

ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ Л.Н.ГУМИЛЕВА



Филологический факультет  
Кафедра иностранных языков



**СБОРНИК МАТЕРИАЛОВ**  
международного семинара  
**«STRENGTHENING FOREIGN LANGUAGES  
TEACHING: CHALLENGES,  
APPROACHES AND TECHNOLOGIES»**

*27-29 марта 2018 года*

Астана, Республика Казахстан

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Сборник содержит статьи участников международного семинара «Strengthening Foreign Languages Teaching: Challenges, Approaches and Technologies». В сборнике рассмотрены актуальные вопросы касательно основных тенденций и особенностей развития современной методики преподавания иностранных языков в средней и высшей школе в условиях полиязычия, проанализирован опыт по реализации инновационных технологий в языковом образовании, рассмотрены вопросы преподавания предметов на иностранном языке, представлены исследования результатов независимого и интегрированного подходов с особым упором на креативность и критическое мышление, необходимых для академического письма в учебной деятельности магистрантов.

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## CLIL METHOD IN TEACHING ENGLISH FOR PROFESSIONAL PURPOSES

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The necessity of English in Kazakhstan has been growing dramatically for the last two decades. After the collapse of the Soviet Union, the sovereign state of Kazakhstan is ready to build cooperation with the world countries. Therefore, training of plurilingual young people is of paramount importance.

In higher education, teaching through the medium of English has established itself as a viable alternative option.

The necessity to combine subject and language teaching gave an impact for the development of **Content and Language Integrated Learning (CLIL)** methodology. CLIL integrates subject and language learning in the classroom in a total immersion style, without the need for extra lessons. CLIL, mainly a European movement, is an umbrella term used to describe a variety of approaches. In fact, it includes any type of programme where a foreign language is used to teach non-linguistic content-matter (1). It consists in learning subject-matter content through the medium of a foreign language, and learning a foreign language by studying subject-matter content. The CLIL method considers a foreign language as an instrument for learning and communicating, and the content determines the language to be learnt.

CLIL is being widely introduced at all levels of education at schools, colleges and universities worldwide.

The necessity of CLIL in higher education is explained by the following reasons:

- to enhance academic mobility of teaching staff and students, to attract national and international students, positioning of higher education institution within the national and international context;

- to enhance employability on the job market (graduates strive to get jobs in international companies);

- to promote future academic, research and professional collaboration with other educational institutions;

- to develop international and intercultural expertise.

Popularity gained by CLIL increases the attention to the issues that need to be taken into account.

First of all the key principles of CLIL, which were put forward by Coyle D. and also called 4Cs:

- Content: What is the science topic of the lesson?



- Communication: What language will learners communicate in during the lesson?
- Cognition: What thinking skills are demanded of learners?
- Culture: Is there a cultural focus in the lesson [2], [3]

The next issue is, of course, lesson planning. Lesson planning in CLIL requires teachers to anticipate language problems and help learners solve them as they proceed through the lesson.

A CLIL lesson includes pre-activities when students guess the topic, share their background knowledge. At this stage, students may have difficulties in expressing their opinions in a foreign/target language and can use their core language/native language, and then translate. The while-activities should be planned thoroughly as both content and language aims are to be fulfilled. Mostly this part is devoted to text reading and comprehension. However, the kinds of work may vary. Finally, post-activities include debating, contrasting and summing-up activities. [4]

At the CLIL lesson, the teacher uses technologies to enhance learning. Learners need a lot of scaffolding and encouragement to help them learn.

To help learners listen, subject teachers point out or focus on vocabulary. At the text level, they help learners to follow them by using visuals (illustrations, diagrams, charts, etc.) and by adjusting their talking style: they enumerate points, give examples, explain, summarize more than they would in core language.

To help students talk in the plenary classroom, teachers adjust their questions (asking, perhaps, some cognitively demanding but short answer questions); they prompt (for example they start learners' responses for them); they provide vocabulary, they may allow some core language responses. To help them talk in groups, they provide support at the word level by listing key words to use; to help with making sentences they can offer supportive task types such as talking frames, sentence starters or substitution tables; or they ask students to use their native language when discussing but their foreign/target language when reporting.

To help students with reading teachers may check that they understand key vocabulary before they read; they may provide them with pre-reading questions to reduce the reading demands of the text; or they may offer help at the text level by giving reading support tasks, such as a chart to fill in, a diagram to label, etc.

To help learners with writing, teachers can offer support at all three levels by providing a vocabulary list, sentence starters, or a writing frame. They can also ensure that the learners talk through their writing at the word, sentence and text level, with each other, probably in L1, before they write. [5]

Language teachers have not normally been trained to provide help in foreign language medium subject lessons, but they have many of the skills, which will help them solve these problems. It is useful for subject teachers to collaborate with them, especially when they start out teaching in a foreign language, and to get early help with planning lessons. The more they can get at this initial stage, the easier it is, with time, to incorporate simple lesson-planning routines into normal CLIL practice and

fairly quickly to work independently with confidence. In this condition, co-teaching could be the way out. Co-teaching or tandem teaching, mutually beneficial for a subject teacher and a language-teacher, can be of three types:

- when one teacher keeps responsibility and the other provides assistance;
- when teaching is parallel to two separate groups;
- when teachers deliver instruction at the same time.[6]

An ideal CLIL teacher is a subject specialist with an appropriate level of language proficiency. A typical ESP teacher is a language teacher who does not take on the responsibility for teaching subject content as it is beyond their competence because of the high cognitive demands of the subjects taught in higher education. One of the ways of solving the 'content' issue for the language specialists in higher education is to rely more on project or problem-based teaching and to co-operate with subject specialists.[1]

One of the most common concerns of CLIL teachers is that they cannot find appropriate science materials for their classes. Adapting native-speaker material takes too much time. Increasingly, publishers are producing materials for primary and secondary schools, but higher education institutions experience lack of materials. However, teachers start to adapt native speaker material from website and subject-specific course books.

CLIL assessment is one more issue, which leads to discussion. What is prior: assessment of content, language or both? Different authors approach it differently.

One of the effective ways of assessment is performance or learning outcomes assessment, as CLIL promotes task-based learning. Performance assessment can be used to evaluate development of communicative and cognitive skills. Learners need to know what they are being assessed on and how they are being assessed.

In conclusion, surveys conducted in European countries about CLIL methodology illustrate both advantages and drawbacks. In particular, the CLIL has quite a number of advantages:

-through the exposure to more interesting, authentic (i.e. real world) contents CLIL leads to greater involvement, helps learners increase their motivation;

-through the interactive and co-operative nature of work CLIL helps boost self-confidence, raise self-esteem, build learner independence and teach learners organisational skills;

-through the greater number of contact hours with the foreign or second language CLIL helps learners upgrade their language skills and thus leads to enhanced language proficiency;

-through the more favourable learning conditions (the use of learning strategies and study skills common to both content and language) CLIL fosters learning to learn;

-through the integration of content and language and the learners' involvement in academically and cognitively demanding activities CLIL encourages creative thinking processes.

The main disadvantages are few:

- Language is not covered systematically;

- Insistence on English only might limit students' cognitive ability and activities;
  - Time consuming in inter-didactic collaboration;
  - Exams grade content and language separately;
  - Professors: uncomfortable teaching other subjects;
  - Students learn like native speakers;
  - Extra-language knowledge as input;
  - Sense-making interferes with social aspects;
  - Assigning group members' roles: simultaneously search or asynchronously collaborate reusing results;
  - There are no textbooks specific to CLIL courses; foreign textbooks have different syllabus, mindsets & approaches, so they cannot be used;
  - Transforming authentic input into skills teaching material: pictures/drawings/charts for understanding;
  - Supplying students with a work schedule, topics, key words and concepts, and then enforcing it all;
  - Explain abstract concepts by tangible examples. [7]
- Therefore, CLIL is not just one method; it includes a whole range of approaches, which allow teaching a subject matter through a foreign language.

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