Chapter – III

Conglomeration of the Capacity Building Model in Communicative Competence
3.1 Introduction

Language teaching begins with the identification of learners’ language needs. The functional aspect of language teaching deals with understanding the communicative needs of the learners. For this purpose the present investigation underwent a desk review and a formal discussion with the experts on the communicative demands of placement tests in various sectors. The language ability in reading comprehension and representations of their ideas through writing are used in many placement tests. Some of them are mentioned in the first chapter of the thesis. Another important consideration under the vintage of language teaching is the entry behaviour of the learner. The analysis, of needs of the learner provides a basis for setting goals and objectives. They also provide a rationale for selecting and integrating pedagogical tasks as well as providing a point of reference for the decision making process (Nunan & Lamb, 2000). Learner communicative needs provide a framework for elaborating program goals in terms of functional competence (Savignon, 1999). The integration of a focus on form in a communicative lesson may follow students requests arising from a specific need while completing a task (Ravelo, 2014). If real English is to be taught to students who expect to learn the language to satisfy their needs, one needs an approach to help them evaluate what to teach through English (besides teaching English itself) a decision that should be based on the cultural and social developments of our situational context (affected by globalization). Technological advances can also contribute to the teaching of English if tools are accepted such as the Internet, video conferencing, or on-line libraries. Though CLIL Lesson planning is confined to procedural stratifications and time consuming practices, the availability of resources have made it feasible. The chapter helps to understand the strategies for CLIL Lesson planning its delivery and assessment. The exemplification of
the theoretical considerations of CLIL, guides the ELT practitioners to apply this knowledge in their personal teaching contexts. This chapter deals the building up of the communicative competence model using ICT enabled CLIL. The amalgamation of different steps taken and the components of the communicative competence model are also discussed.

3.2 Desk Review of Employer Expectations

A desk review has threefold benefits:

- It allows researchers to orient to all the major issues in area of study.
- It facilitates the production of a brief report which synthesizes the relevant information.
- It gives the time the opportunity to identify gaps and locally specific research questions, and to think about whether the methodology may have to be adapted for subsequent phases of research.

The expectations of employers were analysed through a desk review of question papers used in placement tests and competitive exams. The desk review helped the investigator to identify the key factors on the language skills to be focused that are expected from the job seekers. It also helped in the conceptualisation of skill related areas in the present study. A symbiosis of collected information was generated into a form of sub skills identification and the corresponding main language skills were enhanced. Experts’ advice was also sought for gaining a thorough understanding of the prerequisite of employees in language skills while stepping into a profession. Based on the consolidated data, a diagnostic test was validated to identify the gaps between the prerequisite of employees and the current status of the undergraduates in their language skill.

3.2.1 Validation of the Diagnostic Test

The diagnostic test was structured such that it incorporated both constructed response items and selected response items. A constructed-
response item requires a test-taker to produce a spoken or written response instead of selecting an answer from the choices given. An example is writing a short essay on a given topic. A selected response item provides answer with choices and the test-taker must choose the correct answer(s). A valid interpretation of assessment results is possible when the target construct is the dominant factor affecting a test-taker’s performance on an assessment (Young, So, & Ockey, 2013), in the present study the intended communicative competence through assessment of reading comprehension skill and writing skill was target construct, hence the test items also reflected the same. Content validity refers to the extent to which questions and tasks in an assessment represent all important aspects of the target construct. Construct validity refers to the extent to which inferences can be made about the target construct based on test performance. Content validity was investigated in the study by requesting two experts to comment on questions set in the diagnostic test. Since, the communicative ability of the students were assessed using holistic scoring, the obtained score was used to categorise the communicative level of the students into low, high and average communicative competence.

3.3 Administration of the Diagnostic Test

Diagnostic test before an instruction helps us design remedial instruction and placement in supplement educational interventions. The test gives feedback on the strengths and weaknesses of the students for both the teachers and the students. Diagnostic tests are used to identify learners’ strengths and weaknesses and are intended to primarily ascertain what learning still needs to take place (Hughes, 2010).

Zhao (2013) gives the features of diagnostic test as follows

- “Diagnostic tests are designed to identify strengths and weaknesses in a learner’s knowledge and use of language.
- Diagnostic tests are more likely to focus on weaknesses than on strengths.
Diagnostic tests should lead to remediation in further instruction.
Diagnostic tests thus give detailed feedback which can be acted upon.
Diagnostic tests provide immediate results, or results as little delayed as possible after test-taking.
Diagnostic tests are based on some theory of language development, preferably a detailed theory rather than a global theory.

The diagnostic test was administered to identify the problems encountered by students in English as a communicative language. This helped the researcher ascertain the strengths and weaknesses of the undergraduate students so as to enable the researcher evolve strategies to address the development of language skills for the undergraduates thereby making them employable. Samples of 530 undergraduate students were randomly selected in diverse disciplines in the colleges affiliated to Bharathidasan University. The diagnostic test consisted of a reading comprehension passage with comprehension questions testing the sub skills of reading comprehension such as drawing inferences, summarising, predicting, skimming, scanning and understanding contextual clues. An open ended question on self introduction in about 100 words was chosen for diagnosing the problems of the undergraduates in the writing skill. They were scored holistically. Rooting on the desk review and expert’s advice, the two question type that is comprehension questions based on a reading passage and a self introductory essay were selected for the purpose of diagnosing. These two questions types are widely used in almost all placement tests. The investigator then knitted the syllabus for communicative competence based on the findings of the diagnostic study and the desk review. Since, there is no single recipe for CLIL and its success depends on a thorough analysis of context, an evaluation of needs, and the resources, human and material, which are available (Vazquez & Ellison, 2013) the investigator concentrated the capacity building model on communicative competence around the CLIL principles.
3.4 Maneuverability of CLIL in Communicative Competence Building

CLIL approach is in accordance with Krashen’s (1981) acquisition-learning hypothesis, which argues that acquisition occurs as a natural process in context and this is contrasted to the formal learning of syntax or phonology. Based on this premise, if learners are provided with appropriate comprehensible input (i+1) in the classroom, as they are in their natural environments, the lexico-grammatical structures that the learners are ready to learn can be absorbed (Brooke, 2015). Moreover, this enquiry approach is more student-centred, with the teacher as facilitator of learning. Students are involved in the construction of knowledge through active participation and the teacher becomes a kind of “mentor” who promotes autonomy, creativity, and maturity (Ramírez, 2014). Altogether, CLIL lessons demonstrate integration of a language and both receptive and productive skills. It emphasis on reading and listening; functionality of a language, meaningful contexts; language is approached lexically rather than grammatically and crucial focus on learners styles within planning tasks types (Sepešiová, 2015) It also fosters motivation and positive attitudes towards the target language (Eguiluz, 2013). CLIL takes in two approaches of language teaching. They are genre approach and enquiry approach. Genre approach is concerned with students as the receivers of information and lessons are teacher-centred. Enquiry approach is learner centred wherein learners learn the language through discovery. Both the approached contribute to language learning. Hence, CLIL is seen as an effective way of approaching the curriculum. This is not seen as a set of “watertight compartments”, but as the integration of curricular areas in which ICT’s play a major role (Ramírez, 2014). CLIL teaching lends transferability; whatever the student’s specialisation, raises awareness and facilitates practice of academic literacy skills (Brooke, 2015).

CLIL was introduced in the European curriculum with a desire to increase visibility and stay competitive in the increasingly globalised world of higher education (Fürstenberg & Kletzenbauer, 2015), fitting it into the Indian
Curriculum may also be beneficial for India is also a multilingual and multicultural country and aims at high employability ratio. Thus CLIL is a socio-pedagogical model, meaning by which it adapts one part of educational delivery to achieve best performance in the learning of languages that suits the times, particularly in relation to the labour markets, social cohesion, and the changing aspirations of young people (Marsh, 2002).

3.5 Approach used in CLIL Instruction

Considering the approaches to language teaching is of prime importance in a language teaching intervention programme. The lexical approach is teaching of language with chunks of language using phrases and collocations rather than single words. Functional Language taught through chunks involves the use of lexical approach instead of traditional form in which vocabulary is learnt as a single word. It is a new way in which the grammar teaching from traditional approach is abandoned. This is very effective as it helps the learner to use the language in particular contexts. It also helps to learn vocabulary without a focus on grammar and use the sentences in real life. A meaningful peer or group activity in this approach enables the learners to communicate with others, resulting in fluency. Idiom is one form that is used to teach adult learners. This type of contextual learning makes the learner easy to remember & recall at instances of use.

Valdivia, (2012) recommends the use of instructional strategies that take into account social constructivist theory for a socio cultural perspective has two reasons to adopt: first, the emphasis placed on language as the primary tool mediating the construction of knowledge and understanding, and secondly the recognition of the fundamentally social nature of learning (Moate, 2010). The investigator of this study adopted the lexical approach and taught idioms at the end of every class. The idioms were selected on the relevance to the CLIL themes taught in the class.
3.6 4C Framework of CLIL

The key principles of the CLIL methodology, include: 1) its multiple focus (on language, learning and cognition); 2) the construction of safe and enriching learning environments; 3) the use of authentic materials and interactions; 4) the promotion of active learning; 5) the use of macro and micro scaffolding to accompany students' learning to make them increasingly autonomous; and, 6) the promotion of co-operation among students and teachers (Hammond et al, 2001 as cited in Girbau & Walsh, 2012). In the following section the use of these principles in the development of the capacity building teaching model on communicative competence using CLIL is discussed. Whenever a designer intends to develop a course, it is important to first decide upon the approach to be followed. In the study the investigators decided to rely on functional syllabus for the objective of the programme is to make the learners communicative. Followed by approach the methodological principles have to be decided upon for the design of instructional materials. Since CLIL embedded communicative competence building is the ultimate aim of this research study, the pedagogical principles of CLIL with the 4cs framework were relied on.

The course was developed using the 4CS framework in which the students became familiar with and learnt the subject content through the first ‘C’ – Content. By practicing the subject specific and general academic language through the second ‘C’- Communication the students develop their thinking skills by exploring the content related language areas which is addressed in the 3rd ‘C’ –Cognition. Finally, the students learnt citizenship and intercultural awareness through the fourth ‘C’ –Culture. Inherently, in order for a CLIL course to be considered effective, it needs to help students expand their linguistic and subject-specific knowledge and competences; it needs to engage them in meaningful communicative and cognitively challenging activities; and it needs to connect learning to an increased intercultural awareness of the field of knowledge they are exploring (Girbau & Walsh, 2012). When planning
CLIL pathways in a language class the proposed 4C framework by Do Coyle (1999) acts as pillars. They provide guidance in terms of (as stated by Do Coyle):

- Communication: improving overall target language competence
- Content: learning the knowledge and skills of the subject
- Culture: building intercultural knowledge and understanding
- Cognition: developing thinking skills

In addition to that, the term language imbibed in the communication - ‘C’ aspect of the 4C implies three main issues: the vocabulary which is closely related to the field of interest, the grammar related to the most frequent structures in the texts, and language functions that are recognized as the most necessary for the discussions on topics of the chosen field (Tarabar, 2014). In fact the 4Cs are not distinct, Coyle's 4C's Framework (1999) sums up the interrelationships between content, communication (language), cognition (learning and related competences) and culture (context bound identities) as they are supposed to occur in CLIL classrooms (Angels & Walsh2012). Thus, the 4Cs framework for CLIL starts with content and deals with the interrelationship between content, cognition, communication and culture to unite learning theories, language learning theories and intercultural understanding (Ramírez, 2014). Among the two forms of CLIL Hard or subject led CLIL and Soft or language led CLIL the researcher of the present study attempts a language led CLIL which aims at the development of target language English. Simply stated, CLIL involves use of language-sensitive methodology which simultaneously develops message; medium and socially-oriented communication (Marsh, 2006). As a matter of fact, CLIL is implemented in a variety of ways that makes use of various forms of instruction (Novotná & Hofmannová,2000). Hence, there are no single CLIL models, and all the different models share a common founding principle that in some way the content and the language learning are integrated (Coyle, 2005). The lesson plans were also guided by TKT CLIL Module (Bentley,2010) in the
present study. To encapsulate, in adapting the 4Cs framework as proposed by Do Coyle, the CLIL lessons are constructed including communicative activities and distinct activity types that help build the communicative competence of the undergraduates by the investigator.

3.6.1 Content

Working with CLIL allows for more freedom of topics, interesting choices and a variety of materials. It allows both teachers and pupils to build on their strengths (Drew, 2012). The present study used theme-based CLIL teaching. The concepts may come from any of the academic subjects in the curriculum: science, mathematics, language arts, social studies, health, music, art, physical education, or civic education. The teacher has to find out which concepts lend themselves best to teaching in English. The theme should be motivating, interesting and relevant to the learners and to the teacher. It must be connected to real-life situations and provide a context for meaningful, authentic discourse and interaction. (Savić, 2012). The content of a project can be chosen from learning aims in the current national curriculum or to provide a certain angle to a topic which is somehow connected to the curriculum. The flexibility of content choice in CLIL brings multiple opportunities for starting up a CLIL project or programme in schools (Gjendemsjø, 2013). The content for lessons can address particular aspects of the national curriculum for individual subjects such as photosynthesis, electricity, digestion, the French Revolution, ecosystems, deforestation and volcanoes (Coyle, Holmes & King, 2009). Conversely, giving students access to diverse texts is another element of effective reading instruction (Silin & Chan, 2015).

Subjects, or themes within subjects, should link into the true contexts of the world in terms of language and non-language topics. Subjects chosen may be linked with a particular project, but in general, the choice is made, at least initially, according to personnel resources. Thus the investigators decided to choose topics such as salt, chocolate, road safety, internet, Life of Marie Curie, Nutrition etc. which may be within the context of undergraduates as well as
their needs and the theme of the lessons were planned using the available resources.

Again the relevance of the content for the experimental intervention arose from the identified communicative needs of the students and the proficiency level of the sample. Hence, the important goal of this research that is the development of communicative competence through ICT enabled CLIL has two mediated variables. First, the theoretical and conceptual ideas to be translated to a course for delivery and the tailored instruction should be monitored and assessed to ascertain its effectiveness. Thus the investigator carefully orchestrated the teaching plan for content delivery.

3.6.1.1 Validity of the Themes Selected

The validity of the selected themes was established. Face validity and content validity were established on considering the experts' opinion across the subjects. In classic content validity the content of the test is the same as the content of the job (Burns, 1996). The analysis of previous years' question papers and the experts' guidance from the question paper setters of the competitive exams were taken for the study to make the content valid.

3.6.2 Communication

CLIL should be viewed in terms of giving credit towards the specificity of functional domain-specific language use (Marsh, 2001). In CLIL classes often the content of the discipline necessarily dictate the vocabulary and grammatical structures being used to communicate them (Cheyne & Rummel, 2015). So, in CLIL, the content determines the language needed (Valdivia, 2012) and language is a tool for learning and communicating, where the content determines the language to be learnt (González, 2013). Effective vocabulary instruction should include both definitional and contextual information about the words; provide multiple exposures; and require deep processing involving association, comprehension, and generation (Dougherty, 2009). Looking at the role of language in subject pedagogies may support the
effective negotiation of content and language interests and concerns in CLIL (Moate, 2010). In language-oriented or weak models, the language sequence still depends on the content sequence but it has a larger role than in content-oriented models: the language covertly monitors the content, as the linguistic objectives are the basis of the FL syllabus (Fontecha, 2012). The language component of this study emphasized the sub skills of reading comprehension and types of writing with some basic mechanics of writing such as punctuation, capitalisation and organisation features. The term language implies three main issues here: the vocabulary which is closely related to our field of interest, the grammar related to the most frequent structures in the texts, and language functions that are recognized as the most necessary for the discussions on topics of our field. Thus the formula of learning to use language and using language to learn is applicable in communication aspect (Coyle, 2005). These three forms of language learning lead to the attribute of the language triptych.

3.6.2.1 Language Triptych

Specifically, the communication ‘C’ involves the language triptych given by Do, Coyle. It allows the teacher to carefully plan the language embedded in a given context, disseminate systematically and evaluate it. The following figure exposes the three aspects of language learning in CLIL context. In a CLIL context, language awareness plays a crucial role when lecturers plan their teaching (Fürstenberg & Kletzenbauer, 2015). Succinctly, the language triptych gives a skeleton for deciding upon the language structures associated with the content to the teacher. The three dimensions of language learning such as language of learning, language for learning and language through learning diffuse the structures, its related functions and vocabulary of the learnt language.
Language of Learning: It is the key words that are specialised and contextualised in a given content along with key phrases, grammatical functions that helps build concept formation and comprehension. It is the language needed to access basic concepts in the content taught.

Language for Learning: It involves strategies and learner strategies and scaffolding through the use of language frames. It constitutes the language needed to operate in an environment where the target language is used. These include group discussion skills, asking questions, debating etc.

Language through learning: It cannot be predicted in advance, it emerges out of the active involvement of the learners while engaged in learning that can be recycled and developed later.

As a matter of fact in the present study, the language content was not implemented merely as general language skills. They were adapted in such a way that the language triptych given by Do Coyle (2000) formed the basis of designing the communication aspect. For acquisition to happen not only the availability of comprehensible input but also a certain attention towards language form was considered to be necessary. Thus, the language curriculum for CLIL should take into account the language needs which arise from the
content-subjects, i.e. identify ‘content-obligatory’ language (Gefäll ,2009). In addition to that, grammar teaching in CLIL should involve meaningful communicative contexts and not constitute of abstract and detached analyses of language structure. Emphasising tasks which allow for co-operative and autonomous learning is also important. As a preliminary step the investigators analysed the types of communicative tasks the learner is encountered with in placement tests. Functional language that is the language used to express the purpose of the communication were also analysed in the same context. Examples are expressing ability; certainty; deduction; obligation; permission; preference; possibility; probability; prohibition; speculation etc. The investigator also identified some specialist vocabulary. They are the words that have a particular meaning in a curricular subject but which also have another meaning in everyday English, e.g. in science tissue means ‘cell’ while in everyday English tissue means ‘soft paper’.

3.6.2.2 Types of Language in CLIL instruction

On designing a CLIL course one should not deny the role of various language types intertwined in a CLIL method. The communication part of the CLIL framework involves the teaching of following types of languages in CLIL lesson. A CLIL teacher is expected to anticipate the problems and language demands and embrace these language inputs while planning a CLIL lesson (Bentley,2010).

- **Functional Language:** In CLIL, it is the language used by learners in classroom communication to express or understand curricular concepts. It is also known as language for learning in the language triptych.
- **Process language:** This is concerned with the common and useful phrases learners to use when accomplishing a task.
- **Content Obligatory language:** Language needed for learning the subject matter in the regular classroom. It is also known as language of learning in the language triptych of CLIL. For example, in a lesson on vertebrates the word endoskeleton.
• **General Academic**: The language that is common in academic settings, usually not used in social interaction, but it is common across various curricular subjects.

• **Subject specific**: Language that is subject specific, less frequent in other subjects with a narrow meaning.

Remarkably, Abid (2007) gives the basic criteria for language development in an instruction which integrates grammar instruction with communicative language use. They are avoidance of excessive emphasis upon grammatical accuracy, taking into account that grammatical competence is an intrinsic part of communicative competence and taking into consideration the cultural and social elements which affect the use of language.

Hence, CLIL is a special type of instruction; it has varied forms of instruction, teacher roles, learner supportive language tasks and motivational strategies to assist the learners in their language learning.

### 3.6.3 Cognition

The third ‘C’ is the cognition in CLIL’s 4C framework. Expediently, CLIL must challenge learners to think, review and engage in higher order thinking skills (Coyle, 2009). The individuals should be allowed to construct on their own understanding and be challenged. The cognitive and knowledge processes that are associated with the CLIL content, refers to Blooms taxonomy (Jaakkonen, 2013) which is used as guide for designing the thinking skills in a CLIL classroom. This taxonomy is also recommended by Coyle and her partners as a useful tool to guide planning for cognitive challenge (Valdivia, 2012). Both LOTS (Low Order Thinking Skills) and HOTS (High Order Thinking Skills) were planned using Blooms revised taxonomy. The present study followed the blooms taxonomy in deciding the cognitive challenges and skills to be culled out from the learners to exhibit the intended language skills.
3.6.4 Culture

Culture learning involves the self awareness and role of the learner as a citizen or citizenship. It also insists on intercultural learning of the target language and an international understanding. The learners also get inputs on internationalisation, sharing of experiences and deepening the awareness of self and others. It prepares the learners for global citizenship. So, CLIL gives a special care for culture (Anwar & Kharosi, 2014). Consequently, culture is not a post script but rather a thread which weaves it way throughout the topic (Coyle, 2005). Culture may be related to citizenship in local bodies such as classroom, school or community and country citizenship. It may also include civic responsibilities and intercultural and international citizenship. The investigator created an environment where social living was learnt by the learners through cooperative group work and citizenship training were given through writing complaint letters on the bad road condition.

To reiterate, a careful planning of the inter-relations between these aspects of knowledge, adapted to individual contexts and bearing in mind multiple variables – students' language levels, previous content knowledge, level of cognitive development, types of classroom interactions they are familiar with, and so on (Girbau & Walsh, 2012) a teacher can make CLIL teaching effective.

Following is an outline of CLIL activities planned using the 4C framework. Twenty lesson plans were designed for the present study, the descriptions of the Content taught, linked communication, cognition and culture aspects are also given.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Title</th>
<th>Content</th>
<th>Cognition</th>
<th>Communication</th>
<th>Language through Learning</th>
<th>Language for Learning</th>
<th>Language of Learning</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pollution</td>
<td>Pollution, Type and Effects</td>
<td>Define Compare Contrast.</td>
<td>Key vocabulary</td>
<td>Adjectives of place</td>
<td>Describing</td>
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<td>Self discipline and protecting environment</td>
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<td>2.</td>
<td>The Mini Problem</td>
<td>Problems</td>
<td>Describe Identify</td>
<td>Key vocabulary</td>
<td>Adjectives of people</td>
<td>Describing</td>
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<td>ways to cope up with problems</td>
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<td>3.</td>
<td>Cells</td>
<td>Cells, Types and its Functions</td>
<td>Relate, Predict and Apply</td>
<td>Key Vocabulary</td>
<td>Future Tense</td>
<td>Making guesses</td>
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<td>Personal Hygiene</td>
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<td>4.</td>
<td>Salt</td>
<td>Importance of salt, historical evidence and evolution of word salary in</td>
<td>Summarise and Sketch.</td>
<td>Key Vocabulary</td>
<td>Proper Nouns</td>
<td>Expressing wish and regret</td>
<td></td>
<td>Role of salt in history.</td>
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<td>5.</td>
<td>War</td>
<td>Cause behind a war</td>
<td>Predict Infer Analyse</td>
<td>Key Vocabulary &amp; Phrases</td>
<td>Punctuation</td>
<td>Giving Order, Commands</td>
<td></td>
<td>Promoting Peace</td>
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<td>6.</td>
<td>Road Accidents</td>
<td>Road Accidents and safety rules</td>
<td>Appraise the need to learn safety rules and generate ideas to reduce road accidents, Compare and contrast</td>
<td>Key Vocabulary &amp; Phrases</td>
<td>Prepositions of Place.</td>
<td>Asking for Clarifications &amp; Making Complaints</td>
<td></td>
<td>Obeying traffic rules.</td>
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<td></td>
<td>Course Title</td>
<td>Topic</td>
<td>Key Vocabulary &amp; Phrases</td>
<td>Tense</td>
<td>Giving Suggestions</td>
<td>Netiquettes</td>
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<td>7.</td>
<td>Internet Safety</td>
<td>Internet Security</td>
<td>Defend the need and collect ways to secure</td>
<td>Present Tense</td>
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<td>8.</td>
<td>The Robin</td>
<td>Life of the bird robin</td>
<td>Describe Distinguish</td>
<td>Pronouns</td>
<td>Introducing oneself &amp; Talking about personal habits</td>
<td>Good Manners in a party</td>
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<td>9.</td>
<td>Talia’s Special Day</td>
<td>Talia’s Special Day</td>
<td>Express Dramatise Sequence</td>
<td>Present Continuous Tense</td>
<td>Making Predictions</td>
<td>Greeting Someone for a special day.</td>
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<td>10.</td>
<td>One Hundred Dollars</td>
<td>One Hundred Dollars</td>
<td>Estimate Defend</td>
<td>IF clause</td>
<td>Expressing wish</td>
<td>Respect for others things or empathy</td>
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<td>11.</td>
<td>Time</td>
<td>Geographical descriptions and Divisions in Time</td>
<td>Contrast Estimate Calculate</td>
<td>Prepositions of Time</td>
<td>Making Plans or Talking about plans</td>
<td>Beliefs in time in the target language</td>
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<tr>
<td>12.</td>
<td>Superstitions</td>
<td>Superstitions and their role in society.</td>
<td>Compare Differentiate</td>
<td>Conjunctions</td>
<td>Agreeing and disagreeing</td>
<td>Beliefs and Superstitions in target language</td>
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<tr>
<td>14.</td>
<td>Volcanic eruptions</td>
<td>Process of volcanic eruption and its results.</td>
<td>Explain Express Plan Hypothesize</td>
<td>adverbs of sequence</td>
<td>Describing an event</td>
<td>Preventive measures to be taken in a volcanic eruption</td>
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<td>15.</td>
<td>Inventions</td>
<td>How the aircraft was invented.</td>
<td>Retell Extend Hypothesize</td>
<td>Key Vocabulary &amp; Phrases</td>
<td>Interjections and exclamatory sentences.</td>
<td>Expressing surprise and disgust</td>
<td>Understanding and accepting others views.</td>
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<td>17.</td>
<td>Marie Curie</td>
<td>Life of Marie Curie</td>
<td>Explain Organise</td>
<td>Key Vocabulary &amp; Phrases</td>
<td>Past tense</td>
<td>Explaining a past event.</td>
<td>Respect for famous personalities.</td>
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<td>18.</td>
<td>How to prepare a tomato ketchup</td>
<td>Tomato Ketchup</td>
<td>Describe Illustrate Summarize</td>
<td>Key words &amp; Phrases</td>
<td>Cohesive devices</td>
<td>Giving Instructions</td>
<td>Following One’s instructions.</td>
<td></td>
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<td>19.</td>
<td>Chocolate</td>
<td>Chocolate</td>
<td>Persuading</td>
<td>Key words &amp; Phrases</td>
<td>Past Continuous tense</td>
<td>Persuading</td>
<td>Self respect.</td>
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<tr>
<td>20.</td>
<td>The Market</td>
<td>Buying things in a market</td>
<td>Apply Summarise Give example</td>
<td>Key words &amp; Phrases</td>
<td>Present Tense</td>
<td>Giving directions.</td>
<td>Shopping, Noticing and Complimenting others views.</td>
<td></td>
</tr>
</tbody>
</table>
3.7 Place of First Language in CLIL Classroom

Learners who are accustomed to being taught exclusively in their first language may at first be uncomfortable if the teacher speaks to them in the second language, expecting them not only to understand but, perhaps, to respond (Savignon, 1999). Since the basic idea is to use target language predominantly over the first language in the classroom, the investigator first used the first language more in the beginning; latter on the target language was used to a greater extent.

3.8 Methodology in Language Driven CLIL Classes

It is generally advisable to create lessons in any subject that are varied in methods. Methodical approaches implemented in CLIL classes are rich in variety and range from teacher-oriented tasks to student oriented exercises (Regitschnig, 2009). An instructional sequence that includes factstorming, categorizing, paragraph drafting, paragraph sequencing, developing introductory and summary paragraphs, and organizing paragraphs into a structured whole helps students build an overall understanding of the structure of informational content (Hennings, 1984). Successful writing curriculum will be one that builds on personal writing, builds the functions of interpersonal writing, and helps pupils to find frequent real purposes for such writing with real audiences (Goodman K & Goodman Y, 1984). Teachers are encouraged to change teaching practice and employ a variety of advanced instructional tools (Stukalina, 2011). In the present study in order to structure and develop the themes, texts from various areas were used to help students attain ideas on diverse disciplines. The language materials were graded in such a way that plateauing was prevented. They were rich in vocabulary, the CLIL context of content obligatory vocabulary, subject specific vocabulary and general vocabulary. For the teaching to be effective, it is important to plan each lesson carefully, setting realistic goals, choosing the suitable materials, and developing and organising activities for the students (Cignoni L., Fornaciari A., Fornaciari A., 2011).
CLIL lesson focuses on meaning and language use, not on grammar rules and forms, provides language input that is just above the students’ level, and gives enough opportunities to use the language in meaningful communication without pressure. The concepts may come from any of the academic subjects in the curriculum: science, mathematics, language arts, social studies, health, music, art, physical education, or civic education. The teacher has to find out which concepts lend themselves best to teaching in English.

For brain storming and comprehension checking concept questions were used in the study in between the lesson. In a language driven CLIL, content is used to learn the L2 where Language learning is priority and content learning is incidental, the choice of subjects may initially be according to the availability of resources. Eventually, in a CLIL classroom the language objectives are determined by L2 course goals or curriculum.

Apparently, in CLIL incidental word learning of all the words of the text, both general words and domain-specific words will be continually enhanced with extended immersion in a subject matter (Hirsch, 2003) and practical application of knowledge through problem solving tasks and cooperative learning (Vázquez & Ellison, 2013). In a nutshell, a CLIL teacher has to plan the activities with multimodal input and account for tangible language learning.

### 3.9 Design of Materials

In developing materials for any aspect of language learning, whether it be a skill based course in listening, speaking, reading or writing or an integrated – skills basic series, the writer’s understanding of language and language use will have a major impact on materials design, since it will play a role in determining the goals the writer sets for the materials, the focus of the materials themselves and the activities within them (Richards, 2005). The design of CLIL classes is associated with effortless, natural and incidental
language acquisition. The integration of language and content learning, the focus on meaning rather than language form and the avoidance of grammar related error correction, are the characteristics of CLIL considered which are most beneficial for natural language development (Gefäll, 2009). CLIL classes have some guiding principles through which materials development are taken through. The contextualised building blocks of CLIL the 4Cs help design the course characterising the educational shift from instruction to construction. The materials used for CLIL should be authentic the other characteristic of CLIL classrooms.

3.9.1 Authentic Materials

CLIL contexts provide the opportunity to work with authentic materials (Rodríguez & Puyal, 2012). Authentic materials may include texts such as textbooks, books, websites, articles, reports, novels, etc. Visuals such as photos, pictures, maps, diagrams, etc. Statistics such as graphs, tables, Videos such as video programmes, video clips, films, etc and audios such as radio programmes, podcasts, songs, teacher’s lectures etc. The communicative occasions are initiated by an authentic content topic and corresponding meaningful and relevant tasks for the learners (Kuptez & Becker, 2014). During the course it was planned to expose the students with informative passages and were involved in less to complex demanding activities. To complement the content and language learning, videos, pictures, grammar songs were taken. It was also supported by newspaper clippings, everyday use of objects that have language learning such as wrappers of articles such as sweets, biscuits, cosmetics etc. Since, it is important to expose pupils to a wide range of authentic texts in different genres, e.g. interviews, novels, autobiographies, witness accounts, cartoons, poetry and anecdotes (Drew, 2013). Moreover the context in which teaching learning occurs will impact on the types of materials that may need to be designed (Howard & Major, 2004). Depending on the availability in the present study materials such as wrappers of daily use products, newspapers, worksheets, advertisement pamphlets were also used.
3.10 Sequence in Classes

Along with authentic materials use sequencing of materials is also important in CLIL Classes. Language-wise, one way to scaffold students is to plan the activities from more receptive tasks to more productive ones, so that students get plenty of exposure before they set out to produce some discourse on their own (Girbau & Walsh, 2012). Sequence of activities has a pedagogical rationale, progressing from practicing passive skills to active; generally listening before speaking, reading before writing; and from teacher-centered to student-centered activities. This method reflects an understanding of learning a second language as being similar to the way the first was learned: passive skills being developed first, with attention to listening and watching, with the active practice following (ibid). The use of coherently ordered classes made the students to link their prior knowledge with the new knowledge and learning of additional material with ease. The language skills and progressive cognitively challenging tasks were provided through the use of authentic and engaging materials. The sequenced materials were developed in such a way that there is grammatical progression of the lessons. Since, grammar was diagnosed as the greatest impediment in the diagnostic test for language learning. A corollary to this sequence is that language functions were also generally ordered from simple to complex.

3.11 Levels of Cognitive Processing

Using the CLIL matrix, the cognitive complexity of the tasks was sequenced from simple to complex. The activities and the tasks given were planned in such a way that one leads to other the learned principles were applied in a different situation. This higher level of transfer of knowledge was accompanied with group activity so that the learners sustain their interest and motivation in learning the acquired new knowledge.
3.12 Safe Environment and Comprehensible Input

Techniques such as wrap up activity that involves a cooperative reviewing activity, reflective practice that makes the learners to reflect or retrospect his/her own cognitive levels and discussion leading to question answer sections makes a CLIL environment more enriching. Comprehensible input is another characteristic of CLIL classrooms. In this study it was assured with the use of linking with prior knowledge, wait time for the learners to respond, rephrasing, rereading, citing examples, and sharing teacher’s personal experiences accompanies comprehensible input. Moreover the varied source of input, using videos, songs, pictures, and two different videos on the teaching of the same content ensured comprehensible inputs.

3.13 Support Strategies

Traditional language teaching methods have been criticized on the bases that they hardly represent a variety of structure. Alternatively, CLIL involves variety of teaching methods with supporting learning activities. Support strategies assist the teacher and the learner in the teaching learning process. They scatter to the needs of learners at different levels. So, in mixed ability level teaching, the teacher has to follow different strategies of teaching to every learner, who have different potentialities, skills, interests and learning needs (Santhi, 2011). Moreover, to teach subject content in English effectively, instructors need to use a wide array of instructional strategies to foster high levels of knowledge both in domain-specific and language areas.

In this study, the investigator particularly recognises the role of strategies such as support strategies that aid teachers’ instructions in CLIL classroom, motivational strategies as source of stimulating interest in learning, and reading strategies that entail comprehension development among learners.

The strategies used by the investigator in a language classroom to help or assist the learners in learning are
- visuals and symbols
- target language glossary
- use of L1
- task type and design
- instructions
- varied forms of interaction
- learning strategies

3.13.1 Visual Support

Visual support makes the learner to extract meaning from complex content. Visual support is particularly effective when used to introduce thematic units, to facilitate students’ access to dense texts and to guide them in seeing a text’s macrostructure and discourse organization (Cendoya, Adibin, 2010). Pictures help individual learners predict information, infer information, deduce information, analyze today’s world so that it can be brought into today’s classroom and offer social settings which can immerse or expose the learner to new ideas or further promote an already created setting (Wilson, 2001). Photographs, graphs of statistical reports, charts, timelines, Venn diagrams are used in the study as a means of visual support. Videos of native speakers of English reinforced the learning by making the learners come into contact with samples of the target language. Positively, different visuals bring variation in the classroom as they help to draw the attention of the learners toward the topics (Macwan, 2015) and they tend to motivate the learners.

3.13.2 Graphic Organisers

Graphic Organisers is another form of visual tool which is very effective for language learning. They help the learner to organise, summarise and develop and construct disjointed information. It is way of scaffold teaching-learning that caters to the needs of diverse learners in a mixed ability classroom. Highest quality results are achieved when one organiser is shared by a small group of (2/3) students with diverse abilities and learning styles.
Also, teachers should give attention to those Graphic organizers that allow students to adapt them to independent use (Massey & Heafner, 2004). Graphic organisers such as resume builder, upstairs timeline, hamburger essay are some of them used in the study.

### 3.13.3 Note taking as Compensatory Strategy

Note taking helps the learners identify the key points and elaborate on it later. It improves the skill of writing as well as reading comprehension. By identification of main ideas and summarising both the skills are promoted. The teacher planned to demonstrate some note taking strategies in every classroom for the students to follow. Circumlocution, repeating the difficult words and key ideas were also used in the class as compensatory strategies.

Hence, in the present study, CLIL learners were provided with diagrams, gap filling, and time lines as activities that help them to learn. Sentence starters, vocabulary and writing frame were given to support them in writing. For paragraph writing the steps to follow in writing were provided with the use of pictures and graphic organisers as support strategies.

### 3.14 Scaffolding

Scaffolding is a key principle in CLIL class. It refers to techniques that guide students’ acquisition of the language and cognitive skills that are necessary for learning to occur. According to Massler and Ioannou Georgiou (2010, as cited in Kupet & Becker, 2014) there are two main categories, which characterize scaffolding in student-teacher interaction:

- Input-oriented scaffolding techniques which focus on making teacher L2 input understandable for students
- Output-oriented scaffolding techniques which focus on how students can be assisted in expressing understanding and in participatively active in CLIL lesson, even with limited L2 competence.
Scaffolding applies to both linguistic and subject content, and to the cognitive skills required to carry out tasks, assuming that the more demanding one of the aspects is, the less students can focus on the others. Language-wise, one way to scaffold students is to plan the activities from more receptive tasks to more productive ones, so that students get plenty of exposure before they set out to produce some discourse on their own. (Girbau and Walsh, 2012). Some kinds of scaffolding used in the study were recruitment, simplifying the tasks, direction maintenance and feedback. Hence the mainstays of the created lessons were designed such that language learning strategies were scaffold.

3.14.1 Feed Back as a Scaffolding Technique

Feedback is an essential part of language learning and teaching that influences students’ learning and achievement. It also helps both the teachers and their students meet the goals and instructional means in learning and teaching (Petchprasert, 2010). Feedback helps to stimulate acquisition of learning. Along with feedback guidance moves such as prompting and hinting were used in the class.

3.15 Cooperative Learning and Collaborative Learning

Basically, CLIL is not related to one specific methodology. However, CLIL requires active methods, co-operative classroom management (Pavesi, Bertocchi, Hofmannová et.al 2011). Hence use of cooperative and collaborative learning in CLIL classroom is essential. Cooperative learning is a range of team based learning approaches where students work together to complete a task. Collaborative learning is a personal philosophy not a classroom technique. In all the situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members’ abilities and contributions of their peers (Panitz, 1999). Thus cooperative learning and collaborative learning can be used in a class as a combination. This in turn makes the learning more interactive. Some of the characteristics of interactive classrooms include group work, student questioning and problem solving (Jaakkonen, 2013). Group work is an efficient means of educating the
adult learners. They can be one way of allowing students to explore different language functions. Secondly, in group work pupils can scaffold each other while co-constructing knowledge together. Thus, they can use language as a collaborative cognitive tool in order to achieve learning goals (Gefäll, 2009). Therefore a number of tasks by way of individual, pair or group work, need to be designed and used to get the students actively involved in the learning process. Thus active learning which is another characteristic of CLIL classrooms is also accomplished. The students, either in pairs or in small groups of four, assigned a specific task ((Cignoni L., Fornaciari A., Fornaciari A., 2011) can be rewarding for it insists the active participation of all the members without passive roles. One key part of CLIL methodology requires that children use the language actively with each other during the lessons so that they learn from each other (Rubio & Conesa, 2012). Thus the activities provided optimal conditions for learning by doing and learner autonomy. Cooperative learning is one of the practical techniques in a language classroom that has proved very useful in CLIL classes also. So the students were divided into groups of three or four, based on the activity given. Thus the reticence of individual answering was avoided. The group activities organised prevents the students from simply wading through and insisted upon active involvement. Dividing the classes into small groups the students were expected to produce short written texts on the real communicative tasks that practise in them the skill of transfer and organisation of the text.

3.16 Motivational Strategies

The power point presentations, constituting the videos and pictures had implications for the content delivery and the entire objective of the teaching. It was also used as a means of motivating the learners. When choosing materials for the class, the investigators aimed to use a wide range of materials as possible in order to motivate and engage the learners to a greater extent. The students had the opportunity of connecting the texts with their personal and they had an experience that was something real. Properly articulated and
coherent plans for CLIL class should go hand in hand with students’ interest. Personalisation, video input, contemporariness of the chosen topics and the possibility of the learners to relate the tasks to their own life sustained interest in the class. Groups were formed for every classroom with different members, so that each learner is exposed to and develops interpersonal relationship with everyone in the class. Motivational videos and clippings of inspirational quotes also served useful.

3.17 Reading Comprehension Strategies

Teachers should provide instruction to teach reading comprehension strategies. Students need to acquire the habit of using reading strategies both in their curricular activities involving reading work and extracurricular reading practice (Kirmizi, 2010). The CLIL approach builds on and transfers the range of reading strategies developed in literacy in English, for example, the use of contextual clues, including non-verbal features such as layout, punctuation and graphical illustrations, reading between the lines (inference), visualising and summarising main ideas (Coyle, Holmes & King, 2009). Reading comprehension strategies can be applied to understanding content-based material in any area while cause and effect relationships are common in science and social studies (Pistorio, 2010). First, at the level of word-knowledge, a critical disadvantage of unexpected poor comprehenders lies in their weakness in vocabulary (Kwiatkowska, 2012) therefore, the following reading comprehension strategies were taken for the study.

Making Connections: Students makes connection with the text read by stimulating his background knowledge and personal experience.

Teaching main idea: Teaching students how to pick out the main idea of a paragraph or reading and explain why it is the main idea. Done as a class or in small groups to build consensus of what the main idea is.
Student-generated questions: Generating questions before, during, and after reading causes students to focus on their reading and to search for meaning.

Predicting: Students use the available resources such as pictures, graphs, charts, experiences and anticipate the newly read information.

Monitoring: While reading the students stop now and then and check what they have understood from the text.

Visualising: Students create mental images using their imagination of the text read and generate their thoughts.

Summarising: Collecting the main points or ideas from the text read and creating notes on their own.

3.18 Components of Writing

Writing is the ability to express oneself through written medium. Writing skill is a practical skill that can be learned by learning by doing. Writing can be classified as types of writing and purpose of writing. Each type and purpose has its own structure and pattern of writing. Hence the difference in conventions of varied types and purpose require teaching them individually.

Four major types of writing are

- Expository writing: writing that gives information, explains why or how, clarifies a process, or defines a concept.
- Narrative writing: writing that recounts a personal or fictional experience or tells a story based on a real or imagined event.
- Persuasive writing: writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action.
- Descriptive Writing: writing that describes a person, place, or a character.
Purposes of writing are emails, letter writing, record writing, report writing, memos, writing for examination, essay writing, writing for pleasure etc. Both these two categories of writing play a vital role in everyday life. Though the structure varies, there are certain common conventions they are spelling, grammar, punctuation, orthography, capitalisation, Cohesion etc. They are termed as mechanics or writing.

Cohesion is achieved by the use of cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc., enable the organisation of meaning, i.e. establish a logical relationship between groups of utterances (Vera, 2007). Transitional words, terms, phrases, and sentence variations are used to arrange and signal movement of ideas. For example, next, and then, in the end, another reasons, after that we went, on the other hand etc.

In a classroom a typical task of writing a comparison/contrast essay starts with students reading two descriptive source texts, then selecting the main ideas along with supporting details, and finally, comparing and contrasting those two topics with attention paid to similarities and differences. It is therefore a challenge for the students and helps them develop good writing habits (Paszyłk, 2009). Eventually communicative writing must have a purpose and logic (Javed, Xiao & Nazli, 2013).

### 3.19 Expected Learner Roles

Learners in a second language class are with varied abilities, potentials, expectations and needs. In an integratively-oriented contexts, the learner wants to learn the second language to meet with, talk to or find out about speakers of the target language. On the other hand, instrumentally-oriented learners want to learn the language for more utilitarian reasons, such as getting ahead in their career or dealing with English-speaking technical co-workers or clients.
Álvarez, 2013). The teacher should take cognisance of these factors while planning a lesson.

3.20 Proposed Teacher Roles

CLIL teachers should think about their learners first. They should consider them as individuals with specific needs, interests and learning styles (Klimova, 2012). A CLIL teacher should constantly provide the students with language scaffolding (Liubiniene, 2009). Though, the production of one’s own teaching material is very time-consuming, it has a positive outcome as hand-picked materials are appropriate for particular teaching sequences and adapted to the teacher’s and class’ needs (Regitschnig, 2009). CLIL teachers must give the learners special tasks that involve them in trying to make sense of what they hear or read. They should also check understanding by asking questions, by emphasizing the correct. Icebreaker questions and beach ball questions grab students’ attention. Facilitative questioning in writing classes, allows the teacher to give assistance to the students without actually contributing new ideas to the work being written. Teachers should provide assistance when they notice or suspect meaning of important concepts or words the learners do not master and by setting extra tasks than anchor identifications of meaning which promotes the development of higher order skills (Rettaroli, 2014). A small sample size allows the teacher to monitor the students individually and the varied feedback given by the teacher motivates the learner.

3.21 Sub skills Identified for Instruction

John Munby the author of the book Communicative Syllabus Design has given taxonomy of language skills under 54 categories. This is a profile of communication needs for a participant which is interpreted in terms of language skills required. It is comprehensible list of Macro Language skills and the corresponding micro skills. The study identified those skills that are common to both reading comprehension and writing for investigation. The list is given below in the figure 3.1. Following is the CLIL based teaching model on communicative competence developed by the investigator.
Figure 3.F. 2 Showing the Sub skills of Reading Comprehension and Writing

- Meaning and use of unfamiliar lexical items
- Explicitly stated information
- Information not explicitly stated (Inferences)
- Conceptual meaning
- Communicative value of sentences and utterances
- Relations within the sentence
- Cohesion between parts of a text through grammatical cohesive devices
- Cohesion between parts of a text through lexical cohesive devices
- A text by going outside it
- Indicators in discourse
- Main point or important information in a piece of discourse
- Main idea from supporting details
- Salient points to summarise (the text, an idea etc.)
- Extraction of relevant points from a text
- Transcoding Information to diagrammatic display
- Extraction of relevant points from a text
Figure 3.F.3 JERALTIN'S COMMUNICATIVE COMPETENCE MODEL

**INPUT**
- CLIL FRAMEWORK
  - CONTENT
    - TECHNOLOGY
    - COGNITION
    - COMMUNICATION
      - Language for Learning
      - Language of Learning
      - Language through Learning
  - STRATEGIES
    - TECHNOLOGY
    - COOPERATIVE LEARNING
      - COLLABORATIVE LEARNING
        - PEER ASSESSMENT & SELF ASSESSMENT
  - CULTURE

**PROCESS**
- Comprehension Strategies
  - Monitoring, Ask questions summarising, make conclusions, make inferences/prediction, visualising, determining main idea and supporting details &
- Language Functions
  - Beginning & Ending Conversation, Greeting, Persuading, Requesting, Sequencing, Expressing wishes & regret etc.
- Grammar
  - Vocabulary
    - Content Obligatory, Specific & General
  - Lexical Cohesion & Grammatical Cohesion
- Types and Forms of Writing
  - Descriptive, Persuasive, Narrative, Letter Writing, report writing, resume

**OUTCOME**
- Writing
  - Reading Comprehension sub skills
  - Mechanics of Writing, Vocabulary and Structure of various writing

- Comprehension
- Reading

**COMMUNICATIVE COMPETENCE**
3.2.2. Steps in CLIL Lesson Planning

On deciding upon the teaching method, the starting point for the design of lesson planning is identifying the learning objectives. For this, the investigator took account of the reading comprehension sub skills and writing skills that are required for good deliverables in competitive exams. These two language skills constitute the communicative competence in the context of placement tests. At the centre of any teaching lies the aims and objectives of teaching that determines the materials and methods of use to accomplish the expected outcomes.

While planning and setting objectives, cognition processes very often stay at the level of remembering and understanding only rarely involved analysing or creating are involved. The communication element must be presented and should offer opportunities to use the working language; however, its limitations could be seen in individual organizational forms where practice is minimal (Sepešiová, 2015).

After the decision on teaching method and objectives to be achieved, the teacher should visualise the anticipated problems on the part of the learners, the teacher and the syllabus. In this CLIL method, the view of language learning
integrated to other curricular rather than discrete learning itself pose challenges in lesson planning. The teacher then tends to breakdown these challenges, compensate and accommodate with suitable support strategies to overcome these challenges.

This is followed by, comes the selection of content to be taught, in what context it is to be delivered. Since the content decides the language skill acquired, the selection of the content and the appropriate language support go hand in hand in a language led CLIL classroom. In the following section, the investigator presents an overview of the different aspects of planning that should be taken into account when planning CLIL Classes and understanding the various aspects gives structure and focus to the planning process.

3.23 Guiding Principles from Literature of CLIL for Course Construction

- CLIL is usually implemented once learners have already acquired literacy skills in their mother tongue (Puffer and Smit, 2013).
- CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills through a process of inquiry (research) and by using complex cognitive processes and means for problem solving (innovation). (Puffer and Smit, 2013).
- CLIL is constructed as a uniform pedagogy that can be evaluated and compared regardless of context (Hüttner & Smit, 2014).
- Functional approach to language learning underpins some of the methodologies often used through CLIL (Marsh, 2006).
- CLIL involves learning which requires acquiring new concepts and skills (Marsh, 2006).
- CLIL classes are associated with effortless, natural and incidental language acquisition (Gefäll, 2009).
- CLIL fosters implicit and incidental learning by focusing on meaning and communication, and providing great amounts of input (Marsh, 2001).
• CLIL is strongly geared towards learning strategies and techniques in the history or geography classroom, for example, techniques like analysing tables, maps or diagrams, or reading historical sources are applied and thus learned (Marsh, 2001).

• CLIL programs are usually carried out in subjects like Biology or History, both characterized by having a great amount of theoretical content (taught through oral speeches or written materials) (Eguiluz, 2013).

• CLIL materials often have to be adapted for lower level students. However, if students are prepared beforehand with appropriate pre-task activities, authentic materials enrich the students’ knowledge of the subject and of other cultures (Girbau and Walsh, 2012).

• Features of CLIL methodology are active learning, scaffolding and Cooperative Learning (Pistorio, 2010).

3.24 Edifice of a CLIL Lesson

First and foremost step in lesson construction is identifying the objectives to be achieved. The CLIL lesson comprises of both content objectives and language objectives. Content objectives are concerned with the aspect of the content, the learners learn about and language objectives are identifying the key vocabulary and structures intended to the learning of the language. Hence, in CLIL Lesson the input includes comprehension tasks, the process is comprised of cognitive tasks and production tasks are realized as output. The activities should reflect the integration of 4Cs that also encourage cooperative learning. They should stimulate the learning of both content and language and the outputs should also be assessed.

A good CLIL material gives rich input in both content and language. It makes use of authentic materials with multimodal input involving both Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS). The gradual scaffold of content and language is the characteristic of typical CLIL
classroom. Assigning diverse tasks are also important. The interaction between the student and teacher and a student to student should be more. Ensuring cross cultural understanding on global issues are also other important aspects in a CLIL class.

Mehisto (2012) gives the principles involved in quality CLIL lesson planning. They are as follows

- make the learning intentions (language, content, learning skills) & process visible to students.
- systematically foster academic language proficiency.
- foster learning skills development and learner autonomy.
- include self, peer and other types of formative assessment.
- help create a safe learning environment.
- foster cooperative learning.
- seek ways of incorporating authentic language and authentic language use.
- foster critical thinking.
- foster cognitive fluency through scaffolding.
- help to make learning meaningful

Following the track given by various researchers in quality CLIL lesson planning, the investigator accumulated the different pieces into a CLIL lesson and as an upshot of this a CLIL course on communicative competence was developed.

3.25 CLIL Lesson Planning: The 3As Tool

To determine the language used in a CLIL lesson, the 3As lesson planning tool suggests analyzing the language of learning that needs to be used, adding necessary functional language for learning the content and applying all this language to manage the cognitive demands of the lesson (Eguiluz, 2013). Whilst the 4Cs curriculum provides a useful guide for the overall planning of a unit of work, the 3As tool can be used for more detailed
lesson planning. The 3As are Analyse, Add and Apply/Assure. It operates in 3 stages and is used with specific content.

Stage 1: Analyse content for the language of learning
Stage 2: Add to content language for learning
Stage 3: Apply to content language through learning

3.25.1 Analyse

As a first step the content to be taught should be decided. Then the content can be analysed for the language needed in order for conceptual learning to take place. This is systematic content analysis to identify key words (including specialised contextualised vocabulary) phrases, grammatical functions for concept formation and comprehension. The teacher may begin the class with a warm up activity in which activating prior knowledge through brainstorming can be done. The investigator displayed motivational videos and posed questions to brainstorm the students. In some classes, the groups were divided based on a strategy. For eg: For a lesson in nutrition, the students were asked to think of a favourite food in the beginning of the class, then they were grouped based on their preferences, such kind of activities brought the students into the context of learning.

3.25.2 Add

The next step focuses on the learner. Language experiences are added to the lesson plan for specific attention which enable the learner to operate effectively in a CLIL setting (eg: strategies for reading and understanding a difficult text). This includes meta-cognitive or learner strategies, classroom talk, discussion, task demands. It also involves the teacher in considering ways in which the learning will be scaffold. This is the language for learning. This is a crucial stage if the content and the language are to be truly integrated and if the learners are to fully realise the potential of CLIL. In this stage, the teacher had to accommodate a variety of tasks for facilitating learning. Illustrating, underlining key words, skimming, scanning, question answering can be done at this stage. Followed by grouping in the analyse stage the students were
assigned tasks appropriate to the content which ensured learning of both the content and language.

3.25.3 Apply/Assure

The application stage is one where the language which emerges through the learning context is built on to assure that there is cognitive and cultural capital. It is at this stage that tasks and opportunities which enable learners to extend their cognitive skills and cultural awareness are made transparent to learners. This will involve exploring how thinking skills have been incorporated into the lesson plan in order to advance learning. This puts task types and learning activities at the core. It uses emergent knowledge and skills to apply thinking skills and high level questioning. It demands cultural awareness. Since language and thinking are explicitly related, this stage is also necessary to assure that a translated transmission model of learning will not evolve. This is language through learning. Attention to this process assures learner progression. At this stage, tasks such as autonomous tasks, summarising, comparing and contrasting can be given. Cognitively demanding activities should be planned by the teacher at this stage. In the present study, every group activity was followed by an individual activity, that reinforces the learnt content and apply it in specific tasks.

3.26 CLIL Matrix for Activities

The general objective of the topics chosen was to develop communicative competence through developing reading comprehension skills and writing among undergraduates. Further, activities related to language were developed. These included dialogue writing, resume writing, letter writing etc. Shin (2007) proposes that the activities should be organized and ordered as follows:
1. Varying the tasks and language skills.
2. Choosing the activities that are the most useful to your learners.
3. Ordering the tasks to mirror the real life application of the tasks.
4. Connecting one activity to the next, i.e. from receptive to productive skills.
5. Sequencing the content in order to recycle language and scaffold students’ learning.

The CLIL Matrix helps the teacher to build knowledge and skills to be considered in a CLIL classroom. It serves as an indicator of quality CLIL teaching. The teacher can make a gradual shift from quadrant ‘A’ which is cognitively undemanding and context embedded to quadrant ‘D’ that is cognitively demanding in context reduced environment. This is the progression of teacher guided activities to learner self paced learning.

While planning the tasks Cummins quadrant was used

![Cummins Quadrants for Designing Language Tasks](image)

**Figure 3.F.5 Showing Cummins Quadrants for Designing Language Tasks**

Activities are of two types’ exercises and tasks. Exercises are activities that call for primarily form focused language use and tasks are activities that call for primarily meaning focused language use to attain a non-linguistic objective( Barbero,2007). Keywords are likely to be the most frequently used
domain-specific vocabulary items featured in a specialized corpus (Carloni, 2015). The study planned activities in both the categories. The grammar and the language functions are extrapolated from the content taught. They were then explained, revised and practised using exercises. The activities given in the worksheets culminate in the students basic idea of the language skill taught and gradually to a higher level of language use.

3.27 Sequencing of Activities in CLIL Class

Sequencing of activities also play a major role in CLIL classroom. Not only the language skills and the content should be graded from simple to complex, the activities should also be ordered in such a way that it elicits discovery learning. Ramirez (2014) states the four stages of sequencing the activities. This gives an outline for the CLIL teacher in deciding the stages in a lesson delivery. The following diagram gives the stages and activities that can be employed in a CLIL classroom. In this study the investigator used visual cues such as pictures and videos on the content before every activity. It was then followed by vocabulary learning and relevant semantic webs were created by the students with the guidance of the investigator. Finally, the students were given essay writing or summary activity either individually or in groups depending on the cognitive demand of the task.
3.28 Language Functions

Having been taught specific thinking skills and the associated language, learners are better equipped to deal with the complex academic and cognitive demands of learning school subjects in a foreign language. They are language use according to language structure and termed as language functions therefore language functions are using the language to communicate and perform functions. The language can be used both in formal and informal situations to perform functions. They have a specific grammatical structure and vocabulary.
Some examples of functional language in a classroom are

- Evaluating others
- Clarifying what has been said
- Cause and effect
- Expressing ideas
- Comparing and contrasting
- Asking questions
- Describing a process/procedure

CLIL involves learning of functional language too. Hence, the language functions were incorporated in every CLIL lesson and were taught through videos and activities given.

3.29 Assessment Procedure

It is important to design a sample assessment task that reliably reflects the objectives of CLIL teaching. When designing a test of communicative ability, identifying test takers’ needs based on communicative encounters that they are likely to experience is one of the basic principles (Phan, 2008). Assessment tools should be appropriate to develop the skill (Renart, 2005) focused. A communicative situation demands its own combination of the communicative competencies (Seydow, 2012). It is important that language test developers and teachers should think of new types of intensive tests to measure examinees’ real language competence and performance to make the tests more reliable (Nguyen & Le, 2013). Multiple choice tests, for example, are not the most appropriate tool to test linguistic performance although they can provide limited information on performance in receptive skills. The best option, however, is communicative tasks that combine performance in various skills like reading a text and writing a response (e.g., e-mail, an argumentative essay, etc.) or listening to a text and summarising it in oral or written form (Astrid, Ester & Birgit, 2012). Testees can be given a task in which they are presented with instructions to write a letter, memo, summary, etc., answering certain questions, based on information that they are given and communicative
testing involves both comprehending and responding in real time (Kathleen, & Kitao, 1996). Also, assessment of sentences must not be limited to grammatical and psychological factors emphasized by Chomsky but rather it must include those aspects of communicative competence; sentences should be assessed by the context, by the way in which they are affected as actions (Mahdi, 2007). Nevertheless, learners’ performance on tests of discrete morphosyntactical features was not a good predictor of their performance on a series of integrative communicative tasks (Savignon, 1991) serves purposeful. It is better to ask the reader to write a brief summary of the text instead (Madnani, Burstein, Sabatini & Reilly, 2013). Thus the assessment criteria were framed in a way that focused on assessing the students’ accomplishment of the communicative tasks. These skills were to manifest in their ability to demonstrate them in their writing in the post test.

Hence, the study was planned on the basis of the following principles

- Enable the learners to diverse text genres thereby making them learn the language of different text types
- Selecting the theme of the content considering the level of the learners and areas of interest.
- Providing with scaffold instruction which supports learning of the language skill gradually.
- Providing the learners with learning the language with their use and learning by doing using worksheets and graphic organisers.
- Providing learners with authentic materials with the help of ICT.
- Finally enabling the learners to transfer their classroom learning to use in real tasks and for use in other similar contexts.
- Providing with the learning and use of strategies to facilitate their learning process.
- Instances of, collaborative learning and cooperative learning motivates the learner, through interactive learning and meaningful target language use.
The sample lesson plan is as follows

### 3.T.2 Table Showing the Lesson Script on Nutrition

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>Learners will acquire the knowledge of creating their own food pyramid, vocabulary related to food and diet, dialogue in a restaurant, using passive voice and reporting an incident. Learners will also be able to sequence events, organise information and summarise and question formation.</td>
</tr>
</tbody>
</table>

| Group profile | There are 35 learners in this class, 4 boys and 31 girls. |

| Time | 90 Minutes |

| Assumptions | Learners are intermediate learners. They knew the need for balanced diet, and have some basic idea on ways of healthy living. They have been to a restaurant and the formal dialogue in a restaurant is not known. Passive voice and reporting an incident is also at basic level. |

| Materials | Images of nutrition chart, videos on passive voice and worksheets. |

### Procedure

<table>
<thead>
<tr>
<th>Stage</th>
<th>Aim</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer</td>
<td>Activate prior knowledge</td>
<td>The teacher poses the following question&lt;br&gt;Did you have your breakfast?&lt;br&gt;What did you have? Was it a balanced diet?&lt;br&gt;Let us see what is a balanced diet and ways of healthy living.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Clarify aims of lesson</td>
<td>In this lesson we are going to learn about balanced diet, nutrition chart, word web of diet, using passive voice and reporting an incident.</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Introducing the content / Vocabulary Input.</td>
<td>The teacher displays the image of nutrition pyramid to the students and asks the students to name them. The teacher then reads out the items for the students to follow.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Content input</td>
<td>The teacher uses some sample products which gives the Nutrition facts in their label like drinks, powder, sweets etc.</td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

| Stage 3 | Individual activity | The students should create a bar graph on the various nutritional facts displayed in the items and they discuss the answers. |

<p>| Stage 4 | Individual activity | The teacher shows a food pyramid of rabbit and instructs the students to draw their own food pyramid and exchange it with their pairs to know each other. |</p>
<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Word web writing</td>
<td>The teacher then introduces the word web of diet and makes the students to work in pairs and develop a word web on the topic nutrition.</td>
</tr>
<tr>
<td>6</td>
<td>Dialogue writing/pair activity</td>
<td>The teacher discusses the answers and then shows a sample dialogue in a restaurant. The students to choose the roles of a waiter and the customer and write a dialogue based on the sample in pairs.</td>
</tr>
<tr>
<td>7</td>
<td>Grammar input</td>
<td>After the teacher introduces the use of passive voice on newspaper headlines and news article. The teacher also shows a video on passive and how they are used in newspapers.</td>
</tr>
<tr>
<td>Stage 8</td>
<td>Individual activity</td>
<td>The students are given a passage from a newspaper and they have to underline the sentences in passive voice.</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stage 9</td>
<td>Group activity/Report writing</td>
<td>Then the students work in groups and work on report writing. They should report an incident. They are given sample sentences to guide them. Then the students are instructed to use at least three passive sentences in their report.</td>
</tr>
<tr>
<td>Stage 10</td>
<td>Culture input</td>
<td>The teacher then shows an image with food manners across the world and the students learn and write two sentences about the food culture of their own country.</td>
</tr>
</tbody>
</table>
### 3.30 Conclusion

The chapter presented an overview of (theories) components and its subcomponents that led up to the development of CLIL based instructional model for the development of communicative competence among undergraduates. CLIL methodologies focus heavily on the cognitive demands of a given activity, often using even greater levels of visualisation and cooperative learning (as in peer and group work), scaffolding (as in providing the learner with the means to learn with teacher support available when appropriate), and a constant movement from practical lower order thinking skills through to higher thinking skills. (Marsh, 2006).

In the CLIL class, the language skills were planned in a such a way that the activities were not only a concrete end product of the skill taught, but they help the students to process the skills, and transfer learning. The information were first presented through a video presentation, followed by an elaboration by the teacher. Then they are reinforced using scanning questions by the teacher. The students are divided into groups and have a cooperative learning based on the skill taught. The students discuss, review, conclude and present the group activity. Finally, the language skill taught is worked individually by the student as a follow up activity for concretization and self learning.

The experience of learning subjects through the medium of a target language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum (Miladinovic & Milić, 2012). The incorporation of all the above said pedagogical features provide the learner with meaningful, contextual learning in a motivated environment, in a naturalistic way reducing the burden of form focused learning and unconscious picking of language content that can be utilised for real life communicative tasks.
In order to situate the instructional model a brief description of various components of CLIL lesson are discussed in this chapter, a teacher of CLIL class can tailor the instruction, based on specific needs.