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APPLIED LINGUISTICS PERSPECTIVES ON CLIL

CLIL is an inventive approach that is swiftly being implemented at different levels in many schools of countries around the world. This leads to some representation of the needs and beliefs of teachers who are struggling to integrate content and language. Teachers' deeds, relationship, practices and expectations regarding the contemporary approach are important shifting to take into account and analyze in order to provide a successful accomplishment of Content and Language Integrated Learning practices in a secondary school practice. For this reason, focusing the attention on getting insights from the perspectives of CLIL in Applied Linguistics could facilitate the needs for the further development of the CLIL approach. This research reports on teachers' perspectives on the accomplishment of CLIL in a particular context – secondary schools in different regions of the Republic of Kazakhstan (Aktobe and Karaganda). The study was focused on six schools and involved twenty-two teachers based on a questionnaire to shed light on teachers' current experiences of CLIL, challenges and needs.

Keywords: CLIL, approach, experience, perspectives, needs, challenges.

Introduction

The policy of trilingual education in Kazakhstan, implemented in 2016, resulted in the increase of English-medium instruction subjects at secondary schools. In obedience to the strategy, the number of English lessons in the first grades were enlarged, students from the fifth by the seventh grade should study science lessons in English, World History in Russian, and History of Kazakhstan in Kazakh in all secondary schools. Secondary school teachers and pupils had to practice English in various activities outside of regular classes, and the expense of the main schools of Kazakhstan should be fully turned to trilingual education. There are no clear and unambiguous rules or guidelines for implementing policies in schools, and there are problems with the translation of textbooks, and a shortage

of professional teachers for the introduction of trilingual education [1]. Considering these problems, the purpose of the research is to explore how secondary school teachers in Kazakhstan perceive using the CLIL approach in their practices of teaching science subjects. The research work also aims at gaining insight into the secondary school teachers' challenges and needs in CLIL.

The research questions that guide this study are: RQ1. How is CLIL provision organized in secondary schools? RQ2. What are the teachers' experiences of CLIL? RQ3. What are the main advantages and drawbacks of the CLIL approach as perceived by the teachers? RQ4. What are the teachers' needs in improving their CLIL practices at secondary schools?

Kazakhstan is a multinational country with around 130 different ethnic groups, mainly Kazakhs, Russians, Uzbeks, Uighurs and others. Russian was declared as one of the world languages for all these ethnic groups during the Soviet Union. The native speakers of Russian had the privilege to get a prestigious job, while the status of the Kazakh language was significantly devalued. As Fierman (1998) notes, due to the policy of russification, the teaching of the Kazakh language was limited, Kazakh language instruction was diminished in Russian schools, and around seven hundred Kazakh secondary schools were completely eliminated. Russian was the dominant language mainly in urban areas, and since Kazakhs needed to get an education and a job, they began to learn Russian and speak it [2].

Since the fall of the Soviet Union in 1991, the creation of a current united language policy was quite a difficult task due to the influence of the complex public, policy, past and cultural context of Kazakhstan. The ex President of Kazakhstan, Nursultan Nazarbayev, reported in his speech «New Kazakhstan in a new world» that: «Kazakhstan should be perceived as a highly educated country whose population uses three languages: Kazakh as the state language, Russian as the language of international communication and English as the language of successful integration into the world economy» [3, 38]. Thereupon, the State of Kazakhstan promulgated the acceptance of a new policy «The Trinity of Languages», which is aimed at the development of multilingualism in Kazakhstan. The Ministry of Education and Culture presented the Strategy of Multilingual Education in Kazakhstan. The aim of the program was to promote joint trilingual education throughout the education system, based on international teaching standards and practice in all educational contexts [4]. The European Commission (2005) defines multilingualism as the ability of citizens or a group of people in a country to communicate effectively in more than one language [5]. In the case of Kazakhstan, multilingualism refers to «trilingualism, in which the majority of the population could speak three languages: Kazakh, Russian and English, with Kazakh being the main language» [6]. «Multilinguals are speakers of more than one language,

bilingual individuals are speakers of two languages, and those who use three and more languages are called trilinguals, quadrilinguals, etc.» [7, 1].

Knowledge of English in the era of globalization and internationalization is at the main place of education agendas through the earth. «Since the early 1990s, the European Union advocated that European citizens should be able to use their own language as well as two other languages. In this respect, Content and Language Integrated Learning (CLIL) was implemented and defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language» [8, 1].

According to Marsh (1994), «CLIL is defined as situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language» [9, 2]. Having considered different definitions of «perception» [10], we define it as «a capacity for understanding and judgment, which rests on experience and interaction with different objects, events, and situations, and is also closely connected with one's attitudes and views». «The literature has rarely reported a direct link to the theory and conceptualization of CLIL as an approach. The ideas expressed by the most commonly used maxims such as language of learning, language for learning, and language through learning, content, communication, cognition, and culture, which provide guidance to CLIL teachers, evoke epistemological constructs based on sociocultural and cognitivist theories. These ideas are expressed through the concept of Coyle's language triptych and the 4Cs curriculum» [8].

Teachers' perceptions of CLIL include functions, such as, providing authenticity of communication, increasing learners' motivation, raising learner autonomy, confidence, and cultural awareness, extending vocabulary [11]. Practices, such as, use of learner L1, use of kinds teaching technique including audio, visual, group work, facilitate intercultural learning, team teaching [12] and teachers' challenges as «lack of teaching materials, the low proficiency in the foreign language of both teachers and learners, lack of institutional support, lack of cooperation between team teachers» [13].

Materials and Methods

To study the subject teachers' experiences of CLIL in trilingual education, a questionnaire was conducted. The questionnaire was designed to collect various types of data, with an introductory section focusing on demographic information, such as teaching experience, language level, training, etc. The second section contained items designed to obtain information about the views of teachers: attitudes, opinions, interests, needs and beliefs towards CLIL. The language used in the questionnaire was Kazakh. The design of the questionnaire included questions in which participants expressed their opinion by checking one or more

boxes, writing a word, or placing their level of agreement or disagreement with certain statements.

Purposeful sampling method was used as the research selected urban public schools that adopted a trilingual policy. Additionally, included English language as learning tools in their curriculum. The research concentrated on the teachers' experiences and challenges in CLIL, consequently, teachers who had worked with trilingual training program and could share favorable and unfavorable experiences were chosen as sample of the study. The teachers of science classes such as Biology, Chemistry, Physics, Computer Science were included in the sample. Table 1 presents participants demographic information.

Table 1 – The participants' Demographics

<i>Region</i>	n	%
Aktobe	14	63.6%
Karaganda	8	36.3%
<i>School</i>		
T. Zharmagambetov Secondary School	7	31.8%
Zhambyl Specialized Boarding School	8	36.3%
«Bilim» Secondary School-Gymnasium	2	9%
M. Kusainov Specialized Boarding School «Daryn»	1	4.5%
K. Mukhanbetkaliuly Secondary School-Gymnasium	4	18.1%
<i>Age</i>		
20-30	6	27.2%
30-40	11	50%
40-50	5	22.7%
<i>Teaching experience</i>		
1-10 year	7	31.8%
10-20 year	9	40.9%
25-35 year	6	27.2%
<i>CLIL experience</i>		
1-5 year	8	36.4%
5-10 year	12	54.5%
10-15 year	2	9.1%
<i>Subject</i>		
Physics	3	21.4%
Biology	4	28.6%
Chemistry	1	7.1%
ICT	3	21.4%
English	3	21.4%

Twenty-two teachers from five selected schools completed the questionnaire, 50 % of which were subject teachers, 40,9 % were language teachers, and the 9,1 % were members of the management team or support teachers. Most teachers were aged between 28 to 45 years. Being relatively young, the participants were experienced teachers, most of them having from 5 to 10 years of experience. The survey questionnaire was adopted from Verjano [13], and was administered to secondary school teachers of Karaganda and Aktobe cities through WhatsApp. The first section of the questionnaire included age, subject, school were teachers work, years of experience, and years of experience using CLIL. The other sections of the questionnaire included items on teachers perspectives regarding their CLIL practices, further perspective and necessities for improving it. The questionnaire was conducted in Survio; the results were presented in the form of frequency distribution of teachers' faced challenges, beliefs, and needs in CLIL.

Results and Discussion

Organization of CLIL in Secondary School

The questionnaire conducted with secondary school CLIL teachers resulted in different organization practices in different schools and subjects – ICT, Physics, Chemistry, Biology. Some respondents (31.8 %) reported on receiving training in CLIL through an experimental language programme offered to school, training at the university, and online courses. However, teachers believe that they are still not sufficiently trained and supported to provide the successful fulfillment of CLIL in their practice. More resources, materials and personnel need to be committed to ensure that this approach is not only effective but superior.

CLIL teachers' experiences at school

The teachers who participated in this research reported a satisfactory teaching experience using this approach. They all found it as a great opportunity for their students to improve their foreign language learning, and they value the CLIL approach, which positively evaluates the opportunity to teach a language through a non-linguistic subject through activities, work projects that motivate pupils and create a kinds of attitude towards use of English.

Table 2 presents teachers' feelings related different aspects of their CLIL teaching experience.

Table 2 – Correlation of feelings related different aspects of teacher's CLIL teaching experience

Items	%
«I know how to plan my CLIL classes taking all the content and language aspects that I need to take into account»	22.2%
«I feel confident to teach through CLIL with the language level I have»	18.5%

«I feel confident to teach through CLIL with the training I have received»	16.7%
«Teaching through CLIL involves higher expectations than teaching regular classes»	11.5%
«I have enough resources and support to plan and develop CLIL units»	8.1%
«I feel motivated to teach through CLIL approach»	7.4%
«Students show interest and motivation when I teach them a CLIL subject»	6.5%
«It is easy to integrate language on the subject taught through CLIL»	5.5%
«There are not big differences on the students' level results when assessing subject goals achievement through CLIL than in the regular content subject»	3.5%

As seen from the table, most teachers are satisfied with their CLIL experience, stating that they know how to plan CLIL classes taking all the substance and language dimensions, feel confident to teach through CLIL with the language level they have, and with the training they have received.

Advantages and drawbacks of using CLIL

As stated by the teachers, one of the main advantages of using CLIL at secondary schools is the increased impact to English that students experience through an additional subject where the language is integrated. They also believe that students become more motivated, efficiently acquire communication skills and vocabulary.

Table 3 indicates teachers' opinions on pros and cons of using CLIL at secondary schools (10-point scale was used to measure the items).

Table 3 – Teacher's assessment of advantages and challenges of using CLIL

Items	Mean
«Teaching CLIL requires more efforts than teaching a regular subject or language class»	5.09
«Teaching CLIL requires more time»	8.13
«There is a lack of CLIL teacher training»	8.9
«CLIL teachers need collaborative time in their schedules»	7.13
«There are not enough materials to teach CLIL»	6.13
«We need more resources to plan and teach our classes than other subject areas»	3.31
«The help of a teaching assistant in class would benefit this approach»	3.9
«I don't feel motivated enough to teach CLIL»	5.27
«We need more support from school staff»	3.27

«English language training should be offered to other teachers who might not have enough level to teach through CLIL» 3.81

Teachers' needs in improving CLIL practices

The questionnaire resulted in teachers' opinions on what could be done to improve the CLIL practices at secondary schools. Figure 1 presents the teachers' needs in using CLIL.

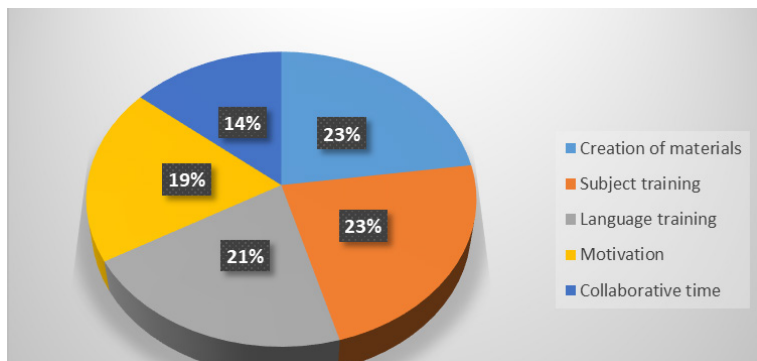


Figure 1 – Teachers' needs in CLIL

As indicated by the figure, CLIL practitioners regard the creation of learning materials as their main need, followed by motivation, subject and language training, and collaborative time with their peers. The purpose of the research was to analyze the attitudes, experiences, expectations and needs of CLIL teachers in order to further development of this approach. The participants of the study express an enormous concern about the role of content in the lesson, most of them prioritizing the content. The research verify the idea proposed by San Isidro, Calvo (2018) «that CLIL is concerned more about content acquisition and the language used as a tool for learning. Most of the current research defendants have been using the CLIL approach for two years, and inexperienced teachers face difficulties in curriculum integration, which results in the prioritization of content over language» [14].

The perception of CLIL by teachers is related to the conclusions of Karabasova (2018), stating that teachers «preferred content rather than language, assuming only an indirect role in promoting the language development of students». Teachers consider the correct transfer of the terminology of the lesson more important than the students' knowledge of English, and can do this with the help of L1. Besides, more than half of these teachers acknowledged having a poor knowledge of the English language, which also makes it more tough to implement a method like this. There were other nonpractitioners who requested a good level of the language

but did not have any training in the CLIL approach. This highlights the need for more language and CLIL training, in line with Perez Canado (2014), who pointed out the need for ongoing professional development and enhanced opportunities for training in CLIL.

Table 4 summarizes the strengths and weaknesses that emerged from teachers' perspectives in using CLIL.

Table 4 – Strengths and Weaknesses of CLIL approach

Strengths	Weaknesses
✓ Multiply of hours of exposure to the English language	✓ inadequacy of training in language and CLIL methodology
✓ Motivation	✓ shortage of collaborative time to plan
✓ More language intake	✓ need of materials and resources
✓ New activities, drafts of being in contact with a foreign language	

Mainly, all the participants showed interest and favorable relation towards the fulfillment of the CLIL approach. The encouragement of CLIL teachers' was quite adequate, as they claimed that CLIL has the many benefits for their students' language learning. In terms of CLIL subject planning, teachers did not identify any major shortcomings, but felt that they were still not fully confident in planning due to the lack of guidelines, resources and materials. Since it is an approach that still doesn't have a stable set of principles on how to balance the integration of language and content, teachers plan the CLIL lessons according to the level of English that students can have, and they usually give more weight to the content than the language when they assessment. In addition, the need of materials and resources is also a challenge faced by CLIL teachers, and one of the main needs for further development.

Conclusions

Accomplishment of CLIL in the context of this research is still at an early stage of fulfillment in the state secondary schools which were the centre of the study.

The teachers who participated in the survey have provided us with a clear perspective on their practices in applying the CLIL approach that can help expand and improve this innovative approach in other schools.

The study resulted in the fact, that CLIL is organized differently in different schools, subjects (ICT, Physics, Chemistry, Biology) and settings. Teachers put in practice the CLIL approach using the guidelines and resources received from the provided courses. Nevertheless, teachers feel that there is still an unclear

methodology to plan or assess CLIL, and they usually have to look for or create the CLIL materials on their own.

Teachers reported a satisfactory experience of teaching using the CLIL. They all found it as a great opportunity for their students to improve in learning English, and value positively being able to teach the language through a non-linguistic subject by means of activities and projects that motivate students and create a nonidentical attitude towards the use of language.

The needs of teachers' in CLIL are to support ongoing professional development outside of the online course of study received. Despite, to involve other school staffs, language training and CLIL teaching, to allocate time in their schedule to be able to plan and prepare CLIL materials.

In the specific context of this study, we can conclude that, fulfillment of CLIL is still on early stage, but the willingness of teachers to carry out the CLIL approach show a positive attitude towards the implementation of integrated way of learning language and content. Teachers' experiences and needs should be taken into account in order to improve and expand practices of CLIL.

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CLIL ТУРАЛЫ ҚОЛДАНБАЛЫ ЛИНГВИСТИКА ТҮРҒЫСЫНАН КӨЗҚАРАСТАР

CLIL (Content and Language Integrated Learning) дүниежүзі мектептерінде әртүрлі деңгейлерде жүзеге асырылып жатқан инновациялық тәсіл болғандықтан, мазмұн мен тілді біріктіруде туындайтын мұғалімдердің қажеттіліктері мен сенімдері туралы кейбір рефлексияларды тудырады. Жаңа әдіске қатысты мұғалімдердің іс-әрекеті, көзқарасы, тәжірибесі мен қажеттіліктері жалпы білім беретін мектеп тәжірибесіне кіріктірілген пән мен тілді оқыту тәжірибесін табысты енгізуді қамтамасыз ету үшін ескеруді және талдауды қажет ететін маңызды айнымалылар болып табылады. Осы себепті, мұғалімнің көзқарасы бойынша ақпарат алуға назар аудару CLIL әдісін енгізуді, және оны одан әрі

дамытуға ықпал ете алады. Бұл зерттеу белгілі бір контексте – Қазақстан Республикасының әртүрлі аймақтарындағы (Ақтөбе және Қарағанды) жалпы білім беретін мектептерде CLIL енгізуге байланысты мұғалімдердің тәжірибесін сипаттайды. Бұл зерттеу 6 мектепте 22 мұғалімнің қатысуымен жүргізілді. Мұғалімдердің сауалнамасы қазіргі CLIL тәжірибесін, мәселелері мен қажеттіліктерін айқындау үшін жүргізілді.

Кілтті сөздер: CLIL, тәсіл тәжірибе, мұғалімдердің көзқарасы, қажеттіліктері, мәселелері.

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ПЕРСПЕКТИВЫ CLIL С ТОЧКИ ЗРЕНИЯ ПРИКЛАДНОЙ ЛИНГВИСТИКИ

CLIL (предметно-языковое интегрированное обучение) – это инновационный подход, быстро внедряющийся на разных уровнях в школах разных стран мира, что вызывает некоторые размышления, особенно, о потребностях и убеждениях учителей, вовлеченных в интеграцию содержания и языка. Действия, отношение, опыт и ожидания учителей в отношении нового подхода являются важными переменными, которые необходимо учитывать и анализировать, чтобы обеспечить успешное внедрение практик интегрированного обучения предмету и языку в практике средней школы. По этой причине сосредоточение внимания на получении информации с точки зрения учителей может облегчить дальнейшее развитие внедрения подхода CLIL. В данном исследовании описывается практика учителей, связанная с внедрением CLIL в конкретном контексте – средних школах в разных регионах Республики Казахстан (Ақтобе и Қарағанда).

Ключевые слова: CLIL, подход, опыт, взгляды учителей, потребности, проблемы.

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