

Research on Application of CLIL Interactive Mode in College English Teaching

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Abstract. Based on the current situation of CLIL research at home and abroad, this paper analyzes the application of CLIL mode in college English teaching. In the past ten years, the CLIL teaching mode has been widely used in the teaching of college English; it can enhance the English application ability of college students, promotes their mastery and application for English, and realizes the training of comprehensive quality of college students. This paper combines the characteristics of CLIL teaching mode, integrates it into the college English teaching and expects to inspire Chinese college English teaching.

Keywords: CLIL, teaching mode, college English.

1. Introduction

The CLIL teaching mode is the fusion learning of language and content, it is a popular teaching mode in foreign language teaching, because this teaching mode effectively embodies the autonomy of students in the classroom, it makes students give full play to their subjective initiative and learning enthusiasm in the classroom, and thus has achieved good teaching results. Although CLIL teaching mode is still in the stage of exploration and teaching experiment, due to its own good teaching effect and people's continuous deepening for its cognition. Combined with the characteristics of CLIL teaching mode, this paper integrates it into the college English teaching in order to better promote the teaching effect of college English teaching and improve students' learning effect.

2. The Content of CLIL Teaching Mode

CLIL is abbreviation of Content and Language Integrated Learning; it is a teaching method that integrates content and language, it teaches the professional content of non-language courses with language knowledge, thus improving the language application ability of students. The CLIL teaching mode does not only emphasizes the integration of language teaching and content teaching, but also believes that the two are inseparable and interdependent. CLIL teaching model combine subject knowledge, language use, communicative ability, thinking ability, and cognitive process, therefore, its essence is to construct new knowledge structure, thinking ability, and language application ability. This ability is not only a superposition of knowledge and language, but also a comprehensive result of the mutual penetration and mutual influence between the two. In the process of learning, learners not only acquire language application ability and systematic knowledge structure, but also learn self-exploration.

CLIL teaching mode is a teaching mode originated in Europe in the 1980s, it is currently promoted and applied in many countries, there are relatively few studies on this teaching mode in China, there are three main types of research content: the first is to study the concept and meaning of the CLIL teaching mode, the second is to study the enlightenment and influence of CLIL teaching mode on Chinese language teaching from a relatively broad theoretical perspective, the third is to study the enlightenment of CLIL teaching mode to the language teaching in EU countries, the research contents includes the background and concept of CLIL teaching mode, the development status of European CLIL teaching mode and related theories, these research contents play an important role in the development and application of CLIL teaching mode in China, and the current theoretical research has achieved certain results, and its application is becoming more and more abundant in teaching practice.

3. Feasibility of CLIL Teaching Mode in College English Teaching

In the traditional language teaching process, teachers carry out simple theoretical explanations in the classroom, which makes students feel that the classroom atmosphere is very boring, the students loses the learning enthusiasm. In addition, because the teaching process is not combined with the subject content in time, the students feel that the language learning and major learning are out of touch, it cannot cultivate students' ability to truly apply language to solve practical problems, and fail to achieve the purpose of using language. The application of CLIL teaching mode in the process of College English teaching can improve the teaching level, the feasibility of CLIL teaching mode is embodied in the following aspects:

(1) Language environment

Creating a good language environment for students' learning is the key to college English teaching, in the application process of CLIL teaching mode, professional knowledge and English teaching are combined; it makes students can learn in an English environment and provides students with a good language situation, in the real and natural situation, improve their language skills through the communication. There are two modes in the process of learning English, namely the natural acquisition hypothesis mode and the monitoring mode, it means that when the learner receives a language that can be understood, it will produce acquisition, the good learning environment and atmosphere can help students learning. The CLIL teaching mode does not focus on correcting students' mistakes or punishing students, on the contrary, it creates a very relaxed atmosphere for students to feel unconstrained, unstressed, and feel positive emotional experiences, thus making students' mental skills are activated.

(2) Language communication ability

The training of intercultural communication ability is the goal of language teaching. In the process of language teaching in our country, the emphasis on practical teaching is not high enough, and practical teaching has not paid much attention, many university teachers have a certain understanding bias for language practice teaching. In the social environment, every student faces different challenges, in order to cultivate more specialized language talents, it is necessary to change the traditional cognition and bring language practice education to an important height. In the process of language teaching, CLIL teaching mode is a two-way teaching, which is an important manifestation of practical education, language courses cannot lack exercise and practice, CLIL teaching mode attaches great importance to the exchange and the practical application of language. In the classroom, students and teachers can communicate for various subjects; in fact, the teacher and the student construct the culture at the micro level, and the language skills are used in the communication, so the classroom discourse becomes a carrier for students to exercise their language communication ability and application ability, thus improving the language teaching practice ability.

(3) Language thinking

How to learn a language is a key problem for teachers to understand, when learning a language, many college students think that they can just say it, in fact, that is not the case, learning a language is also a process of exercising thinking ability. At present, many college students still have some problems in the process of learning English, for example, they can't understand other people's speech, the main reason is due to the adoption of spoon-feed education in the traditional teaching process, students passively accept listening practice, lack initiative and enthusiasm, resulting in lower hearing levels. Some students are introverted, do not dare to communicate, feel that their spoken pronunciation is not accurate, and because of fear, they will not actively think about where their problems are. Language practice out of context cannot help students; it will have an impact on students' cognitive ability, only by letting students change from understanding and actively participate in the classroom, can they really produce the language learning needs. The CLIL teaching mode can guide students to form a new cognition; it emphasizes the simultaneous development of students' language ability and cognitive level, thus cultivating students' language thinking ability.

4. The References of CLIL Teaching Mode for College English Teaching

In the current teaching process of college English in our country, most of them are taught in Chinese, only English majors adopt English teaching, with the development of economic globalization and internationalization; English learning has a positive effect on the development of college students and the subsequent employment in future. Therefore, the application of CLIL teaching mode in college English will undoubtedly greatly enhance students' mastery for English and enhance their competitiveness after graduation, which has positive significance for college students. Specifically, the course design can be carried out from the following aspects:

Carry out the professional education with subject cognition, match the interests of learners in different disciplines and the advanced knowledge of English; teachers can combine the students' interests and course content to plan the syllabus. For example, in the teaching of economic courses, because various economic terms are from abroad, the English application in the financial field is also the most common and developed. Therefore, teachers can completely copy all kinds of foreign financial data and teaching materials, and let students watch English videos in the classroom through the Internet and so on, using English textbooks, each student can learn directly from the data and materials of the overseas stock market, this will undoubtedly greatly enhance the students' learning enthusiasm and their knowledge and understanding for English knowledge and financial knowledge.

Promote the design of activities in foreign languages related to the English teaching. Most scholars advocate creating a relaxed, lively and interesting environment in the classroom, which make students to enjoy the learning process happily. However, the author believes that due to the particularity of English subjects, teachers must arrange different classroom environment. Therefore, the open teaching of English can be incorporated into the teaching, and students can actively involved, so that each student can learn professional knowledge and second foreign language application ability in interesting, vivid and diverse curriculum learning environment. In the classroom design, teachers can fully apply the contrast and analogy between Chinese and Western cultures and different research statuses, so that students can understand advanced foreign theories and techniques, moreover, they can learn more about professional knowledge by means of comparative learning, avoid the sense of strangeness brought about by the simple introduction of foreign theories. In turn, the professional curriculum and the teaching effect of knowledge are better improved.

Strengthen the classroom design. Undergraduate colleges and universities apply the CLIL teaching model, which cannot make the classroom too monotonous and boring. Because for students' learning, direct application of English learning may cause great obstacles to their learning and insufficient understanding for professional vocabulary, which requires teachers to make classroom teaching content and methods more vivid and diversified, through exploratory teaching, video teaching, organize various classroom teaching discussions and activities, etc., so that every student can participate in it, from simple to difficult, make students gradually familiar with the tone and rhythm of English, and then To achieve the participation of each student in the classroom.

5. Application of CLIL Teaching Mode in College English

The traditional foreign language teaching method always focuses on language learning. CLIL is different from other forms of bilingual teaching; it places language learning and subject learning in the same important position. Language is both a learning content and a learning means, and language learning is a cognitive process in a social context, it not only focuses on content teaching in foreign languages, but also develops learners' language skills while teaching content.

The specific teaching strategies are implemented as follows:

According to the characteristics of the CLIL mode, teachers transform a single language learning into a fusion teaching of language and content to create a more realistic and natural cognitive context. CLIL language teaching combines input and output, and arranges tasks, such as writing, group activities, role-playing, keynotes, etc., and promotes learners to process, organize and integrate the noticed linguistic structure and cultural knowledge.

Teachers give cultural explanations according to the unit theme, and input cultural information according to the content of the text to deepen students' understanding for the text. The method of culture teaching is to combine explicit culture teaching with implicit culture teaching, while introducing cultural knowledge consciously and purposefully, teachers create linguistic and cultural contexts to make college students to experience other cultures independently in the process of English learning.

Teachers introduce cultural contrast between China and the West, guide students to reflect on cultural differences, and deepen students' thinking and understanding of cultural themes. Teachers organize students to conduct cultural contrastive discussions. Through discussion, the students compare the mother tongue culture with the target language culture, find out the cultural differences, and make an objective understanding to cultivate cross-cultural awareness.

In order to ensure the integrity and logicity of the teaching of reading articles, teachers analyze the writing characteristics and structure of different types of articles related to different topics. Students understand and internalize teaching ideas and knowledge system as a whole, and systematically construct their own existing knowledge system.

Classroom environment is mainly to stimulate students' thinking and communication, teachers do not frequently correct students' language errors, but inform the correct language forms to students through recasting. Students identify, understand and memorize language structures by means of teacher-student communication and student-student communication, and hypothesize and verify language knowledge through language output in the process of communication.

6. Conclusion

CLIL teaching mode is a new teaching mode, the application of CLIL teaching mode in English language teaching can achieve twice the result with half the effort. In the process of learning, college students can communicate with others on subjects they are familiar with or they are interested in, so as to stimulate students' learning enthusiasm fundamentally. Under CLIL teaching mode, college students cannot only learn a lot of specialized subject knowledge, but also obtain information from different channels and generate different views, thus carrying out a large number of professional reading and training, which can effectively improve students' language application ability, self-learning consciousness and thinking ability.

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