

BILINGUAL EDUCATION IN THE DEVELOPMENT OF COMPETENCE OF LEARNING?

Dr. Mekhala Venkatesh

Department of Humanities

Jain (Deemed-to-be University), Ramnagar District, Karnataka - 562112

Email Id- mekhalavenkat@gmail.com

Abstract

In this paper the influence of bilingual education on the acquisition of the key learning to learn competence is examined. To do as such, bilingual (n = 1,966) and non-bilingual understudies (n= 14,713) of Castillo-La Mancha tried out the second year of Compulsory Secondary Education stepped through a progression of exams intended to survey two elements of the fitness of figuring out how to learn: "metacognitive procedures", comprised of two learning principles identified with metacognitive cycles, and "learning methodologies", a measurement comprising of five principles associated with psychological cycles. Results demonstrated bilingualism significantly affected the securing of the critical ability of figuring out how to learn.

Keywords: *Content and Language Integrated Learning (CLIL), learning to learn, metacognitive strategies, learning strategies.*

I. INTRODUCTION

Hence, to empower coordinated substance and language obtaining, CLIL technique centers on a third component: acquiring abilities. Hence, in the assessment of Mehisto et al. (2008: 12), to associate substance and language, it is important to give understudies mastering abilities that can uphold incorporated learning [1]. Consequently, the objectives in a CLIL study hall are not just the obtaining of substance and language yet additionally, the advancement of mastering abilities. Furthermore, as per Coyle (1999), the procurement of substance by methods for a second language happens inside the structure of an informative cycle wherein intellectual abilities and intercultural procedures are initiated. Accordingly, a fourth component should be added to the Mehisto et al. set of three (2008) to finish Coyle's 4Cs structure: culture (intercultural understanding). The 4Cs structure clarifies how, because of the intersection and mix of content, correspondence, culture, and cognizance, learning

happens in CLIL settings. Subsequently, for Coyle (2011), the psychological angle and its advancement are one of the objectives of "CLIL is viewed as a way to deal with schooling which fuses methods of utilizing various dialects to broaden student's psychological, semantic and social encounters" (Coyle, 2011: 50) [2].

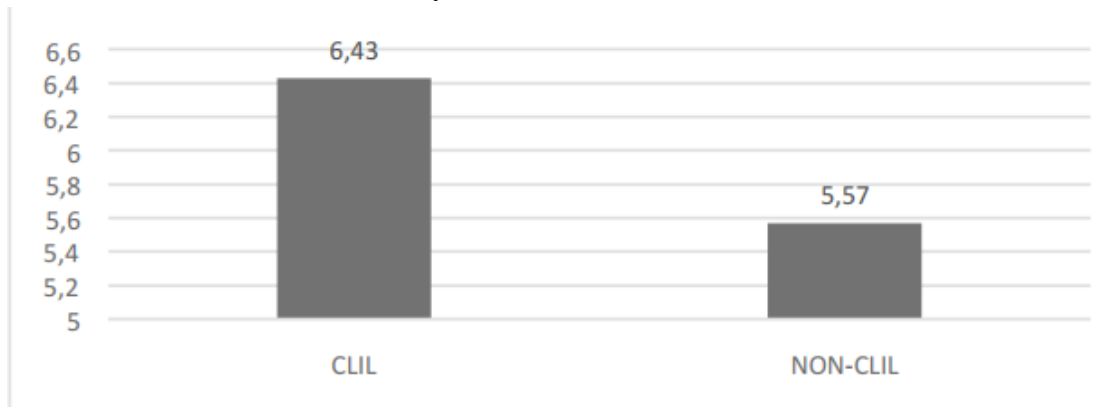


Fig 1: Data of Learning to Learn

The spotlight that CLIL philosophy has on mastering abilities and perception appears to have a constructive outcome on their obtaining. Specialists show that CLIL advances intellectual adaptability, intellectual commitment (Coyle et al., 2010: 10, 29), upgrades psychological working, critical thinking abilities, and higher-request thinking (Bialystok, Craik and Freedman, 2007; Kormi-Nuori, Shojaei, Moniri, Gholami, Moradi, Akbari Zardkhaneh, Saeed and Nilsson, 2008; Mehisto and Bog, 2011). In a similar vein, Muñoz (2002: 36) states that "CLIL may fortify students' capacity to deal with input, which sets them up for more significant level reasoning abilities, and improves intellectual turn of events" (Muñoz, 2002:36) [3].

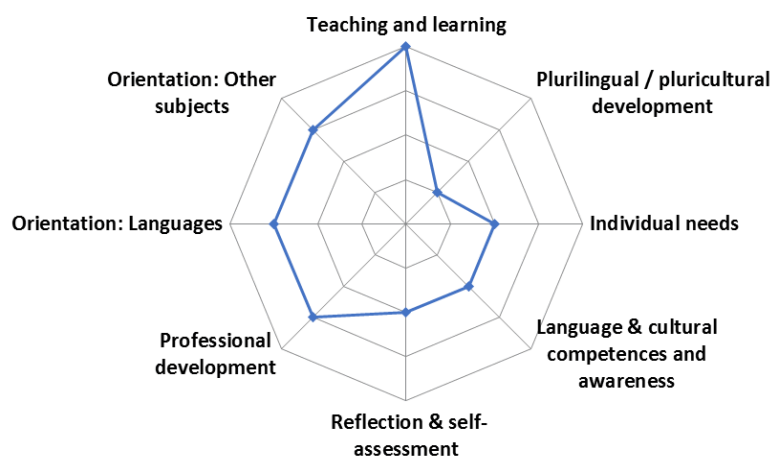


Fig 2: EMCL Programme

Also, there are concentrates in Spanish settings that show the CLIL understudies have better orders of learning procedures. Subsequently, Grisaleña et al. (2009), adjusted the SILL (Procedure Inventory for Language Learning) created by R. Oxford for secondary school understudies, and demonstrated that CLIL students utilized, both immediate and aberrant

learning techniques to a more prominent degree than standard understudies. Thusly, Mendez (2014) analyzed the bits of knowledge instructors had as respects the discernment improvement of their CLIL understudies and reasoned that incorporated learning was associated with the improvement of basic reasoning and encouraged both lower and higher-request thinking abilities: recalling, understanding, applying, examining, assessing and making. In this sense, the point of this paper is to give new proof on the commitment of CLIL to the procurement of learning systems and especially to the advancement of the figuring out how to learn capability, which was incorporated among the critical abilities for deep rooted learning in the Recommendation of the European Parliament and the Council of eighteenth of December 2006 on key skills for long lasting acquiring (2006/962/EC). This Recommendation considers the critical job of figuring out how to learn for the improvement of all key abilities since it bolsters all learning exercises [4].

II. LITERATURE REVIEW

There have been many paper published in the field of bilingual education among all the papers a paper titled “The Impact of CLIL on the Acquisition of the Learning to Learn Competence in Secondary School Education in the Bilingual Programmes of Castilla-La Mancha esther nIeto moreno de dIezm As One of the vital highlights of CLIL is its double spotlight on the incorporated procurement of substance and an unknown dialect[5]. As Mehisto, Marsh, and Frigols (2008: 9) characterize it, "CLIL is a double engaged instructive methodology wherein an extra language is utilized for the learning what's more, educating of both substance and language". In this way, the accentuation of CLIL strategy is on both language and substance learning, and the outcomes acquired from CLIL understudies for the two angles have been contemplated. As to effect of CLIL on the advancement of language abilities, research affirms that the incorporated educational plan is more powerful in the obtaining of a second language than customary EFL classes (Admiraal, West off and de Bot, 2006; Alonso, Grisaleña and Campo, 2008; Jimenez Catalán and Ruiz de Zarobe, 2009; Lagasabaster, 2008; LorancPaszyk, 2009; Lawrence, 2010; Navés, 2011; Navés and Victori, 2010; Pérez Cañado, 2011; San Isidro, 2009, 2010; Várkuti, 2010) [6]. All things considered, some language regions especially advantage from CLIL, for example, open abilities, jargon, morphology, inventiveness, familiarity, and amount, emotive and full of feeling results (Dalton-Puffer, 2008), and oral creation (Dalton-Puffer, 2011).

Then again, beneficial jargon, casual language, a few parts of composing (precision, talk abilities), elocution and a few parts of punctuation are zones in which CLIL doesn't have a critical impact (Ruiz de Zarobe, 2011) As respects the results in the obtaining of the substance instructed through an unfamiliar language, research shows that more prominent authority of an unknown dialect isn't accomplished at the cost of learning content. Along these lines, CLIL understudies get the substance of the subjects passed on in an unknown dialect to the equivalent or even to a more prominent degree than their non-CLIL peers (Badertscher and Bieri, 2009; Bergroth, 2006; Jabrun, 1997; Grisaleña, Campo and Alonso, 2009; Housen, 2002; Jäppinen, 2005; Lamsfuß-Schenk, 2002; Madrid, 2011; Seikkula-Leino,

2007; Stohler, 2006; Van de Craen, Lichtman, Ceuleers, Mondt and Allain, 2007). This capacity the CLIL understudies need to take in the substance similarly as their non-CLIL partners do - regardless of whether they have the extra obstruction of understanding ideas by implies of an unknown dialect can show that they are more productive students [7].

III. CONCLUSION

Auxiliary understudies in their second year (long term olds) took on CLIL programs in Castilla-La Mancha scored fundamentally higher than standard understudies when the key fitness of figuring out how to learn was evaluated. CLIL understudies fundamentally beat their peers in both figuring out how to learn measurements, "meta-intellectual procedures" and "learning and self-guideline methodologies". They additionally showed altogether higher scores for all principles tried: "recognizable proof of own learning styles", "self-assessment of results", "association of data in theoretical guides", "coordination of data in substance sheets", "sketching out the principle thoughts", "arranging a composed book" and "introducing clear and consistently requested writings." The information dissected lead us to reason that CLIL technique has a beneficial outcome on the advancement of figuring out how to learn procedures. Besides, advantages of CLIL, have been especially identified in the element of learning and self-guideline methodologies and in the improvement of higher-request thinking abilities. These results appear to be the consequence of the CLIL philosophy, which puts more accentuation on the development of learning than conventional approaches do, and gives understudies learning methodologies that may make up for the trouble of absorbing and preparing new ideas by methods for an unknown dialect [8].

IV. REFERENCES

- [1] I. Gogolin, "Bilingual education," in *The Routledge Handbook of Applied Linguistics*, 2011.
- [2] D. H. Lu and C. Baker, "Foundations of Bilingual Education and Bilingualism," *TESOL Q.*, 1997, doi: 10.2307/3588060.
- [3] R. Barac and E. Bialystok, "Bilingual Effects on Cognitive and Linguistic Development: Role of Language, Cultural Background, and Education," *Child Dev.*, 2012, doi: 10.1111/j.1467-8624.2011.01707.x.
- [4] E. Bialystok, "Bilingual education for young children: review of the effects and consequences," *Int. J. Biling. Educ. Biling.*, 2018, doi: 10.1080/13670050.2016.1203859.
- [5] S. Barron-Hauwaert, "Bilingual: life and reality," *Int. J. Biling. Educ. Biling.*, 2011, doi: 10.1080/13670050.2010.538192.
- [6] K. Rolstad, K. Mahoney, and G. V. Glass, "The big picture: A meta-analysis of program effectiveness research on English language learners," *Educational Policy*. 2005, doi: 10.1177/0895904805278067.
- [7] *Bilingual and Multilingual Education*. 2016.
- [8] *The Handbook of Bilingual and Multilingual Education*. 2015.