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THE ROLE OF PARENTS AND TEACHERS IN ORGANIZING EFFECTIVE CLIL CLASS

CLIL (Content and Language Integrating Learning) is a widely represented teaching methodology in bilingual and multicultural societies, regions and communities. Nowadays, language policy in some countries makes it hard for minority pupils to study school subjects taught in the official language they not typically speak at home. CLIL is designed to facilitate the studying process by introducing 4 c's: content, communication, cognition and culture. This makes the integration of minority pupils into specific culture an easy and stressless process. However, CLIL is a relatively new branch of teaching methodology, which poses a lot of challenges and leaves a lot of research areas for further investigation, one of which being the role of parents and other teachers (instructors) in CLIL class.

Cooperation between CLIL teacher and parents is quite beneficial in terms of more effective language immersion. Home remains the most important place for the development of children's communication skills, particularly in the first language [3, c. 13]. Parents' most important role is to detect any problems or concerns their children might have after CLIL class and provide their CLIL teacher with regular reports.

It is also quite beneficial for parents to show some genuine interest in the CLIL subject their child is studying. Parents are encouraged to ask questions, be curious and put their child on the place of the teacher.

CLIL teachers should be aware that homework should not be too complicated and all important activities should be performed in the classroom. Children should be able to easily cope with their homework at home. There is no need for parents to help their children with home assignments. Their main role is just to make sure all CLIL assignments given by the teacher are done at home.

It is still quite a debatable question of what comes first: content or language. We hold the opinion that language plays a primary role during CLIL class, hence, it is

really crucial for students to have at least pre-intermediate level (A2/B1 according to CEFR classification) of target language to be eligible for CLIL class.

Another important point in organizing CLIL class is productive cooperation between language and subject teachers. In some countries like Finland, where CLIL methodology is already widely represented, CLIL class is conducted by 2 and sometimes even more teachers. This cooperation poses another challenge for both language and content teachers: how to organize CLIL class effectively combining content and language.

Keith Kelly holds the opinion that different curriculum subjects can share common areas for teaching and learning in any of three clear areas: concepts, language or skills [1, c. 7]. We think that such an interdisciplinary approach to conducting CLIL class can interest students and enhance their engagement in classroom activities.

When preparing a lesson plan for a CLIL class, both content and language teachers might get puzzled what should be the ratio of content to language. According to Umberto Lesca, CLIL lesson looks at content and language in equal measure and often follows a four-stage framework: processing the text, identification and organization of knowledge, language identification and tasks for students [2, c. 8].

Selection of materials and designing a lesson plan remains one of the most important issues content and language teachers experience when preparing for a CLIL class. In our opinion, productive CLIL class should be always based on 4 c's approach: content, communication, cognition and culture.

Every student in the classroom has his/her specific type of intelligence. CLIL makes use of various methods to facilitate the studying process and MI (multiple intelligence) approach is one of them. Content and language teachers can design specific tasks for students with spacial, visual, auditory or intrapersonal type of intelligence.

To summarize all the above mentioned, effective CLIL class is impossible without cooperation between language and content teachers who should implement 4's approach and provide their students with MI activities as well as parents, whose main role is to monitor the progress and report on any problems their child might experience.

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