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**Content And Language Integrated Learning In Terms Of Multilingualism:
Kazakhstani Experience**

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Abstract. *The multilingual education policy was federally mandated in the Republic of Kazakhstan. The implementation of such policy imposed a heavy burden on school system. So the article is focused on students of high school, who are the participants of the transitional multilingual educational program, which suggests learning some senior-classes' subjects in Kazakh language by Russian-speaking groups. Multilingual education on the basement of content and language integrated learning (CLIL) is under consideration. We argue that the learning environment created by CLIL would increase the learner's general learning capacities, his motivation and interest. The integration of content subject and language would create a learning environment, which cannot be set up within isolated subject or language teaching. CLIL will be able to provide learners with a more natural, meaningful way for language development; they would be more motivated when studying Kazakh language integrated in a content-based subject.*

Key words: multilingual education, high school, content and language integrated learning, transitional multilingual educational program, development, teachers, approach, methods, principles, multilingual area, content-obligatory language, content-compatible language, co-teaching.

Introduction

One of the most important multilingual area lied within the borders of the former Soviet Union. With at least 200 distinct languages, the Soviet government has made Great Russian the language of intercommunication. When Kazakhstan became independent, the government declared Kazakh language to be overall "union" language, but also granted the official status to Russian one. There are tremendous obstacles to be overcome whenever the use of a "new" language is extended to old fields. All terminology, all reference books, all written precedents in Russian language could not be erased, forgotten or translated overnight. Kazakhstani lexicographers have simply not been able to coin and popularize new vocabulary rapidly enough to keep up with needs of the country, its growing industrialization and intellectual development. As a result, people resort to the use of the Russian language entirely in their everyday life and Russian-speaking people perceive Kazakh language as a foreign one.

Nowadays Kazakhstan is a multilingual area. The multilingual education policy was federally mandated. The people of the country have always been language conscious, with a consciousness derived from the concept that an educated person knows more than one language. There is a growing tendency to pay more attention to the Kazakh language taking into account its governmental and social significance, Russian language is considered as a language of

intercommunication and English one has the status of integration into global world economy and science.¹ The scholars have asserted that multilingual education is a matrix of several dimensions, qualities, and approaches that encompass theories and practices as a process of educational reform. Multicultural education promotes equitable access and rigorous academic achievement for all students so that they can work toward social change.

At the same time, the implementation of any language policy imposes a heavy burden on school system. Multilingual education and the manner in which it can be implemented for the benefit of all societies in the Republic of Kazakhstan, remains a topic of much concern. Perhaps the most serious problem is that multilingual education is mainly designed for teaching “different” language user rather than for creating a population of multilinguals. Our pupils are the participants of the transitional multilingual educational program, which suggests learning some senior-classes’ subjects (Kazakh literature, Kazakh history) in Kazakh language by Russian-speaking groups. As a result, Russian-speaking pupils have difficulties in understanding presentations by teachers of the Kazakh dialects accordingly.

What are the factors that curriculum planners and teachers should consider and understand when establishing such multilingual educational programs? Theoreticians maintain that teaching can be viewed as a division consisting of an approach, a set of methods that follow from an approach, and a set of techniques that implement a method.² The new philosophy of education proclaims pupil-centered approach that is the focus; the main figure is the pupil with all his cognitive mechanisms: memory, perception, thinking and its operations .³ Lerner-centered paradigm is a basic conceptual approach of education aimed at the development of the personality of the pupil, his determination, self-realization and social adaptation. The determination of the method and techniques of teaching demands the identification of the function of the stage of learning and principles of teaching.

The main function of the senior stage in the system of secondary education means: to complete general secondary education and prepare school leavers for life and work in a modern industrialized informational society; to help to choose the course of life in accordance with interests, capacities and inclinations of pupils; to stimulate senior pupils to continue their education and create conditions for favorable transition from one link to another and underline the importance of self-education.⁴ I. L. Bim suggests the following principles of

¹ ***, *State Compulsory Standard of Education of the Republic of Kazakhstan. Languages of Triunity (Kazakh, Russian and Foreign language)*. SCSE RK 6.08.085-2010, Ministry of Education and Science of the Republic of Kazakhstan, Astana, p.2.

² Curtis W. Hayess, Jacob Ornstein, William W. Gage, *The ABC's of Languages and Linguistics. National Textbook of NTC Publishing Group*, Lincolnwood, 1975, p.131.

³ Carl Rogers, Harold C. Lyon, Reinhard Tausch, *On Becoming an Effective Teacher - Person-centered Teaching, Psychology, Philosophy, and Dialogues with Carl R.*, 2013.

⁴ A.A. Mirolyubov, *Methods of Foreign Languages Teaching: Tradition and Modernity*, Obninsk, Title, 2010, p. 297-299

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teaching in senior classes of the secondary school: principle of differentiation and individualization of teaching; principle of professional orientation of senior pupil's development; principle of autonomy of senior pupils; principle of intensification of speech and social cooperation of pupils by means of foreign language (project work, role play); principle of realization of linguistic education succession between school and higher educational institutions; principle of productivity - decision making; skills, habits and knowledge gaining.⁵

The Identification Of The Problem

Two main factors have been repeatedly identified as the source of the problem: the lack of relevance of current methods of foreign language lessons and an extreme interpretation of the communicative approach to language teaching.⁶ It is widely acknowledged that the contexts, in which foreign language lesson is presented, still based on the notional-functional curricula, are far removed from learners' interests. This is compounded by an emphasis on transaction rather than genuine communication and on rote learning instead of grammatical progression.⁷ From our point of view, CLIL (content and language integrated learning) helps to realize transitional multilingual educational program. CLIL is a dual-focused educational method in which an additional language is used for the learning and teaching of both content and language.⁸ The term CLIL was coined in 1994 in Europe. The essence of CLIL is integration. This integration has a dual focus: language learning is included in content classes (e.g., math, history, geography, computer programming, science, civics, etc). This means repackaging information in a manner that facilitates understanding. Charts, diagrams, drawings, hands-on experiments and the drawing out of key concepts and terminology are all common CLIL strategies; content from subjects is used in language-learning classes. The language teacher, working together with teachers of other subjects, incorporates the vocabulary, terminology and texts from those other subjects into his or her classes. Students learn the language and discourse patterns they need to understand and use the content. The language teacher takes more time to help students improve the quality of their language than the content teacher does. However, finding ways in the CLIL context to inject content into language classes will also help improve language learning. Thus, in CLIL, content goals are supported by language goals. In addition to a focus on content and language, there is a third element that comes into play. The development of learning skills supports the achievement of content language goals. Learning skills goals constitute the third driver in the CLIL triad.

The three goals of content, language and learning skills need to fit into a larger context. Therefore, the ultimate goal of CLIL initiatives is to create

⁵ I. L. Bim, *The Conception of Second Foreign Language Teaching (German language on the basement of English)*, Moscow, Ventana-Graph. 1997, p.24

⁶ E. Macaro, "The decline in language learning in England: getting the facts right and getting real," in *Language Learning Journal*, XXXVI (2008), no. 1, p. 101-108.

⁷ J. Seikkula-Leino, "CLIL learning: achievement levels and affective factors," in *Language and Education*, XXI (2007), no. 4, p. 328-341.

⁸ ***, *Uncovering CLIL*, Mehisto, Marsh, Frigols. Macmillan books for teachers, 2008. p. 7-24.

conditions that support the achievement of the following: grade-appropriate levels of academic achievement in subjects taught through the CLIL language; grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language; age-appropriate levels of first-language competence in listening, speaking, reading and writing; an understanding and appreciation of the cultures associated with the CLIL language and the student's first language; the cognitive and social skills and habits required for success in an ever-changing world. One overwhelming feature of CLIL is to replicate the conditions to which infants are exposed when learning their first language. CLIL sets out to expand the student's learning capacity by tuning into the natural way the child learnt his or her first language. A young child's environment is full of resources that the child learns to use as tools. Children learn to use language, and use language to learn. Although CLIL does involve a new approach and a certain degree of change, it can easily fit into the parameters established by the national or regional curriculum. Moreover, CLIL cannot be separated from standard good practice in education. CLIL is a valued-added method that seeks to enrich the learning environment. The CLIL method encourages teachers to keep using their favorite strategies and to apply standard best practice in education. However, it does require an understanding of those strategies that are essential for CLIL, such as having a three-way focus on content, language and learning skills. Most strategies that are essential for CLIL can also be considered good practice in education. It is the need to take simultaneously into account standard good practice in education and teaching/learning strategies unique to CLIL that can be difficult for teachers.⁹

Core features of CLIL methodology: multiple 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. 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. Authenticity - letting the students ask for the language help they need, maximizing the accommodation of student interests, making a regular connection between learning and the students' lives, connecting with other speakers of the CLIL language, using current materials from the media and other sources. 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 co-operative work, negotiating the meaning of language and content with students, teachers acting as facilitators. Scaffolding - building on a student's existing knowledge, skills, attitudes, interests and experience, repackaging information in user-friendly ways, responding to different learning styles, fostering creative and critical thinking, challenging students

⁹ Paul Davies, Eric Pearse, *Success in English teaching*, Oxford, Oxford University Press, 2008, p. 43-60.

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to take another step forward and not just coast in comfort. Co-operation - planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers, involving parents in learning about CLIL.¹⁰

Good CLIL practice is driven by cognition. Thinking (cognition) is the mental faculty of knowing, which includes perceiving, recognizing, judging, reasoning, conceiving and imagining. In order to acquire new knowledge and skills, people usually need to not only access new information, but also connect that information with their own existing knowledge, skills and attitudes. Discussion and reflection, and the drawing of conclusions related to the experience associated with the application of new knowledge and skills, help to cement learning. Learning in a second language can actually facilitate comprehension because learners have to work harder at understanding and articulating the essence of what is being taught/learned. This forces them to be more precise and organized in their communication. Every subject has its own terminology. A useful first step is to decide what language the students absolutely must know (content-obligatory language) to master the content. The language that could be helpful, but is not absolutely necessary (content-compatible language) for learning the subject takes a back seat, although it needs to be accommodated.¹¹

Content-obligatory language includes technical vocabulary, special expressions, multiple meanings of words, syntactical features and language functions, which predominate in a particular content area of a lesson (informing, defining, analyzing, classifying, predicting, inferring, explaining, justifying). These language abilities are necessary for students to acquire concepts, ask questions, explain understanding, demonstrate mastery and prepare for future learning in the content area.¹² Whether it is content-obligatory or content-compatible language, there need to be plenty of opportunities for oral interaction among students. The multi-faceted nature of the CLIL approach involves an extra focus on student interests, peer co-operative work and the fostering of critical thinking, among other methodological strategies. These foster the learning of content and provide increased forums for discussing and otherwise communicating about content. Those increased opportunities support language learning. In CLIL programs, students' language develops quickly. Content teachers are partners with language teachers. They provide students with additional opportunities for language learning. CLIL students almost inevitably understand and master a language much faster than those who only learn it as a subject. Nonetheless, the language curriculum still needs to be taught and often enriched. The content teacher often provides the materials, or the language teacher proposes them. The materials would sometimes need to be rewritten. Language teachers can find electronic support materials about content topics that can easily be adapted for language learning.

¹⁰ Jeremy Harmer, *How to Teach English*, London, Longman, 2008, p.156-178.

¹¹ Gladis Kersaint, Denisse R. Thomson, Mariana Petkova *Teaching Mathematics to English Language Learners*, New York and London, Routledge, 2009, p. 341.

¹² N. Cloud, F. Genesse, E. Hamayan, *Dual language instruction: A handbook for enriched education*, Boston, Heinle&Heinle, 2000, p.170-171.

The projects are recommended as a tool of assessment: projects provide outlets for students to demonstrate their understanding of a concept in a manner that often is less language intense. Students can be expected to build a model or design a poster that illustrates a concept; students could research information on the internet, such as finding pictures with particular types. Depending on the nature of the project, students can be encouraged to use their own cultural background as the basis for the project.¹³

Discussion and findings

The Ministry of Education and Science of the Republic of Kazakhstan initiated the courses of qualification improvement for teachers of secondary schools on the basement of leading Kazakhstani universities on November 2016. Our team was responsible for CLIL presentation at the Kazakh Ablai Khan University of International Relations and World Languages for language teachers. We analyzed critically the literature devoted to content and language integrated learning and understood that there was a possibility to divide this method into 4 stages: presentation, practice, production and assessment (*see table 1*). For each stage, we identified the technologies and devices. During the lessons with Kazakh language teachers within the frame of qualification improvement courses, we worked out all technologies and devices in detail and found the most efficient.

Table 1. The stages of content and language integrated learning

Presentation Stage		Practice Stage		Production Stage		Assessment Stage	
<i>T</i>	<i>D</i>	<i>T</i>	<i>D</i>	<i>T</i>	<i>D</i>	<i>T</i>	<i>D</i>
<i>Technology</i>	<i>Device</i>	<i>Technology</i>	<i>Device</i>	<i>Technology</i>	<i>Device</i>	<i>Technology</i>	<i>Device</i>
Mini-lectures	Text circles	Case-study	Odd one Out	Case-study	Add to this	Case-study	Fill in the gaps
Presentations	Correct me	Role play	Right in one	Role play	Ask me, tell me	Test-technology	Multiple choice questions
Listening and note-taking (podcast)	Parrotting	Laboratory work	Define it	Creating a video-blog	Tell me what you know	Role-test	Problem task

¹³ R. P. Milrood, *Methods of English Language Teaching*, Moscow, Drofa, 2005, p. 220-243.

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ideo-lectures	V L Listening with key words	A Annotated bibliography	S Student-generated jumbled words	P Problem analysis	ear and say	P Portfolio	atching
lock-scheme	B C Co-operative listening	“Field” research	S Student-generated word puzzle	C Causal analysis	choose from your list	P Project work	h-questions
Corporate education	C G Getting the right order	P Problem analysis	U Using mind maps	E Essay	ini-talks	P Problem analysis	
	S Students as words	C Causal analysis	W Walk and Swap	D Debates	Visual dictation	E Essay	
	A BC dictation	C Conducting experiments	D Definition Bingo	D Discussion	ixed language functions	B lock-scheme	
	M Mutual dictation	E Exercises to form meta-language	O On target	V Video conference	xactly fifty words	C Causal analysis	
	B Brainstorming	W Web Quest	Q Questions to answers	C Conducting experiments	ought sand crosses	P Pagma-professional tasks	
	C Corporate education	H Hot List	J Jumbled sentences	B Block-scheme	rue False dictat	P Posters	

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All of us have understood the high pedagogical potential of CLIL and insisted that a specific CLIL methodology should be realized in high school. The methodological discussion focused on several general issues: promoting reading comprehension, writing and developing methods in which language sensitive teaching and learning plays a central role. Reading skills are regarded as highly important in the CLIL classroom. Although reading strategies play an important role in all learning contexts, in CLIL they decide on the students' success or failure. Learners do not read texts in order to learn language but in order to acquire knowledge in the content subject. This makes the whole learning process more skill-oriented both with respect to language and to content. In CLIL classrooms, writing skills take up a highly significant role. From very early on, learners have to use the target language to write down the results of what they have studied: they compose reports, definitions, compile results of observations. CLIL can provide effective opportunities for learners to use their new language skills and to develop oral communication skills. The most important point is the integration of content and language in the CLIL classroom. This is the reason why CLIL teachers look for an approach, which is content-oriented, but at the same time language-sensitive. It is the content of the subject, which is in the center of the learning-teaching process. However, in order to deal with the content in the target language learners have to acquire both knowledge and skills, which are necessary to manipulate this content. Dealing with terminology, which has lost its overwhelming importance in the classroom, CLIL specialists insist that CLIL should begin by providing more general content subject-oriented terminology and should then slowly move towards more and more specific vocabulary.¹⁴

After the courses, the language teachers had a chance to try CLIL in their classes. Based on careful research of a questionnaire conducted for Kazakh language teachers on CLIL they integrate into their lessons of Kazakh history for Russian-speaking groups we came up with the chart, which shows teacher's attitude to CLIL. From the results of the questionnaire, it is clear that all of the ten teachers who took part in our investigation used CLIL in their lessons in senior classes of high school (*see table 2*). However almost 30% of teachers complained on troubleshooting problems, which occurred when they used CLIL. 70% of teachers confided that technology has changed the way they teach. They say that their students collaborate more and have bigger amount of motivation. Approximately 40% of teachers consider CLIL unreliable to check students' competences. More than half of

¹⁴ Sheelagh Deller, Christine Price, *Teaching Other Subjects Through English*, Oxford University Press Resource Books for Teachers, Penguin, 2002, p.15-26.

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teachers think that they need more hours for CLIL training. Some teachers believe that CLIL is a good tool for collaboration with subject teachers when conducting lessons and making up the plans of the lessons.

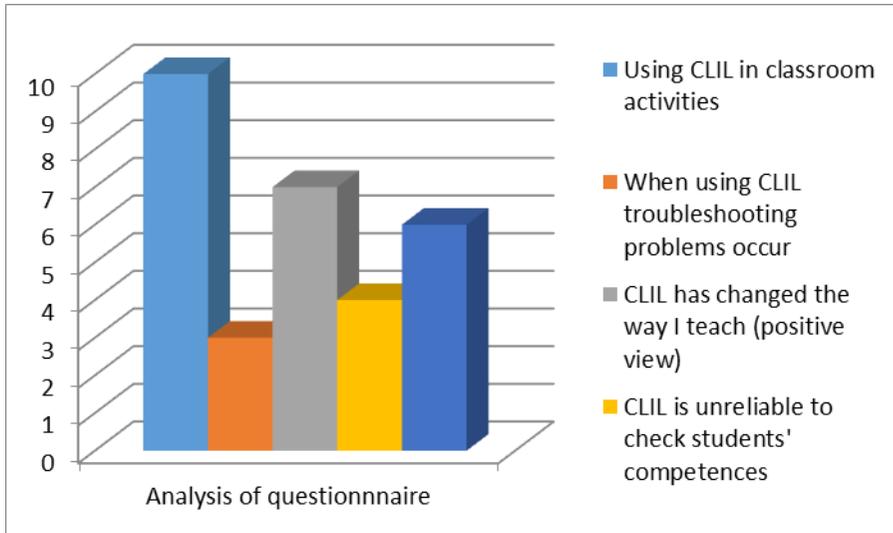


fig 2. The results of questionnaire of Kazakh language teachers

Conclusion

The dual focus of CLIL means that the relationship between language and content has to be totally transparent. Language is seen as a tool for learning and one that needs scaffolding and progression as much as content. In this sense, CLIL exposes the linguistic issues in subject content in a way that is often absent in non-language subjects. This makes CLIL teachers more aware of the linguistic needs of the learners and thus more effective at ensuring comprehension. If education is a “language socialization of learning”, this approach addresses issues of equity and inclusion, and has potentially a socially equalizing effect. In this respect, CLIL can in all fairness be described as an entitlement for all. The so called “double processing” refers to how CLIL learners process speech in a foreign language in order to take in new information, while at the same time integrating the new knowledge in an existing corpus. While this provides learners with a motivating challenge, it also has a number of potentially negative side effects.

Firstly, it means that a lack of linguistic proficiency may be a serious barrier to understanding and learning, particularly in secondary schooling. The problem can be made worse if coupled with insufficient teacher proficiency or a limited range of teaching strategies to support linguistic development. It must be noted that the vast majority of cross-curricular CLIL programs are selective or self-selective based on linguistic ability in the language and general academic performance. Interestingly, this “voluntary nature” is often described a key feature

of successful CLIL programs. It begs the question to what extent this type of self-selection, which traditionally attracts motivated, middle-class learners, has eschewed perceptions of the relative difficulty of CLIL. Over the next few years, it will be interesting to see results from the CLIL programs in Kazakhstan, which have been intentionally implemented in secondary schools. The challenge, if CLIL is to become an entitlement for all, will lie in developing approaches that can cater for all linguistic abilities instead of falling back onto exclusion.

A second implication of “double-processing” is that it can lead to a longer teaching process and a concentration on the basics to the exclusion of the wider elements of the subject. However, this may not necessarily have a negative impact. It can lead, in the perception of both teachers and learners, to a deeper understanding of concepts. Learners benefit from having to engage more actively with the material to overcome the linguistic barrier and, at the same time, teachers report avoiding overloading students with unnecessary information. The result of both strategies is that learners remember more of the material taught.

To sum up, English language does not have a monopoly position in content and language integrated learning in higher educational institutions. It appears to become wide spread especially in mainstream general education. An important issue in various CLIL attempts is often a question of what type of competence in which languages. CLIL does not exist in a vacuum, but in the social and cultural contexts of different countries. If CLIL has a chance of success, the whole school community must engage in shifting social attitudes to language learning beyond the classroom.