3.5%	14,839
China	3.1%	11,270
Argentina	2.7%	3,726
Japan	2.5%	23,569

( Alexa Traffic )

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