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## **TO THE QUESTION OF THE CLIL USING IN TEACHING FOREIGN LANGUAGES**

The article is devoted to some aspects of content and language integrated learning and the possibility of its usage at the university. The purpose of the article is to investigate the methodological aspect of the content and language integrated learning. The novelty of the research is related to the fact that the authors of the paper have conducted a comparative analysis of studied method with other methods of bilingual education. The paper examines students' and teachers' perceptions as they engage with teaching and learning special disciplines in English. Overall, the study recommends the content and language integrated learning as a rich cognitive medium for learning, and an asset for promoting quality learning with the specification that its implementation needs careful context-bound consideration. The studied method is far-reaching in that the present need for cutting-edge methodology in the Kazakhstan calls for renewed ways of articulating the curriculum to teach subjects and foreign languages

**Key words:** Language teaching, language learning, content teaching, methods of foreign language teaching

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### **Шет тілдерін оқытуда CLIL әдісін қолдану мәселесі**

Мақалада пәндік-тілдік біріктірілген оқытудың проблемалық мәселелері және оны жоғары оқу орындарында қолдану мүмкіндіктері қарастырылған. Мақаланың мақсаты – пәндік-тілдік біріктірілген оқыту әдісінің әдіснамалық аспектісін зерттеу. Зерттеудің жаңалығы мақала авторларының зерттелетін әдісті билингвалды оқытудың басқа әдістерімен салыстырмалы талдау жүргізуімен байланысты. Мақалада студенттер мен оқытушылардың ағылшын тілінде арнайы пәндерді оқытумен және оқытумен айналысатын қабылдауы қарастырылады. Жалпы, мақалада оқыту үшін бай танымдық орта және сапалы оқыту үшін ресурс ретінде пәндік-тілдік біріктірілген оқыту тәсілі ұсынылады, оны іске асыру контексті ескере отырып мұқият қарауды талап етеді. Қазіргі уақытта Қазақстанда алдыңғы қатарлы методологияға деген қажеттілік пәндер мен шет тілдерін оқыту үшін оқу жоспарын әзірлеудің жаңа тәсілдерін талап етеді.

**Түйін сөздер:** тілді оқыту, тілді үйрену, пәнін оқыту, шет тілдерін оқыту әдістері.

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### **К вопросу о применении метода CLIL в преподавании иностранных языков**

В статье рассмотрены проблемные вопросы предметно-языкового интегрированного обучения и возможности его применения в вузе. Цель статьи – исследовать методологический аспект метода предметно-языкового интегрированного обучения. Новизна исследования связана с тем,

что авторами статьи проведен сравнительный анализ исследуемого метода с другими методами билингвального обучения. В статье рассматривается восприятие студентов и преподавателей, когда они занимаются преподаванием и изучением спецдисциплин на английском языке. В целом, в статье рекомендуется метод предметно-языкового интегрированного обучения в качестве богатой познавательной среды для обучения и ресурса для продвижения качественного обучения с указанием того, что его реализация требует тщательного рассмотрения с учетом контекста. Изученный метод является далеко идущим в том смысле, что в настоящее время потребность в передовой методологии в Казахстане требует новых способов разработки учебного плана для преподавания предметов и иностранных языков.

**Ключевые слова:** обучение языку, изучение языка, обучение контенту, методы обучения иностранным языкам.

## Introduction

The expansion of international relations and the processes of globalization inevitably lead to changes in the status of a foreign language. In this area it is necessary to review the quality of foreign language teaching. Kazakhstani President N. Nazarbayev noted that it is necessary to modify the education system through the implementation of innovative teaching methods in educational processes. Among all available innovative methods and approaches to teaching foreign languages, the most widespread and discussed is the content and language integrated learning (henceforth CLIL). In short, CLIL is a dual-focused educational method in which an additional language is used for learning and teaching of both content and language. However, CLIL practice has a much longer history (Mehisto et al., 2008: 9). It is a form of education that has spread especially in Europe since the mid-1990s, and draws on earlier models of bilingual education such as immersion and content-based instruction (Nikula et al., 2016: 1). In Kazakhstan, the CLIL experience is rather new. At present, only a few universities and schools have implemented this method in the teaching processes. The cultural project «Trinity of languages», passed in 2007, foresees the transition to multilingual education (all subjects will be taught in three languages) in all state and private sectors of educational institutions by 2020.

The novelty of the study is related to the fact that the authors of the paper conducted a comparative analysis CLIL method with other methods of bilingual education. We have selected several definitions of CLIL given by its representatives to define the kernel.

This new form of foreign language teaching may provide students with the opportunity to acquire the skills necessary to continue their studies or work in CLIL.

Content and language integrated learning or any form of multilingual education is a meaning-focused

learning method where language knowledge is not the ultimate aim but rather a vehicle for instruction. The aim of CLIL is twofold: learning subject matter together with learning a language (Van de Craen, 2002: 6). The CLIL approach is based on the well-known assumption that foreign languages are best learnt by focusing in the classroom not so much on language – its form and structure – but on the content which is transmitted through language (Wolff, 2009).

Mephisto, Marsh and Frigols define the term more clearly as «a dualfocused approach in which an additional language is used for the learning and teaching of both content and language.» This concept does not particularly state that CLIL has to happen outside language classes. The CLIL National Statement and Guidelines define the term as a pedagogic approach in which language and special discipline are learnt in combination. The common term describes any learning activity where language is used as a tool to improve new learning from a subject theme. (Coyle, Holmes, & King, 2009: 6).

According to this definition, any learning activity can be considered as CLIL if a foreign language is used to access some form of content. It seems that this method can be easily applied in practice, but teachers overestimate their knowledge and carry the risk of devaluing the approach, allowing anything to pass as a CLIL.

As described above, CLIL is a versatile method that can be applied in various mode. Though CLIL needs to follow certain standards in order to provide high quality CLIL provision. What unites all different forms of CLIL is the integration of language learning and content learning, what Mehisto call «the essence of CLIL.» (Mehisto et al., 2008:11) Both components, language and content, have to be present during a lesson or course, even if at times the focus might lie more on either content or language learning. However, if this is not the case and one component is missing completely, it would no lon-

ger qualify as CLIL (Marsh, 2002: 17). But there is more to CLIL than just language and content. Only looking at the advantages for language learning does not do the CLIL method justice. CLIL is often seen as relating to the area of language teaching and runs the risk of being misunderstood as a mere tool to learn foreign languages. This view could actually be disorienting and damaging for the future of CLIL as it would be hard to legitimise CLIL with regard to other subjects if language learning was prioritised over the actual content learning. Practitioners, therefore, have to be careful that CLIL is not simply a disguise for additional language lessons. On the other hand, it does not mean that content teaching is simply translated into a foreign language either

### Experiment

Language is complicated. Few of us can even use our first language effectively in very different situations, because languages are made up of different varieties. Learning the language is one thing, but learning to use different varieties for different purposes is another matter. People who share the same language simply do not use it in the same ways. They differ with respect to their individual skills (Marsh, 2000: 53). When teaching three target languages on the territory of Kazakhstan, it should be strictly remembered that they have different linguistic laws and belong to different language families, have different levels of historical development

(Zhetpisbayeva et.al., 2017: 79).

In this paper we would like to cover the main features of the given teaching method.

The aims of the first one are to create an improvement in foreign language competence and development of knowledge and skills in other non-language areas.

The above-mentioned method is beneficial for the development of knowledge and skills in the content area and at the same time mastering foreign languages. Teaching in CLIL context requires more preparation time to reach the point of intercommunication with other educators. It takes a conscious effort to set content, language and learning skills goals for every lesson and to develop activities that involve a maximum number of learners at a given time. The researches such as Both Pavesi and Ioannou-Georgiou mentioned that when elaborating the CLIL syllabus, it is of great significance to take into account:

- the learners ages, needs, interests and general linguistic competence;
- the teacher’s competences, training and expertise in CLIL;
- administrative support, resources and materials;
- the motivation of learners (Ioannou-Georgiou et.al., 2011).

Moreover, CLIL lessons and constructing materials should be based on 5 components (Attard Montalto et.al, 2015: 20). Figure 1 illustrates the 5 «Cs».

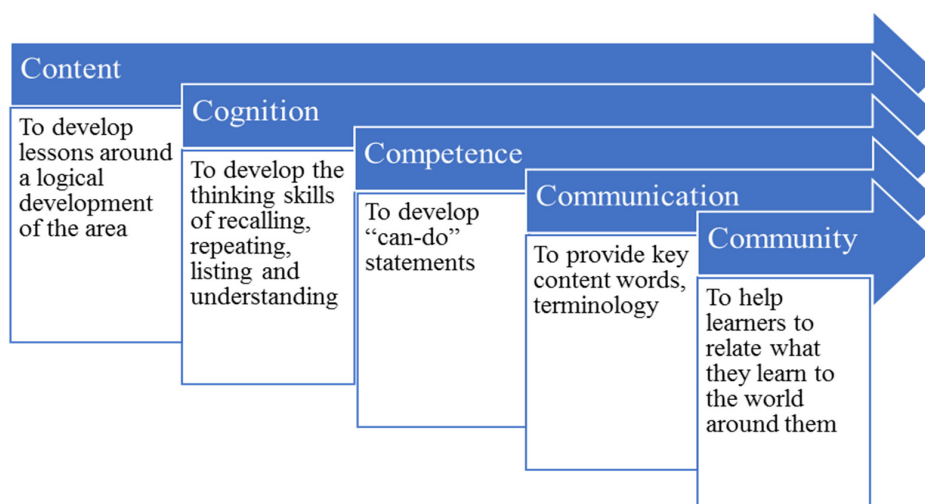


Figure 1 – The 5 «Cs» Framework

The above five components form a basis of the CLIL lesson. The difficulty when planning CLIL in general is to find ways of combining language and content without the two learning aims hindering each other

There is agreement in the CLIL literature that CLIL should be regarded as a content-driven approach which means that the starting point for planning should be the actual subject

CLIL methodology can be implemented in different degrees in the following basic models: partial CLIL (one type with main focus on language for academic purposes, on content in a target language, on discipline based language for specific purposes), adjunct CLIL, dual CLIL. Language support is delivered both as direct contact teaching and using blended approaches with e-learning methodology/ distance-learning. These models involve full collaboration between language specialists and subject specialists, either in the form of joint planning or team teaching. Learning outcomes are mainly assessed separately and a clear distinction is made between language mastery and subject mastery. The dual-focused method involves coordination between language specialists and subject specialists, either in the form of joint planning or team teaching. Learning outcomes and criteria are specified for both language and content. CLIL is not just about using the target language to teach non-language subjects. It is agreed on in the education community that learning should be meaningful to the student and be related to real life as much as possible, something that CLIL aspires to do by learning new content. Also, as we have already seen, learning is a social process in which interaction is key to success in the learning process. A language is used as a tool for learning; therefore, interaction is essential in any learning context, even more so in the L2 classroom.

The studied method can help to develop learners' proficiency and metalinguistic awareness. Effective teachers' development demands both more and different forms of professional development (Zhetpisbayeva et.al, 2016: 66).

We have illustrated in figure 2 the main features of the CLIL methodology that should always be taken into account (See figure 2):

The essence of analyzed method is that students learn the language simultaneously with the content of the main subjects of the professional field. Learners and teachers are not only involved in mastering the content of professional disciplines, but also in the accompanying mastery of real professional activities on the basis of language support. In the process of

mastering foreign languages, students learn the material, which demonstrates the functioning of the language in a natural environment; it comes with the help of authentic materials (Yessengaliyeva et.al, 2016: 139).



Figure 2 – Core features of CLIL methodology

Magnitude research was made by J. Cummins. His hypothesis is based on the cognitive theories of bilingualism, considering the internal cognitive processes occurring during the use of a second foreign language, namely thinking and speech. It is known that thought and speech are not isolated concepts, they function in an inextricable link, and the loss of this connection leads to a decrease in the effectiveness of both the first and the second one (Cummins, 2000). In collaborative environment each learner builds new knowledge at his own progress, moving from basic awareness to real understanding and proficiency. Between the two states of raised awareness and thorough competence, the learner is developing some new knowledge or skill, but cannot yet use it independently and confidently (Attard Montalto et.al 2015: 26). Vygotsky's work (1978) acknowledged the individual as an eminently social being, and called attention to the fact that learning occurs when interacting with others. These interactions are particularly effective in leading to the acquisition of new constructs when they happen in what Vygotsky called the 'Zone of Proximal Development'. The term ZPD refers to the area between what the learner currently knows and what the learner is able to learn with some help from a more experienced individual, who can guide or 'scaffold' the learner in the process. The new knowledge should be challenging yet attainable for the learner. It is in the ZPD where the learner can

advance in the learning process and achieve new cognitive constructs. Language, according to social constructivism, is one of the many tools that an individual owns to regulate the learning process. As explained earlier, learning is an active process that occurs when learners are «cognitively engaged». When learners are cognitively engaged, they are able to process and use information in a significant way. It would be useful to remember the Robert Marzano’s educational taxonomy (See table 1).

The created model of development of thinking skills includes a wider range of factors that affect how students think, and allows to help teachers improve the thinking skills of their students. His taxonomy contains three «systems» and a «Knowledge Domain» (See table 1).

With understanding, students find out what information is essential or appropriate for the task and discard unnecessary information. To reduce the language load is necessary n information available for perception using the lesson Diagrams, grids, diagrams and flowcharts. In this way, they help the student focus on the key language and thinking. In the analysis, students need to rely on more complex thought processes – comparison, classification, synthesis and refinement – in order to generate and develop new ideas or new ways of using the acquired information. The use of knowledge is the highest form of thought process in the Marzano system and is used especially when creating studies, projects and web quests where the application and creation of new ideas are particularly useful (Marzano, 2006).

**Table 1** – Marzano’s Three Systems and Knowledge Domain

Systems	Self	Beliefs about the importance of knowledge; Beliefs about efficacy; Emotions associated with knowledge;		
	Metacognitive	Specifying learning goals; Monitoring the execution of knowledge; Monitoring clarity; Monitoring accuracy		
	Cognitive	Knowledge Retrieval	Recall, execution	
		Comprehension	Synthesis, representation	
		Analysis	Matching, classifying, error analysis, generalizing, specifying	
Knowledge Utilization		Decision making, problem solving, experimental inquiry investigation		
Knowledge Domain		Information; Mental Procedures; Physical Procedures		

We consider that thinking skills and CLIL allows for the meaningful connection of the knowledge and using the knowledge for some meaningful purpose. A cognitive challenge which is not focused on linguistic aims might help develop learners’ thinking skills while solving problems and logical puzzles, or inventing something unusual.

Learners need to be rewarded not only for being right, but for being close to right, as they work towards the standard. Learners must be able to take risks and to make mistakes as they attempt new language structures. The major changes between the educator-directed and educator/learner-directed environments concern the following areas. Firstly, it is the shift from teaching to learning which entails learners’ involvement in the contents, methods and their own learning processes. Learners share the educator’s responsibility as regards «what to learn» and «how to learn». Secondly, there is a change in

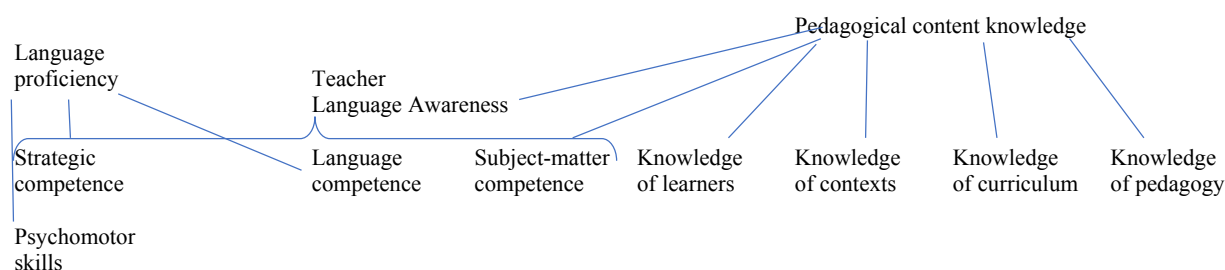
the learner’s role, that is to say that learners leave the comfort of their passive roles and they are encouraged to discover their competencies, and to think about various factors that contribute to their successful learning process. Thirdly, there is an obvious change in the educator’s role. Educators should be open to learners’ ideas and suggestions, and be consultants as well as participants in the learning process. The last change is the classroom as a rich learning environment, a kind of well-managed laboratory or workshop, in which things are tried and investigated. In order to develop metacognition, learners naturally need attentive, sensitive and encouraging guidance from educators who help them to identify strategies leading to effective learning by introducing a list of possible strategies and practicing them with learners, at the same time making them conscious of the strategies they had been using intuitively up until then (Maljers et.al.,2007: 46). In

CLIL it is necessary to integrate three components: a content-based curriculum, academic language skills development, coupled with the development of thinking strategies (metacognitive, cognitive, social, and affective). The selection of methods and teaching strategies needs to correspond with the above requirements (Maljers et.al.,2007: 46).

This kind of method creates great prospects not only for students, but also for teaching staff. The teacher of a foreign language should be competent to work with professionally-oriented content, and the teacher of the content – to know a foreign language at the level necessary for conducting lessons or lectures. In CLIL and other forms of bi/multilingual education where language and content teaching and learning objectives blend, the significant tenet is how teachers realize the integration, i.e. how they interpret of the interrelation between content and

language in their professional practice (Nikula et.al., 2016:14).

There is a strong correlation between language awareness and language proficiency in a second language teaching. Declarative knowledge of the phonological, lexical, grammatical features of a second language is held consciously and it is learnable. Such knowledge is called explicit knowledge or metalingual one. Implicit knowledge enables a language user to communicate with confidence and fluency (Andrews, 2007: 13). The teacher language awareness has been considered as a sub-component of an encompassing construct called pedagogical content knowledge. According to the Stephen Andrews' view the language awareness bridges between two other types of knowledge: knowledge of subject matter and second language proficiency (see Figure 1) (Andrews, 2007: 30).



**Figure 3** – Andrews's model of teacher language awareness, language proficiency and pedagogical content knowledge (Andrews, 2007: 31)

The model above is nevertheless included here in attempt to focus attention on those aspects of the second language teacher's professional knowledge base which seem to intermesh particularly closely whenever pedagogical practice is specifically engaged with the content of learning, i.e. the language itself.

### Discussion

Many CLIL researchers, do not consider CLIL pedagogically unique, which makes it difficult to differentiate from similar methods. The label CLIL was adopted to position CLIL alongside bilingual education, content-based instruction, immersion and so on. Some propose that what differentiates CLIL is that students often cite pragmatic, utilitarian reasons for unlike other bilingual methods, CLIL is very specific about the dual goal of developing subject knowledge and linguistic proficiency simultaneously. Allowing any proportion of content and language or any position it occupies in the curriculum to come

under the umbrella term CLIL makes it diffuse and even more difficult to distinguish from similar pedagogies. This approach seems unlikely to be able to meet the aims of full immersion which is to achieve «native or near native competence», even when limited to the «receptive skills of comprehension and reading», through «intensive contact with the target language» alone. In contrast, CLIL variants «offer less intensive contact with the target language and aim at achieving a functional competence in both receptive and productive skills», which is a more realistic goal altogether.

One of the aspects that can differentiate CLIL from English for specific purposes (ESP) is the role of the teacher. In CLIL subject teachers without English teacher qualifications feel that they learn the language during the lesson, as do their students, which puts them on a more equal footing with their students while maintaining their position as subject experts. Equally, the students found the atmosphere in the CLIL classroom more relaxed. In ESP classrooms, on the other hand, «the ESP teacher

is seen as the language expert and the students as content experts. In the same context, there is also a clear focus on students learning specialized vocabulary in target language and L1, which is also a feature typically associated with CLIL, whereas in ESP, there is no focus on parallel development in the L1. In terms of their position in the curriculum, CLIL is seen as «complementary to EFL lessons» with «direct professional relevance, whereas ESP tends to be supplementary.

Some scholars establish a clear distinction between immersion and CLIL because, they claim, both occur in distinctive linguistic settings: The label CLIL applies to settings where a foreign language is used to teach content, whereas immersion programmes are characterised by the use of a regional or minority language. As a consequence, CLIL learners will generally only be exposed to the L2 at school, and in many cases, CLIL teachers are themselves L2-speakers of the vehicular language. But even here, other authors take a much more expansive view and include practices as varied as ‘language showers’, student exchanges, individual modules, any variety of immersion and even everyday activities outside school as long as they happen in an L2 environment, a stance which clearly contradicts the categorization outlined above.

If the language used as medium of instruction is the key differentiator, then English can be said to be the CLIL language because it is generally used as the medium of instruction where it is not spoken as

an L2 locally. In fact, both bilingual approaches will be implemented simultaneously in many countries, but with very different objectives and are not pedagogically different from each other. According to comparison both methods are essentially the same thing.

### Conclusion

As we have seen, CLIL is a relatively young bilingual approach and owes much to earlier models which yielded significant research data with regard to the actual impact of bilingual teaching. This multipartite perspective on language must be taken into account when planning CLIL lessons and designing teaching materials in order to facilitate student participation in the construction of content and language knowledge and development of skills in the classroom. The CLIL classroom as the confluence of five distinct dimensions of CLIL, namely content, communication, cognition, community and culture. Only in the interplay of all four components does CLIL proper take shape, and therefore, this model is both a theoretical framework and a pedagogical tool for teachers planning their CLIL lessons. It is important to mention that using CLIL in Kazakhstani educational system can be really effective. With the help of this method learners gain a significant knowledge which helps them in getting further education and being competitive.

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