The practice research of CLIL model in English teaching of preschool education

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Abstract: This paper analyzes the feasibility of applying CLIL model to the English teaching of preschool education majors, and uses experimental methods to explore whether CLIL concept has positive effects on students' learning interest, learning confidence, learning autonomy, learning strategy, cross-cultural communication ability, language application ability and test-taking ability. The experimental results show that most of the students have a certain degree of enhancement in these aspects, under the condition of meeting the level of teachers, the subject of preschool education professional English in higher vocational colleges can promote CLIL model.

Key words: CLIL model; Language application ability; Language awareness

CLIL, whose full name is Content and Language Integrated Learning, is known as "Content and Language Integrated Pedagogy." In 1994, David Marsh, a Finnish expert in multilingual education research, first proposed this concept. CLIL is a teaching mode that combines subject content with foreign language learning, and uses foreign languages to teach science, geography, history, art and other subjects, and attaches equal importance to language ability and subject knowledge. In Europe CLIL is another name for bilingual teaching, which is described by the European Commission as "the best way to make progress in English." Only by adopting the most scientific teaching methods can our teaching be more effective with less effort.

1. Feasibility of applying CLIL model to professional English in preschool education

(1) Changing students' attitude towards language learning

The traditional English teaching method allows students to passively accept the knowledge they have learned, while CLIL mode breaks the traditional teaching mode and can realize "to use while learning". The learning mode based on the real context created by the subject content to learn and use the language also arouses the enthusiasm of students. Under this teaching mode, students change the knowledge points by rote. By being passive instead of active, it greatly improves students' language output ability.

(2) It is more compatible with the characteristics of professional English in preschool education

The textbooks we choose are divided into three parts: daily life in kindergarten, thematic teaching activities and game activities. Among them, the daily life of the kindergarten consists of seven scenes, such as entering the kindergarten in the morning, having meals, outdoor activities, washing and going to the toilet, taking a nap, being in the infirmary and leaving the kindergarten. The theme teaching activities are composed of language activities, music activities, sports activities, math activities, art activities, science activities and other main teaching activities in the kindergarten. The game activity part is composed of role play, classic children's drama performance and construction games. The diversity of subjects and subjects plays an important role in the richness of teaching content.

2. CLIL model experiment process

(1) Research objects

The participants in this experiment are the sophomore students of preschool education major in a normal college in Guangdong Province. Before the experiment, both classes had taught college English for one academic year, that is, two semesters. The experiment lasts for one semester, from September 2022 to January 2023, with 18 teaching weeks, 2 class hours per week, a total of 36 class hours.

(2) Research problems

CLIL model plays a role in promoting students' interest in learning, confidence in learning, autonomy in learning, learning strategy, cross-cultural communication ability, language application ability and test-taking ability, etc.

(3) Research steps

1)Take any two parallel classes with similar academic performance for the experiment.

2) At the beginning of the experiment, the students of these two classes were pre-test and sample survey, and each class randomly selected a set of questions from the question bank for examination; Each class was given 30 questionnaires, and then one of the class-experimental class was tested for a semester. (The control class was the same.)

3) Conduct post-test and questionnaire (make sure that the students fill in the same as last time) to check whether the experiment has achieved the expected effect.

(4) Research methods

Questionnaire survey method was adopted. At the beginning of the experiment, 30 questionnaires were distributed to each class, and then one of the class-experimental class was experimented for a semester. (The control class was the same). Students evaluate their own performance in learning interest, learning confidence, learning autonomy, learning strategy, cross-cultural communication ability, language application ability and test-taking ability. For each question, a five-level scale was adopted for students to choose from, with 1 representing "strongly disagree", 2 representing "disagree", 3 representing "uncertain", 4 representing "agree" and 5 representing "strongly agree".

At the end of the experiment, each class was given 30 more questionnaires with the same content.

3. Experimental results and analysis of CLIL model

(1) Pre-test and post-test results and analysis

The pre-test and post-test questions are uniformly based on the A-level of College Students' Applied English Ability Test of certain province. The real questions of 2018 are used before the experiment, and the real questions of 2019 are used after the experiment. According to the data, there is no obvious difference in the scores of the students in the two parallel classes tested before the experiment, but there is a significant difference between the two parallel classes after the experiment. Although the students in the two parallel classes have improved their scores after one semester of study, the improvement of the students in the experimental class is significantly higher than that in the control class, which can be seen. CLIL model can promote the improvement of students' English test-taking ability.

Table 1 Results and analysis of pre-test and post-test

	Class	Number of students	Average	Standard Deviation
Test scores before the experiment	Experimental Class	30	58.81	0.674
	Control Class	30	59.17	0.667
Experiment post test results	Experimental Class	30	70.64	0.653
	Control Class	30	66.32	0.638

(2) Questionnaire survey results and analysis

The questionnaire adopts a five-level scale, with a total of 15 questions designed. As mentioned above, there are five options under each question, and the corresponding number of each option represents the score value. For example, if you strongly disagree with option 1, you get 1 point, if you disagree with option 2, you get 2 points, and so on. The purpose of the questionnaire is to collect the aspects of CLIL model (learning interest, learning confidence, learning autonomy, learning strategy, cross-cultural communication ability, language use ability and test-taking ability) that promote students. The following table shows the questions and relevant data that are closely related to the purpose of the survey.

Table 2 Questionnaire results of experimental class and control class

Part of the questionnaire	Mean		Standard Deviation	
	Experimental class	Control class	Experimental class	Control class
1. Have an interest in the course	4.10	3.41	0.623	0.706
2 Have confidence in the course	4.07	3.12	0.611	0.623
3. This course enhances the ability of independent inquiry	4.08	3.10	0.652	0.578
This course will enhance the ability of intercultural communication	4.18	3.07	0.664	0.567
This course enhances my language skills	4.15	3.08	0.678	0.568
This course enhances learning strategies	4.12	3.12	0.615	0.616
This course improves the overall English level	4.16	2.64	0.605	0.615

From the data, the average value of the experimental class is higher than that of the control class, and the standard deviation is also smaller than that of the control class. For the seventh question, the average value of the experimental class is 4.16, while the control class is only 2.64, and the standard deviation is not very large. It can be seen that CLIL model is suitable for our students, while the traditional teaching model is not very popular with students, and the satisfaction is low.

4. CLIL model research conclusion

Through the practical research of CLIL model, we find that CLIL model can promote students' learning interest, learning self-confidence, learning autonomy, learning strategy, cross-cultural communication ability, language application ability and test-taking ability. CLIL mode is a scientific teaching mode that conforms to the law of students' cognitive development, but it also has very high requirements on teachers, such as: subject knowledge teaching ability, language teaching ability, the ability to balance subject knowledge tasks and daily language knowledge tasks, the ability to integrate existing teaching materials, and being very familiar with students' cognitive needs...... And

so on. These factors will have a direct impact on the teaching effect of CLIL model. College English or professional English is very suitable for the promotion of CLIL teaching model, the premise is to build a high-quality and high-level teacher team.

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