Lexical Analysis through Content and Language Integrated Learning in Translation

M. Saraswathi

Ph.D. Research Scholar, Department of Linguistics
Bharathiar University, Coimbatore, Tamil Nadu, India
 https://orcid.org/0009-0000-2164-7311

Abstract

This article focuses on a lexical analysis of a secondary school student's translation skills using CLIL method. The purpose of this article is to analyse how and what students learned from the traditional class and the CLIL class. The samples have been collected through the pre-test and post-test through questionnaires and interviews. The data has been analysed through mixed (qualitative & quantitative) method. It aims to teach the skills to define the global education. The findings suggest that students in the CLIL group not only improved their understanding of the second language but also developed a better grasp of technical terms and strategies. The students demonstrated increased confidence in speaking, explaining concepts concisely, and expressing their opinions without hesitation. Additionally, the use of CLIL improved their vocabulary acquisition and usage in everyday contexts. These creative skills lead the students to explain the concepts in a brief manner and also tell their opinion without hesitations. Most students in the CLIL group reported increased confidence in speaking and using new vocabulary 30% of interviews mentioned confidence, 25% mentioned new vocabulary. Specifically, this method will improve the quality of the speaker in their conversations. And also improved the new vocabularies in day-to-day usage. The second language learners easily acquire the vocabularies through CLIL method. Traditional method of teaching will not provide new skills to improve their language proficiency. The signified value of the results bring CLIL method improves a better understanding for the students to improve their fluency. But These will lead a good communication with higher authorities in a society.

Keywords: CLIL (Content and Language Integrated Learning), Lexical Analysis, Technical terms, Translation

Introduction

Language has a dual system in learning process. This system was formed from Saussure's dichotomy between Langue and Parole. It consists of abstract and behavioral system to enrich the knowledge of learning human language. It can expose the individual's thoughts, opinions, mix of social concerns, cultural differences and etc. Communication plays an important role. Without communication no one should fulfil their daily needs. Likewise, second language also plays a crucial role in language learning.

Content and Language Integrated Learning

CLIL is an easiest method for language learning in European countries. But in India we have lots of methods for language learning. In Indian Context, CLIL method helps to learn second language easily. But we are not implemented in language learning. It will enhance the creativity of the learners to implement the new contents and their thoughts in their writings. This study elaborates CLIL method to implement for second language learning and to interpret their thoughts in their own way.

In this research CLIL classes are carried out for the students to teach the food culture to the secondary school students to improve the ability of the vocabularies, proficiency. Through the results of the students the researcher had conducted post-test using CLIL method to enrich the content and vocabularies.

Translation

Translation is a multi-task activity that helps people to learn and know about the additional language to understand the content. Basically, the language must have the receiver and speaker to enrich and develop the content. It majorly aims to produce the new content from the source language to the target language. Translation helps to understand the language ability of the hearer to analyse the content without any hesitation. If the receiver not able to understand the content the message will be conveyed wrongly and there may be some confusions in understanding the content.

Types of Translation

There are several types of translation used to analyse the data. Here are some most common types:

Formal Translation: It focuses on translating the literal meaning of words and phrases, without considering context or cultural nuances.

Dynamic Translation: This seeks to convey the overall meaning and emotional impact as the original text, even if it means altering the wording or sentence structure.

Semantic Translation: It Emphasizes conveying the exact meaning of the original text, taking into account cultural and contextual factors.

Pragmatic Translation: Considers the context and purpose of the communication, aiming to produce a translation that is appropriate for the target audience.

Idiomatic Translation: It focuses on translating idioms, colloquialisms, and figurative language in a way that is natural and authentic in the target language.

Free Translation: This involves paraphrasing or summarizing the original text, rather than translating it literally.

Literal Translation: Translates the original text word-for-word, without considering context or cultural nuances.

Technical Translation: Specializes in translating technical texts, such as scientific or engineering documents, requiring expertise in both the subject matter and language.

Cultural Translation: It involves translating cultural references, nuances, and context to ensure the target audience understands the original message.

Machine Translation: It uses computer algorithms to translate texts, often requiring human editing and review to ensure accuracy.

The researcher had analysed the technical, free and semantic translation of the students.

Review of Literature

(Coyle) discusses about the bilingual education in proposing the perspective of an ecological understanding and its potential. CLIL is a pedagogical approach to learn the language and literacy. It highlights three fundamental strands, such as language is used as a tool for learning, developing multiple literacies for deeper learning and fostering learner self-efficacy and teacher mentoring. This will suggest to sustain deep learning of the language and the pedagogical thinking of bilingual classrooms. It shows the importance of prioritizing pedagogic principles to guide classroom practice, recognizing the interrelationship between content and language and supporting the learner of self-efficacy and teacher mentoring. It reframes the method of CLIL as a powerful approach to teaching and learning that can lead to deep learning outcomes and has implications for education beyond bilingual classrooms.

(Anuradha) investigates about the effectiveness of using CLIL the subject (Science) to the middle schoolers in India. CLIL has shown a positive impact globally. But in an Indian context there is a lack in the results, particularly in English Medium Schools. This research built a bridge between the subject and the language. The findings of the research could provide the valuable insights into the potential benefits of integrating CLIL in Indian schools, enhancing our understanding of effective teaching methods and learning outcomes in a bilingual education setting.

Aim of the Study

The major aim of this paper is to identify the language patterns of the student's content related to the given content through CLIL method. It mainly focuses on testing vocabularies and its usage of the student's.

Limitations of the Study

This present study focused with the limit of 60 students belonging to Tenth Standard. It majorly describes about the various types of vocabularies about different types fields such as travelogue, moral story, sports biography, learning & life skills, personal writing, village festival and detective story.

Research Purpose

The purpose of this research is to teach second language for the secondary school students through CLIL method. This is to test the students' ability to learn the content through CLIL method and how they are able to translate in their mother tongue. CLIL construct three major qualities to the learner. The qualities necessary for a CLIL learner, the ideal way to acquire a CLIL method and the student's learning ability as a result of the CLIL class.

Research Participants

The participants in this research are 60 secondary school students aged 13 to 14. Each of the participants has had the experience of each field. However, the students who are not familiar in various cultures but they are able to learn the contents through CLIL method. For CLIL method the researcher had taken five hours to give instruction and to teach the content. Students are able to learn the new content in a new method of learning. But the students had a great challenge in writing and choosing the vocabularies for the content in translation.

Data Analysis

The data has been classified the language of the students before and after the teaching techniques of CLIL method. The classes will be conducted to the students for three days per week for one month. Both control and experimental group will be treated for one month to collect the data. The qualitative data (interviews and questionnaires) can be analysed through thematic analysis. You can code responses and categorize the themes to gain insight into students' attitudes and perceptions about both methods.

Content Analysis: Quantify the occurrence of certain themes or keywords (e.g., confidence, fluency, vocabulary and correlate them with the improvements seen in the test scores.

Pre-Test

The students can be randomly divided into two groups as control and experimental group. The pre-test was conducted to the test the content vocabulary knowledge of both the groups. The researcher had divided the concepts into seven categories. Pre-Test were designed in the pattern from their text books. The test consists of multiple-choice questions and descriptive type of questions. The contents were selected from their academic textbooks.

SPSS was used to analyse the student's response through the pre-test on the basis of the values 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly disagree. Overall percentage will modify the thinking of the student's approach. The values of the students have been categorized into two levels as disagree and strongly disagree of the traditional method. 6.2% students have agreed the traditional method was good for teaching and 93.79% of the students have strongly disagreed the traditional method will not good for teaching to improve the second language knowledge.
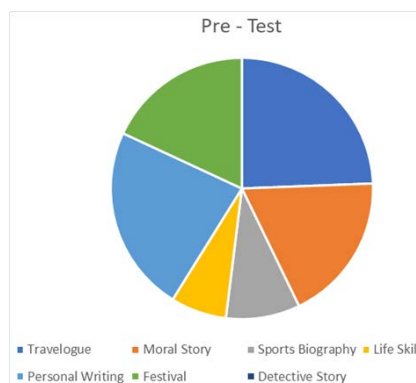

Figure 1 Errors of Lexical Items in Translation

Post-Test

The control and experimental groups can be tested through the given sub topics. These are

some few examples of the lexical words from the prescribed content for the learners. They are Wonderful - aṟputamāṇa, Hill - malai, Dazzling - tikaippūṭṭum, International - carvatēca, Manicured Garden - aḻakupaṭuttappaṭṭa tōṭṭam, Imprisonment - ciṟaisalai, Differently abled - māṟṟuttiṟaṉāḷi, State level - māṉila aḷavil, Spinal cord - taṇṭuvaṭam, Courage - tairiyam, Account - kaṇakku, Journey - payaṇam, ID Proof - aṭaiyāḷac cāṉṟu, Paymemt - kaṭṭaṇam, E-Wallet - miṉ paṇappai, Debit card - paṟṟu aṭṭai, Frequently - aṭikkaṭi, Often - aṭikkaṭi, Fell off - viḻuntatu, Exponentially - ativēkamāka, Floods - veḷḷam, Droughts - varaṭci, Bush - putar, Paddy - nel, Stolen - tiruṭappaṭṭatu, Mail - añcal, Abroad - veḷināṭṭu, Detectiive - tuppaṟital, Surprise - āccariyam, Scratches - kīṟalkaḷ, Telegram - tolaivari, Fax - tolainakal, Windows - jaṉṉalkaḷ, Apartments - aṭukkumāṭi illaṅkaḷ, Crystals - paṭikaṅkaḷ, Jewellery - aṇikalaṉkaḷ, Festival - tiruviḻā.

Values	Frequency Rate
1	73.5%
2	26.5%

Values	Frequency Rate
1	6.2%
2	93.79%

Through the results of the post – test the students started understanding the new vocabularies through translating the content. The learners clearly occupied an idea about the usage of CLIL method in content. 73.5% students able to understand and know the exact meaning of the lexical items. 26.5% of the students not interested to learn this method. Even though modern technology can many advantages some students were extensively working on those technologies.
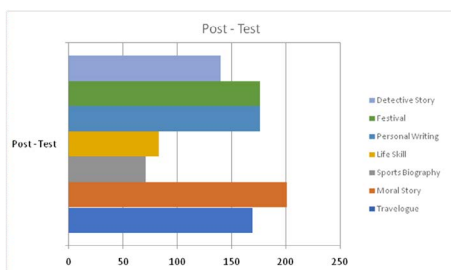
Figure 2 Exact Lexical Items in Translation

Pre-Test & Post-Test Values of Experimental Group

The signified value indicates the efficiency of the CLIL method that used in this study. As a result, facilitating the content vocabulary using for translation is more effective than the traditional method. The mean scores able to calculate the mean pre-test and post-test scores for both traditional and CLIL groups to get an overview of performance improvement. Standard Deviation of the measure of the variability of the scores in both pre- and post-tests to understand the spread of data. The frequency distribution creates a distribution of the scores (pre- and post-test) to visualize how many students fall into different performance categories (e.g., low, medium, high).

CLIL Group (Pre-test: M=60, SD=10; Post-test: M=75, SD=8)

Traditional Group (Pre-test: M=62, SD=12; Post-test: M=70, SD=9)

	Mean	Std Deviation
Experimental Pre-test & Experimental Post-test	7.63	1.1273

Paired Sample t-test (within groups)

This test compares the pre-test and post-test scores for each group (CLIL and traditional) to see if there is a significant improvement in skills from pre- to post-test. This would be appropriate if the data is normally distributed. Hypothesis for Paired t-test:

- **H0**: There is no significant difference in scores before and after the lesson for the CLIL group (or the traditional group).
- **H1**: There is a significant difference in scores before and after the lesson for the CLIL group (or the traditional group).

CLIL Group: $t(29)=8.45$, $p < 0.001 \rightarrow$ Significant improvement in the CLIL group.

Traditional Group: $t(29)=4.23$, $p < 0.001 \rightarrow$ Significant improvement in the Traditional group.

Independent Sample t-test (between-group)

- $t(58)=2.35$, $p=0.02 \rightarrow$ The CLIL group performed significantly better than the traditional group.

Independent Sample t-test (between groups)

This test compares the post-test results between the CLIL and traditional groups. It determines if there is a statistically significant difference between the two teaching methods. Hypothesis for Independent t-test:

- **H0**: There is no significant difference in post-test scores between the CLIL and traditional groups.
- **H1**: There is a significant difference in post-test scores between the CLIL and traditional groups.

Independent t-test

If the p-value is below 0.05, it indicates that one teaching method (CLIL or traditional) led to a significantly higher improvement in students' skills than the other. $t(58) = 2.35$, $p = 0.02 \rightarrow$ The CLIL group performed significantly better than the traditional group.

Discussion & Findings

The findings of this study suggest that CLIL based lexical analysis has a positive impact on translation skills, particularly in terms of accuracy of the given content for translation. This supports the idea that integrating content and language learning can enhance language acquisition and translation competence from the learners. Some factors can contribute to the effectiveness of CLIL based lexical analysis through the Deeper understanding of content, Contextualized language learning, Improved vocabulary acquisition and enhanced cognitive skills of the learner. The statistical analysis suggests that the CLIL method leads to a significantly greater improvement in translation skills and language proficiency compared to the traditional method. Additionally, qualitative data confirms that students in the CLIL group felt more confident and engaged, further validating the quantitative findings.

Conclusion

This study demonstrates the potential of CLIL-based lexical analysis to enhance translation skills, particularly in terms of accuracy. The findings have implications for the researcher to implement some trainings to the students to emphasize the content knowledge of the learners. This will promote the contextualised language learning and cognitive skills. By adopting a CLIL approach to lexical analysis, translators and translator educators can improve the quality of the translation, enhance the competence of the translator and change the demands of an increasingly complex translation landscape of the learner.

Works Cited

Anuradha. *The Impact of CLIL Enabled Learning in Middle Schoolers: A Quasi-Experimental Study*. 2021.

Coyle, Do. "The Place of CLIL in (Bilingual) Education." *Theory into Practise (TIP)*, vol. 57, no. 3, 2018, pp. 166-76.

Bayram, Dilen. "Reading Comprehension & Vocabulary Size of CLIL and Non–CLIL Students: A Comparative Study." *Language Teaching and Educational Research*, vol. 2, no. 2, 2019, pp. 101-13.

Lal. C. A., and Arun George. "Content and Integrated Learning (CLIL): Conceptual Framework and Viability in the Indian Context." *Journal of English Language Teaching*, vol. 63, no. 5, 2021, pp. 24-32.

Canepari, Michela. "The Usefulness of Different Forms of Translation in a CLIL Environment." *International Journal of English Linguistics*, vol. 10, no. 2, 2020, pp. 1-25.

Sheorey, Ravi. *Learning and Teaching English in India*. Sage Publications. 2006.

Geoghegan, Leah. *Lexical Availability and Motivation In CLIL: The Effects of Language of Instruction and Gender*. University of La Rioja, 2022.

Fontecha, Almudena Fernández, and Andrés Canga Alonso. "A Preliminary Study on Motivation and Gender in CLIL and Non-CLIL Types of Instruction." *International Journal of English Studies*, vol. 14, no. 1, 2014, pp. 21-36.

Author Details

M. Saraswathi, *Ph.D. Research Scholar, Department of Linguistics, Bharathiar University, Coimbatore, Tamil Nadu, India,* **Email ID**: *msaraswathi740@gmail.com*