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Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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Conclusion

To sum up, English loanwords have become an important part of modern Chinese vocabulary. Both phonetic transliteration and semantic borrowing are widely used. These words show how Chinese is changing under the influence of globalization.

Although some people worry that too many loanwords may affect the language, it is clear that borrowing is a natural process. Chinese continues to develop and adapt, which makes it a living and flexible language.

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ANALYSIS OF IMPLEMENTING CLIL IN TECHNICAL EDUCATION: INSIGHTS FROM A KAZAKHSTANI CASE STUDY FOR DEVELOPING INTERNATIONALLY COMPETITIVE SPECIALISTS

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Introduction

In the context of Kazakhstan’s integration into the global economy, preparing internationally competitive specialists has become a key priority in technical and engineering education. Modern industry increasingly requires professionals who possess not only strong technical expertise but also the ability to communicate effectively in English within multicultural and international environments. In this regard, the modernization of technical education is no longer limited to updating curricula or technologies, it also involves integrating language competencies that enable graduates to operate effectively in a global professional context. One of the most promising approaches addressing these demands is Content and Language Integrated Learning (CLIL), which combines subject-specific instruction with foreign language acquisition. This approach enables students to simultaneously develop technical

knowledge and English language proficiency, positioning language as a practical tool for professional communication rather than a separate discipline. In the context of Kazakhstan, where there is a growing need to reduce dependence on foreign specialists and strengthen the global competitiveness of local professionals, CLIL can be seen as a strategic educational solution rather than merely a teaching method.

This study aims to analyze the implementation of CLIL as a strategy for modernizing technical education, with particular attention to its practical outcomes and challenges. Based on a review of relevant literature and a case study of APEC PetroTechnic College in Atyrau, the research explores how CLIL contributes to student development in technical fields. The analysis demonstrates that integrating content and language learning enhances student motivation by making English a meaningful and functional tool rather than an abstract subject. It also improves professional communication skills within technical contexts, supports the development of cognitive and problem-solving abilities, and increases graduates' employability in both local and international labor markets.

At the same time, implementing CLIL poses several challenges. Teaching complex technical subjects in a foreign language requires careful methodological adaptation and may create additional cognitive load for students. Furthermore, there is significant demand for instructors who are proficient in their subject area and in English, and who can integrate these components effectively in the classroom. These factors highlight the importance of institutional support, including structured teacher training and well-designed implementation strategies.

APEC PetroTechnic College's experience offers a practical example of how to address these challenges. Its model uses gradual, structured English integration, from foundational language training to full English-medium instruction in technical subjects. Along with ongoing faculty development, this shows CLIL can be implemented effectively in technical education.

CLIL is especially relevant in engineering and related fields. Here, students must understand theory and communicate technical information clearly. By embedding language learning in professional settings, CLIL helps learners describe processes, explain systems, and use specialized terminology properly.

From a theoretical perspective, CLIL is a dual-focused approach that teaches subject content and a foreign language simultaneously (Marsh, 1994; Coyle, Hood, & Marsh, 2010). Unlike traditional language instruction, which treats language as isolated, CLIL is a framework in which content and language are interdependent and mutually reinforcing (Dalton-Puffer, 2007). Conceptually, it is a multidimensional model that integrates content, language, and skills while fostering higher-order thinking, critical analysis, and autonomy (Coyle, 2007; Mehisto et al., 2008; Bloom, 1956; Anderson & Krathwohl, 2001).

Many researchers highlight the benefits of CLIL. Key advantages include higher student motivation, better communication skills, and the application of practical knowledge (Dörnyei, 2001; Lasagabaster, 2011; Dalton-Puffer, 2007; Mehisto et al.,

2008). Access to English-language technical resources supports professional growth and international readiness (Hyland, 2006). Intercultural competence and collaborative learning foster a well-rounded education (Byram, 1997; Little, 1991).

Despite these benefits, the challenges of CLIL implementation remain significant. The complexity of delivering technical content through a foreign language, particularly in disciplines such as engineering and physics, requires careful instructional design (Airey, 2012). In addition, the shortage of qualified instructors and the need for methodological training remain critical issues (Pérez-Cañado, 2012). Addressing these challenges through institutional support and gradual implementation is essential for maximizing the effectiveness of CLIL in technical education.

Overall, CLIL is both an innovative pedagogical approach and a strategic tool. It helps align technical education with global labor market demands. Integrating CLIL in technical universities in Kazakhstan may produce specialists who can compete internationally and support the country's long-term development.

Methodology

This study uses a qualitative design, combining a literature review and a case study. The review examines theoretical frameworks and empirical studies on Content and Language Integrated Learning (CLIL), with a focus on higher and technical education. Key themes include the conceptual foundations of CLIL, its cognitive and pedagogical aspects, and its benefits and challenges.

The study uses APEC PetroTechnic College in Atyrau as a representative Kazakhstani CLIL case. This includes reviewing curriculum, teaching methods, and educational results. Observations from the educational environment show CLIL in practice.

Combining a literature review and case study provides both theory and context, offering a comprehensive understanding of CLIL as a model for technical education.

Results and discussion

The analysis in this study shows that Content and Language Integrated Learning (CLIL) can be an effective approach for integrating technical education with foreign language development. Based on the reviewed literature and the observations of APEC PetroTechnic Higher College in Atyrau, several key outcomes can be identified. First, CLIL increases student motivation, as the language is not studied in isolation but used as a tool to understand subject-specific content. This makes the learning process more meaningful for students, especially in technical fields where practical application is important.

In addition, CLIL enhances students' employability by equipping them with both professional competencies and the ability to communicate in English in an international, multidisciplinary work environment.

In this context, APEC PetroTechnic's model is a valuable example of how to address these challenges in practice. The institution uses a structured CLIL-based

approach that integrates English into all aspects of technical education. A key element is its focus on faculty development. Initially, staff language proficiency was carefully assessed. Instructors who needed improvement were offered specialized English training, including courses abroad.

Furthermore, APEC used a collaborative teaching model with local and expatriate instructors. In the early stages, local teachers who completed language training worked with experienced foreign professors, often as assistants. This helped them gain experience teaching in English while developing their teaching and language skills. Over time, these instructors became independent teachers, which ensured the model's sustainability.

Beyond faculty development, the APEC model shows how CLIL can fit into the wider educational system. Students start with basic language and subject knowledge. They then progress to specialized technical subjects. This step-by-step method lowers cognitive overload and promotes growth in both language and technical skills. As shown in Fig. 1, the APEC model outlines a step-by-step transition from foundational English language instruction to the full implementation of Content and Language Integrated Learning (CLIL) in technical education.

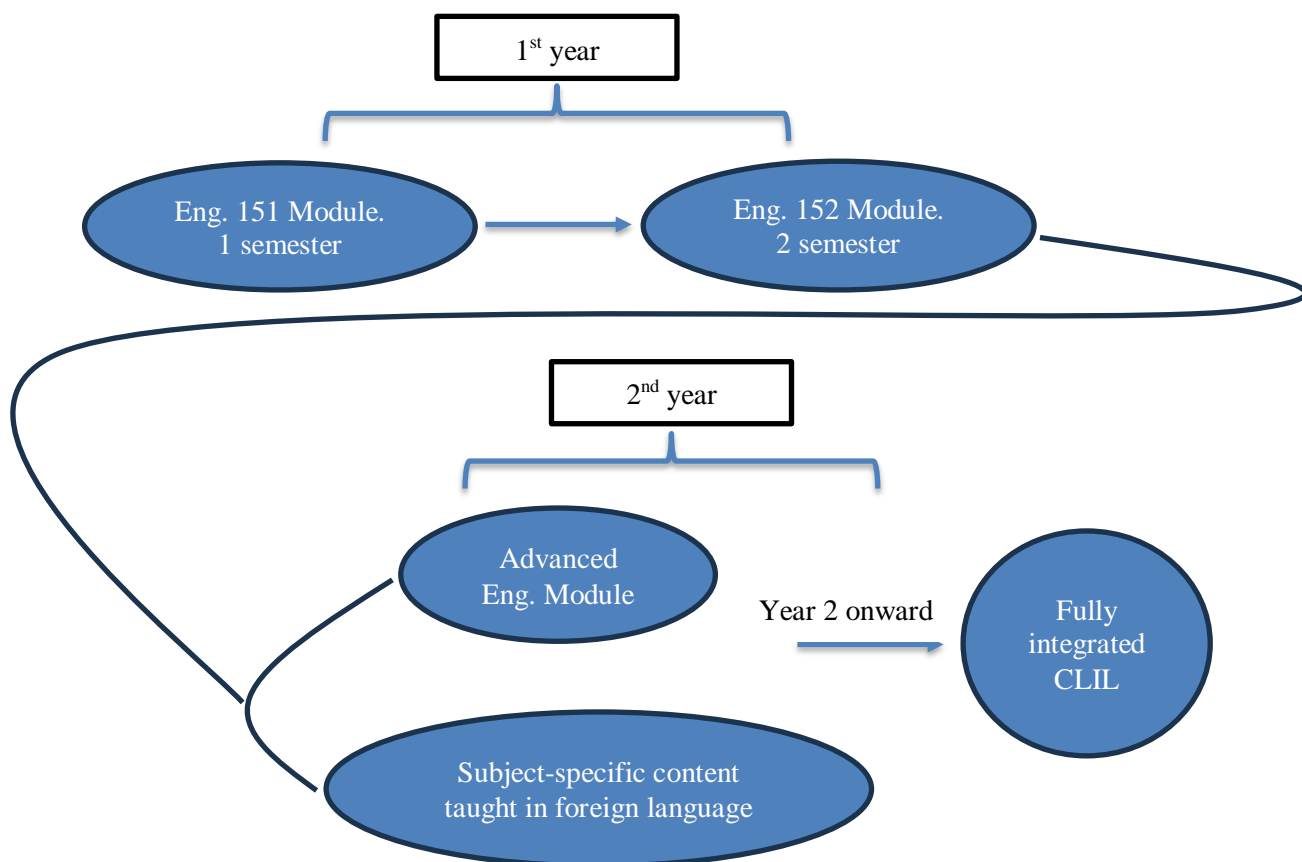


Fig. 1. Progressive Integration of foreign language (English) through CLIL.

Year 1 (English 151 and 152 modules): English is initially taught as a standalone subject, focusing on basic grammar and general communication skills. In parallel, during the first semester, other foundational subjects such as psychology, sociology, and history are delivered in the students’ native language (in Kazakhstan, typically Kazakh or Russian).

Starting from the second semester, after students have mastered the core content of English 151 and have begun the English 152 module, selected technical subjects—including physics, chemistry, mathematics, and economics—are gradually introduced in English. This marks the beginning of CLIL implementation, as elements of English are progressively incorporated into instruction in technical subjects.

It should be noted that the English 151 course has a built-in repetition purpose within the program structure: it reinforces students’ basic language skills, ensuring that all learners reach a common proficiency level needed to engage effectively with the CLIL-based curriculum.

Year 2 onward: An Advanced English course is introduced to strengthen students’ academic and technical language competence. At this stage, CLIL is fully integrated, and all subject-specific disciplines are taught entirely in English. This progressive structure helps mitigate cognitive overload and supports the gradual development of technical language proficiency. English becomes the primary medium of instruction, allowing students to acquire both professional knowledge and language skills simultaneously.

Based on personal observations as a college graduate, supplemented by discussions with colleagues and peers, a significant proportion (approximately 70%) of graduates are employed on international projects in Kazakhstan, which hosts numerous petrochemical industry initiatives. While precise statistical data is not publicly available, these observations suggest that the combination of technical knowledge and English-language proficiency contributes positively to graduate employability.

From a national perspective, adopting similar CLIL-based models in other technical universities in Kazakhstan holds significant potential. Such implementation could address the shortage of specialists with both technical expertise and English-language proficiency, reduce reliance on expatriate professionals, and enhance the competitiveness of the local workforce. Additionally, CLIL supports the internationalization of higher education by enabling institutions to offer programs aligned with global standards.

Conclusions

The APEC PetroTechnic model shows that CLIL is more than a teaching method—it is a strategic approach for modernizing technical education. It develops globally competitive specialists, reduces reliance on foreign experts, and supports the internationalization of higher education in Kazakhstan. CLIL effectively bridges the gap between technical knowledge and language proficiency, preparing graduates to

succeed in a globalized labor market. Adopting similar approaches in other technical universities can address the shortage of specialists with both technical expertise and English-language competence. Integrating CLIL systematically, with structured faculty training and a progressive student transition, enhances employability, professional readiness, and institutional competitiveness. Ultimately, CLIL offers a practical pathway to align technical education with international standards and workforce demands.

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