

## LET'S CLIL WITH CHILDREN'S STORYBOOKS

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### ABSTRACT

Action research was implemented to see if the proposed Task-based CLIL model is effective in achieving the dual goals of content and language learning among 205 junior high school students who receive the implementation of co-teaching a biology curriculum in English in Kaohsiung City. The lessons were conducted once a week, 45 minutes per session, and lasted for 15 weeks. The aim of this research is to verify the effectiveness of storytelling in a CLIL learning situation. A questionnaire and a focus group interview were conducted to collect data from the students to see how they perceived the model with their own experience of it. According to the collected data, students stated that they had improved themselves in both English proficiency and subject content knowledge. They also stated that tasks offered them more language use opportunities to interact with peers. However, some problems were also identified, such as task organization and time arrangement. As CLIL is subject-focused, language teachers may also have to develop their own knowledge of new subjects in order to teach effectively. Based on the challenges, teachers could revise the teaching method to be in tune with students' needs and tasks' specific functions. This study can shed light on how CLIL can be successfully implemented in junior high school bilingual settings.

**Keywords:** Task-based CLIL, children's storybooks, action research.