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Implementing CLIL in teaching and teacher's readiness to CLIL

Abstract. *Implementing Content and language integrated learning (CLIL) approach in teaching process (primary and secondary education) and teacher's readiness to CLIL is regarded in this article in order to suggest future actions to improve its development. Using CLIL approach promotes multilingualism and multiculturalism in learners at an early age. In Kazakhstan, CLIL is increasingly becoming a widespread approach to foster foreign language learning in a classroom, but it is not easy to apply in teaching process and it requires a lot of effort to put into practice. In a CLIL classroom, teacher plays an important role in determining success in content knowledge through another language, therefore, teachers should be trained and qualified in CLIL concepts in tertiary institution but due to lack of bad knowledge of English language it is problematic in today's world. In this article, such recommendations concerning the improvement of multilingualism at the pedagogy faculty of the K. Zhubanov Aktobe Regional University through CLIL technology is offered based on the research works on CLIL by us.*

Keywords: *CLIL implementation, CLIL teacher education, CLIL research, primary education, teaching method.*

DOI: <https://doi.org/10.32523/2616-6895-2021-134-1-43-51>

Received: 12.09.20 / Accepted: 8.11.20

Introduction

Science and education play an important role in a globalized world. Education is a very powerful tool for social change and transformation and innovative teaching practice that is the only way to improve the education quality. Educational establishments should educate students to achieve success during a complex and interconnected world that faces rapid technological, cultural, economic and demographic change. Thus, it is necessary to use innovative approaches in education aimed at educating the future specialists who are flexible in the modern context. Using modern teaching methods and new approaches we can enhance student's engagement, motivation and

attainment in learning. One of the widely used approaches in the world is Content language integrated learning (CLIL) technology created by David Marsh in 1994 as an attempt to join language and content together through a foreign language [1;1]. For the first time, CLIL technology was applied in Jyväskylä Finnish University and in the country of the Netherland in the late 90s of the last century.

Content language integrated learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language' [2;1]. Some CLIL scholars claim that the integration of content and language learning distinguishes CLIL from other existing approaches, such as immersion, whose main focus is content

learning, and content-based instruction, which is one of the approaches in the framework of language education, although CLIL shares many educational practices with existing approaches [3;1]. While other scholars claim that (CLIL) is placed in the middle of a continuum between approaches of English as a foreign language (EFL), which emphasizes structural learning, and the other polar, those of English as a second language (ESL), which encourages natural language acquisition [3;15]. CLIL is also used as an umbrella term to include all the approaches from immersion to student exchanges. We take one of the definitions of CLIL in Ikeda [4;32], which was described as a typical CLIL, where 'academic subjects such as geography or science are taught in English by non-native content teachers', since it reflects the context of CLIL implementations we investigate in this study. English medium instruction (EMI) classes are included in the definition of CLIL. CLIL was first introduced in European countries in the mid-1990s to adhere European Union's (EU) multilingual policies. The European Commission explicitly states that their citizens should acquire 'at least two community languages in addition to their mother tongue'. Mehisto, Marsh, and Frigols introduce core 30 features of CLIL [5;30]:

1. Multiples focus: supporting language learning in content classes; supporting content learning in language classes integrating several subjects; organizing learning through cross-curricular themes and projects supporting reflection on the learning process.

2. Safe and enriching learning environment: using routine activities and discourse; displaying language and content throughout the classroom; building student confidence to experiment with language and content; using classroom learning centers; guiding access to authentic learning materials and environments; increasing student language awareness.

3. Authenticity: letting the students ask for the language help they need; maximizing the accommodation of student interest; making a regular connection between learning and students' lives; connecting with other speakers of the CLIL language; using current materials from the media and other sources.

4. Active learning: students communicating more than the teacher; students help set content, language and learning skills outcomes; students evaluate progress in achieving learning outcomes; favoring peer cooperative work negotiating the meaning of language and content with students; teachers acting as facilitators.

5. Scaffolding: building on a student's existing knowledge, skills, attitude, interests and experience; repackaging information in user-friendly ways; responding to different learning styles; fostering creative and critical thinking; challenging students to take another step forward and not just coast in comfort.

6. Co-operation: planning courses/lessons/themes in co-operation with CLIL and non-CLIL educators; involving parents in learning about CLIL and how to support students; involving the local community, authorities, and employers.

Content language integrated learning (CLIL) in Kazakhstan primary and secondary education

Recently CLIL has also been taken in language education in primary, secondary and tertiary levels in Asian countries [6;1]. Kazakhstan is the first Central Asian country to introduce the CLIL approach for using three different languages as a medium of instruction for different content subjects as part of an ambitious national language-in-education policy. The first president of Kazakhstan, Nursultan Nazarbayev always supports trilingual education. His purpose was to produce Kazakh people with the proper of selecting the living place, multilingual and multicultural likewise the knowledge and skills in science or to be ready to world education system, equally with the people of the advanced countries of the world to make a personality which will be traced back to knowledge. The CLIL approach can be the decision that integrates the content of the curriculum and teaching in a foreign language according to the Kazakhstan strategy - 2050 the trilingual policy which is emphasized equal acquisition of the third English language in the multilingual country. A foreign language is taught from the 1st class in Kazakhstan. Thus, we can apply the CLIL approach in primary education. Students are educated, enlighten

and motivated as well as developed in English foreign language (EFL) skills by CLIL approach.

CLIL does not only break the traditional monotony but also motivates the students of the target language. Applying the CLIL in primary classrooms can broaden a child's background and conceptual mapping, develop brain and learning and cognitive skills involved in subject learning. For instance, in a Mathematic lesson, children are taught how to say the numerals in English, basic

commands are taught in Physical Education etc. As Mehisto, Marsh and Frigols said that

"language showers are primarily intended for students aged between four and ten years old, who receive between 30 minutes and one hour of exposure per day. This includes the use of games, songs, many visuals, realia, handling of objects and movement. Teachers usually speak almost entirely in the CLIL language. Routines are developed and considerable repetition is used so students know what to expect. This creates sense of security, lowers anxiety and boosts learning" [7;13], we should develop CLIL language slowly.

In Kazakhstan, only certain schools as Kazakh Turkish Lyceums (KTL), state trilingual schools and Nazarbayev Intellectual Schools (NIS) were the first who tried various methods to teach Kazakh

through the content of social science subjects, such as Geography and History. For example,

NIS schools launched CLIL subjects which are instructed in Kazakh, Russian and English (NIS, 2014). Geography, History of Kazakhstan,

Kazakhstan in the Modern World and Law Essentials are among subjects that integrate the content and language in Kazakh using the CLIL approach [8;2]. Today, in Kazakhstan, primary

school teachers use the CLIL method elements in their subject to motivate learners' interest and in secondary school some subjects as the History of Kazakhstan, Chemistry, Biology, Physics and IT disciplines are taught in English. Many scientific

research works have shown that implementation of the CLIL approach to education system

is good in understanding other subject than traditional way of teaching because learners can search information on subject widely in English language in internet and do research as well as brain's potential will be enhanced.

Methodology

There are reviewed articles and works on the (CLIL) which written about its implementation and problems in primary and secondary schools on applying the CLIL approach in education process. The article reveals many challenges on the CLIL implementation. For example, to implement the CLIL approach in school is considered a difficult task because of the deficiency of the subject teachers with foreign language therefore teachers who teach their subject through a second or foreign language in the CLIL classes mostly waste their time with translating materials on subject. Also it is led to the discovery that educators saw themselves as content teacher and language teacher. This reticence was found even in educators' unwillingness on integrating instructional materials used in science or language classes. Problems of the CLIL teachers were the English language proficiency level and lack of the CLIL materials as well as collaboration between language teachers and content teachers. One more problem which I have understood is scaffolding in the CLIL. The CLIL educators need to scaffold their student to comprehend material, but educators use limited strategies of scaffolding to help students in completing the task. Scaffolding enhances learning and aid in the mastery of the task, understanding new concepts and developing new skills in a faster way as well as develops higher order thinking (HOT) skills and problem-solving skills of students.

Results and Discussion

Reviewing many articles on implementing the CLIL in education process in other countries, it was noted that many researchers did pilot project on the CLIL implementation to examine its feature and the outcomes of the CLIL. It was revealed that countries implemented the CLIL had the challenges in the pre-CLIL period that we are experiencing now and outcomes that the CLIL lessons prepare learners for future studies and working life; develop their multilingual interests and attitudes; promote their cognitive

flexibility and linguistic competence at the CLIL classroom. The schools implemented the CLIL are modern, and their educators are promoters of an international way of life. Alcaraz-Mármol studied 60 in-service primary school educators towards CLIL, comparing the attitudes of teachers who had either received the CLIL training or who had not. The results reveal several clear differences, that the CLIL-trained teachers included more diverse resources and activities in their classes while the teachers without CLIL training had less variety [9;40]. Additionally, studying subjects in a second language or foreign language open the door for academic mobility: students obtaining educational training in English have greater opportunities to continue their studies in other European and non-European universities [10; 83].

To conclude, with regards to the beneficial results of the implementation of the CLIL program, Coyle points out that the CLIL methods have the potential for "providing opportunities involving problem-solving, risk-taking, confidence building, communication skills, extending vocabulary, self-expression and spontaneous talk" [11;2]. The CLIL approach helps produce life-long learners who study the world, are motivated toward that learning, and who have the self-confidence to be strong communicators and collaborators in the real world. These beneficial results may clarify why the CLIL approach is supported in Europe in other countries. In most European countries such as the Czech Republic, Slovakia, Austria, Germany, Estonia, Bulgaria, Poland, and Romania, the CLIL is applied at primary and secondary education and other countries as Belgium, Italy, Spain, Finland, Wales, Scotland, Poland and Romania, activities in a second language are organized from pre-primary education. In Kazakhstan, teachers face many problems in implementing the CLIL in teaching as insufficient content teacher's knowledge about the CLIL, their low English level and material support. For example, teachers face in content-language integrated lessons in NIS schools included the low proficiency in the foreign language of students, vocabulary, and the

lack of teaching materials was revealed. Teachers experience several challenges in using the CLIL, such as low English proficiency of some local teachers and students, the lack of joint seminars and CLIL materials, and the lack of collaboration between team teachers. Some of the challenges are addressed by applying differentiation, scaffolding strategies, and tutoring [12;15]. In regular schools, problems teachers faced in the CLIL classroom consist of the language proficiency of not only students but also some subject teachers or content teachers, they need help on applying the CLIL approach in classroom and scaffolding in CLIL, language knowledge. Subject teachers in regular schools need teaching materials and some training courses on the CLIL approach. Subject teachers in regular school have a short training courses (one or two weeks) at the national center of improvement qualifications ORLEU, but it is not covered all the needs of the teacher. Many possible problems we have on the CLIL implementation such as a high level of time consumption for preparation of the instructional material; learners and educators have a limited level of foreign language knowledge and not enough the CLIL method knowledge, therefore it is required to prepare the CLIL teachers in tertiary education with competencies identified by Marsh, Maltjers and Hartiala [13;2]:

1. Language/Communication
 - sufficient target language knowledge and pragmatic skills for CLIL.
 - sufficient knowledge of language used.
2. Theory
 - comprehension of the differences and similarities between the concepts of language learning and language acquisition.
3. Methodology
 - ability to define linguistic difficulties.
 - ability to use communication/interaction methods that facilitate the understanding of meaning.
 - ability to use strategies for correction and modeling good language usage.
 - ability to use dual-focused activities which simultaneously cater for language and science aspects.

4. The learning environment
 - ability to work with learners of diverse linguistic/cultural backgrounds.
5. Development of the teaching materials
 - ability to adapt and exploit materials.
 - ability to select complementary materials on a given topic.
6. Assessment
 - ability to develop and implement evaluation and assessment tools. Coonan (1998) outlines the characteristics of educators of CLIL as follows:
 - educators of CLIL learn to develop and to use methodological approaches adapted to the specific CLIL learning context;
 - educators of CLIL become more aware of the language features and non-language features;
 - educators of CLIL become more responsible for language learning and development;
 - educators of CLIL learn to understand the importance of content in the language processing;
 - educators of CLIL learn how to cooperate with other teachers and schools

The CLIL approach is also the result of a combination of four principles known as the 4Cs Framework conceived by Coyle (as cited in Guillamón & Renau, 2015). Thus, a successfully implemented CLIL lesson should combine:

- Content: referring to the auspicious acquisition of knowledge of a content subject.
- Cognition: concerning the mental processes occurring in the integration of both language and concept learning.
- Communication: regarding the use of the vehicular language and its proper establishment in the subject lessons at the hands of the learner.
- Culture: regarding as an important part of the CLIL approach. Students should have knowledge of the culture and history of both languages.

Conclusion

Using Content language integrated learning (CLIL) approach in classroom is great motivation for teachers and learners in learning content and language. Unfortunately, previous primary and secondary in-service teachers in Kazakhstan

were not trained at the University on CLIL methodology. CLIL lessons in regular schools are conducted only by teachers who have experience or have special training on CLIL by themselves or attended CLIL courses organized by CLIL trainers and who are fluent in English. In 2017, 12,000 teachers were taught how to teach their subject in English organized by the Ministry of Education and Science of the Republic of Kazakhstan.

To conclude, the content language integrated learning approach needs developing in primary and secondary education. If learning content through languages has been practicing in Kazakhstani tertiary education, for secondary schools it still needs developing and determining ways of launching [14;1]. CLIL implementation in primary and secondary education process is not easy and it takes a long time to put into practice. Therefore, future teachers should receive specific methodological training, which can provide them with solid knowledge on theoretical and practical CLIL principles [15;20].

To launch the CLIL approach in primary school, tertiary education should prepare pre-service teachers for CLIL approach; develop their intensive foreign language knowledge and content knowledge according to syllabus contents as well as CLIL methodology (the use of graphic organizers, Bloom's taxonomy, Cummins's BICS and CALP). For example, Dutch universities offer CLIL courses where students as well as Master students obtain training on CLIL methodology and participate in CLIL teaching internships. After CLIL lessons, students will have desire to learn something new and design lesson materials. However, due to lack of teacher who can create CLIL classes for the students studying at the Primary Teaching Degree, it is problematic to apply it in teaching process. Academic staff working at the Primary Teaching Degree is not sure to conduct CLIL classes. Some teachers may have good command of English but they are not sure to conduct it, and some of them have no sufficient linguistic competence to deliver academic subject in English. Subject teachers with foreign language knowledge are

needed to apply CLIL approach, unfortunately, the large number of educators are unable to meet this requirement because many subject teachers are untrained basically in a foreign language. One of solution to this issue is co-teaching, in which language teachers read certain modules of certain disciplines in the curricula. Punwalai Kewara and Denchai Prabjandee pointed out in their research that to produce CLIL educators, a clear concept should be shared by the stakeholders from the administration level to the classroom level. Also, official pre-service programs where content teachers can use to prepare themselves as CLIL teachers and in-service teacher training programs that can serve teachers' needs are in constant need. A framework for the professional development of CLIL teachers in the Thai context should be developed [16;96]. As Thailand, we should develop pre-service teacher training programs with theoretical and practical aspects of CLIL and train them for CLIL rather they will be CLIL educator or not. In particular, students studying at the Primary Teaching Degree know and understand the importance of English language that English is anyway needed language for their future life in globalized world. Not only students should have interest in English, but also universities should also have interest in internationalization of their programmes and degrees. Nowadays, teacher should be competitive who can use innovative methods in future teaching process and develop new skills as well as scaffolding in CLIL. With scaffolding educators can do interesting lessons and involve every student in learning by breaking up into chunks and providing a concrete structure for each. Mariya Leshchenko., Yuliana Lavrysh., Kateryna Halatsyn believe that CLIL brings a lot of innovations into universities: rethinking of traditional language learning strategies, transformations in conducting field-related lectures, changes in students' attitude towards language and content learning, facilitation of students' autonomy, metacognitive students' skills development, enhancing teachers continuous professional development.

Nevertheless, a lot of work should be done so that CLIL will become sustainable and traditional approach to foreign language learning [17;24].

Students of the Primary Teaching Department are not trained on CLIL at the K. Zhubanov Aktobe Regional University. They study English language as foreign language discipline in the 1st year and professional-oriented foreign language in 3rd year. But in these English lessons, students are not trained methodologically in teaching subjects in English. The CLIL is applied only in Natural Science, Information Technology, Mathematics and Physics departments.

Especially, the roles of English in higher education have changed from "subject" in esp courses to "tool" in eMI settings, and "subject, tool and mediator" in CLIL programmes [18;297]. However, in future we may achieve

the CLIL instruction on pre-service teacher development through implementing trajectory aimed at teaching 50% Primary Teaching Degree disciplines in Kazakh, 20% disciplines in Russian and 30% disciplines in English and get an early implementation of CLIL approach

in primary education in order to develop primary schoolchildren's foreign language skills, sensitizing them even deeper on different issues, and educating them for being active in lessons and responsible person. Nevertheless, different

scholars have argued in favor of an early implementation, which can provide learners

with more communication and interaction opportunities from a younger age and because primary school teachers can take advantage of the different subjects, they teach to establish interconnections [19;140]. Early implementation

can provide primary schoolchildren with more motivation in learning from a younger age and

also primary and secondary school teachers may have opportunity to integrate the different subjects, they teach to establish interconnections.

Pre-service teachers won't need any courses on language acquisition and CLIL knowledge in teaching after graduation if we start now to train them on CLIL methodology. Then we can implement CLIL successfully in primary schools.

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CLIL технологиясының оқытуда іске асырылуы және мұғалімнің CLIL-ге дайындығы

Аннотация. Мақалада оқу процесіне (бастауыш және орта білім беру) пән мен тілді кіріктіріп оқыту (CLIL) тәсілін енгізу және мұғалімнің CLIL-ге дайындығы, оның алдағы уақытта дамуын жақсарту мақсатында бірнеше әрекеттерді ұсыну мәселелері қарастырылған. Сабақ барысында CLIL тәсілін қолда-

ну бастауыш сынып оқушыларының көптілділік пен көп мәдениеттілікке құзыреттіліктерін дамытады. Қазіргі кезде Қазақстанда CLIL шетел тілін сыныпта оқытуды кеңінен қолдана бастады, бірақ оны оқыту процесінде қолдану оңай емес және оны қолдану үлкен мәселе болып отыр. CLIL аудиториясында мұғалім шет тілі арқылы пән бойынша білімдегі жетістіктерді анықтау барысында маңызды рөл ойнайды, сондықтан мұғалімдер жоғары оқу орнында CLIL әдістемесі бойынша оқытылуы және біліктілігі болуы керек, бірақ ағылшын тілін нашар білетіндіктен бұл қазіргі әлемде үлкен проблема болып табылады.

Мақалада осы проблеманы зерттеген ғалымдардың еңбектерін зерделей отырып, біз Қ.Жұбанов атындағы Ақтөбе өңірлік мемлекеттік университетінің педагогика факультетіндегі CLIL арқылы көптілділікті жақсарту туралы өзіміздің бірнешеой - тқжырымдарымызды ұсындық.

Кілттік сөздер: CLIL технологиясын іске асыру, CLIL-ге мұғалімдерді даярлау, CLIL технологиясын зерттеу, бастауыш білім, оқыту әдістері.

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Реализация CLIL в обучении и готовность учителя к CLIL

Аннотация. В статье рассматриваются внедрение подхода предметно-языкового интегрированного обучения (CLIL) в учебный процесс (начальное и среднее образование) и подготовка учителя к CLIL с целью предложения последующих действий по улучшению его развития. Использование CLIL-подхода развивает многоязычие и многокультурную компетентность у учащихся начального образования. В настоящее время CLIL широко используется при обучении иностранным языкам в Казахстане, но его использование в учебном процессе не просто и даже проблематично. В процессе обучения (CLIL) учитель играет важную роль в достижении успеха, поэтому педагоги должны быть обучаться своему предмету в высших учебных заведениях на иностранном языке. А это является серьезной проблемой из-за плохого знания английского языка. В статье на основе анализа научных исследований других ученых по данной проблематике нами предложены некоторые рекомендации по улучшению многоязычия через CLIL-технологии на факультете педагогики в АРГУ имени К.Жубанова.

Ключевые слова: реализация CLIL, подготовка учителей к CLIL, исследование CLIL, начальное образование, методы обучения.

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