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### **CLIL LESSON FRAMEWORK FOR MASTER STUDENTS: METHODOLOGICAL DIMENSION**

This paper will expose one of the possibilities of implementing the CLIL approach in University practice. To do this, it seems apposite first to pinpoint the key elements of this approach, which have to be taken into account in the methodological lesson design.

**The 1st key element** to be considered in the CLIL lesson is the Language Triptych [1, p. 106; 8] (henceforth LT), which is a conceptual representation to connect both content objectives and language objectives. This representation provides a framework for the analysis of the wielded CLIL language from three interrelated perspectives, which are the components of the LT: 1) the language *of* learning: generic language needed to understand concepts and enhance skills in the field of knowledge; 2) the language *for* learning: language that enables the students to be functional when exposed to a FL environment; this includes classroom language (BICS) as well as language for academic purposes (CALP); 3) the language *through* learning: the language generated in the process of learning – as a new meaning is learnt, new language evolves (students' interlanguage, or intermediate language).

**The 2nd key element** of the CLIL framework is the distinction between BICS and CALP [2, p. 137]. The dichotomy BICS/CALP refers to the linguistic competences that have to be enhanced for successful teaching/learning in bilingual contexts. The pedagogical implications of differentiating between language use in academic context and language use in conversational contexts lead to an understanding what language competences should be targeted by FL teaching. The main ideas underlying this distinction may seem as follows [5; 8]: 1) language, which is used in everyday settings, is different and more complex than in academic contexts (communicative competence vs. academic competence); 2) academic competence is closely related to cognitive competence: both of them cannot be acquired naturally, hence they require more emphasis on the side of the teacher and special propelling assignments to be accomplished by the students.

The mention of competences brings to the forefront **the 3rd key idea** of the CLIL lesson – the concept of *communicative and cognitive competence* (henceforth CCC) as a final objective of completing a master's degree in University. CCC is defined as an integral ability to successfully perform FL speech and mental activity while solving various kinds of problems when exposed to a wide range of life settings (namely, everyday, academic, and professional) [6, p. 83]. This implies that the students are expected to adequately and accurately employ different linguistic means to convey conversational (BICS), occupational (generic language) and academic (CALP) ideas

using appropriate registers and styles of communication. Therefore, the students have to be well-versed in three broad areas of language: functional/peripheral, subject-specific/generic and general academic language. Naturally, such a formulation requires substantial scaffolding on the side of the content and language teacher for the students to be able to use a TL when discussing content.

J. Cummins and P. Gibbons make it a point that first and foremost, language support refers to strategies and techniques the teachers use to: a) highlight core language in a content subject, and b) make this language available and accessible to the students of a given subject area [3, p. 20]. A CLIL lesson is therefore not a language lesson, neither it is a subject lesson transmitted in a FL.

Consequently, the foregoing triggers **the 4<sup>th</sup> key element** of the CLIL lesson, which is a combination of **the 4Cs** comprising [1, p. 50]: 1. Content – increment in knowledge, skills, and understanding related to a specific area of an established curriculum. 2. Communication – using language to learn whilst learning to use language. 3. Cognition – fostering thinking skills, which connect concept enhancement (abstract and concrete) with comprehending language. 4. Culture – exposure to alternative stances and shared understandings, which increase awareness of otherness and self. Evidently, this framework takes account of ‘integration’ on different levels: a) learning (content and cognition); b) language acquisition (communication); c) intercultural experiences (culture).

It is clear therefore that the effective CLIL lesson occurs through: incremental progression in the understanding of the area content; engagement in related cognitive processes; advancement and enlargement of germane language knowledge and skills; interaction in the communicative contexts; experiencing an increasing intercultural awareness. Furthermore, for the CLIL lesson to be holistic and efficacious, all four language skills have to be combined and engaged, which is **the 5<sup>th</sup> key element**. The **skills** are as follows [9]: listening – a common input activity, which is vital for FL acquisition; reading – using meaningful material as one of the major sources of input; speaking – focuses on fluency, appropriateness and accuracy; writing – a series of lexical activities through which grammar may be recycled and revised.

**The 6<sup>th</sup> key element** of the CLIL lesson stemming from the previous pivotal positions is the holistic and versatile character of the lesson. If this is case, for teachers engaged in FL teaching, CLIL lessons may exhibit the following characteristics [4; 7, p. 26; 8]: it integrates language features and major skills (lexis, grammar, phonetics, and receptive and productive skills); lessons are often based on listening to and reading texts; language is basically functional and prompted by the context of the area subject (functional/peripheral, subject-specific/generic and general academic); language is approached lexically rather than grammatically.

In many ways then, a CLIL lesson may be similar to an FL teaching integrated skills lesson, except that it also includes exploration of language, is delivered by a teacher well-versed in CLIL methodology, and is grounded on the material directly related to a content-based subject. It implies that both content and language are explored in a CLIL lesson [4].

It is noteworthy that CLIL and non-CLIL researchers and educators (see, for example, Ph. Ball, S. Darn, O. Wood, D. Coyle, B. Bloom, D. Banegas, R. Feynman, O. Vovk) propose multifarious condensed or extended lesson frameworks, models, procedures, sequences, phases, taxonomies etc. Having analyzed them and extrapolating them on the methodological domain, we may presume that the resulting CLIL framework in Methods of Teaching Foreign Languages to High School and University Students has to embrace two types of lesson designs: 1) lecture, 2) tutorial. Specifically, **the CLIL lecture** is supposed to encompass the following **phases** [8]:

1. Revision of the concepts from the previous lecture/s related to a new theme.
2. Activation of prior knowledge on the theme.
3. Formulating questions before delivering the new input.
4. Presentation of the new input.
5. Question and answer session to check students' comprehension of the presented input.
6. Setting the task(s) before watching the video on the new theme.
7. Checking the task(s) after watching the video.
8. Reflection.

When it comes to **CLIL tutorials**, they will have a somewhat different framework. In particular, a tutorial framework may incorporate the following **phases** [8]:

1. Revision of content concepts (through quizzes or recitations).
2. Question and answer session on a new theme (developing BIGS, CALP, and interlanguage of the students, fostering speaking skills).
3. Doing a test (checking the general understanding of content issues and concepts).
4. Processing the content communicatively (with embedded language).
5. Setting up the reading activity(-ies) related to the new content area (extending the content knowledge, enhancing reading, critical thinking, and inference skills).
6. Checking the completion of the set task(s) (through doing the reports, providing plenary feedback and discussions).
7. Setting the task(s) before watching a video (fostering listening skills, doing language discovery, and extending content knowledge).
8. Discussing the watched material with the class/ in small groups/ in pairs (advancing communication skills, refining BIGS, developing CALP, students' interlanguage and subject-specific language).
9. Mapping or diagramming the processed input (ensuring cognition, constructing and conceptualizing content knowledge).
10. Illustrating possible implementations of the processed content into practice (the students demonstrate their lesson designs following the framework of a studied approach or method).
11. Providing assessment and reflection.
12. Setting the home-task(s).

In conclusion, CLIL aims at guiding students' language processing and supporting their language production by teaching strategies for reading, listening, writing and speaking, as well as grammatical structures and vocabulary for spoken or written output. But what makes CLIL different from other approaches is that the language instructor is also the content instructor. This is the essence of the CLIL training.

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