

## The model of CLIL teacher training and retraining Center in the content of multilingual education

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**Abstract.** This article is devoted to CLIL model (Content and Language Integrated Learning) in Kazakhstani school system and experience of training as well as retraining center in the content of multilingual education. The aim of the article is to talk about the experience of CLIL teachers in the implementation of CLIL approach via teaching methods and techniques. At present, secondary schools have various issues in actualizing substance and language incorporated learning (CLIL, for example, the degree of capability in an unknown dialect among subject educators and absence of methodological ability. In conclusion, teaching staff face a couple of issues that require finding viable ways to prepare and design teaching materials for the CLIL class.

**Keywords:** Content, Language, Integrated Learning, CLIL Model, Innovative Approach.

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### INTRODUCTION

The term CLIL (Content and Language Integrated Learning) was first proposed by David Marsh and Anne Maljers (Finland) in 1994. This strategy is one of the compelling ways to deal with instructing subjects to understudies in an unknown dialect in Europe. According to D. Marsh, the concept of "content and language of integrated learning" (CLIL) can be used in cases where it refers to disciplines or certain subjects within these disciplines, the study of which is conducted in a foreign language. Thus, it pursues two goals: the study of the discipline content and simultaneous study of a foreign language. The CLIL method is said to correspond with an idea in which an unknown dialect goes about as a vehicle of guidance.

European research in the field of content and language integrated learning (CLIL) in higher education is primarily related to the widespread use of English as the dominant language in European higher education institutions. This procedure has been utilized in Europe for around 20 years, yet, in Kazakhstan, it is simply starting to pick up prevalence. By the by, the usage of CLIL in Kazakhstan is irregular and, whenever did, is fractional in the system of individual instructive associations.

Contemplating Coyle et al. (2010) who keep up that CLIL is a double engaged instructive methodology in which an extra language is utilized for the learning and educating of both substance and language, we chose to put accentuation on turn of events and usage of CLIL in Kazakh settings. Based on the experience of subject teaching in English, four dimensions (4 Cs) can be distinguished according to the description given by Professor Do Coyle. These four measurements (4 Cs) structure a reasonable system (2005, 2006), which associates content, discernment, correspondence, and culture. Culture and intercultural understanding lie at the center of the calculated structure, offering the way to more profound learning and advancing social union.

**Content:** integrating content through language interaction, skills, and abilities within the framework of the instructed subject

**Cognition:** learning and thinking competencies; engaging learners through high-order thinking; scaffolding skills and strategies

**Culture:** understanding global citizenship and competencies; interpreting self and other awareness; understanding cultural diversity

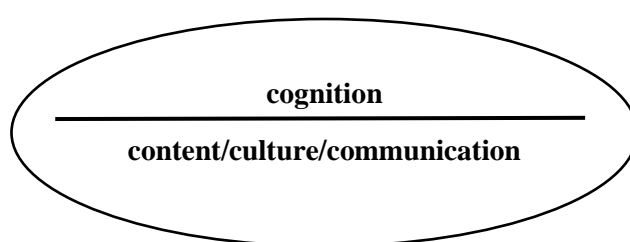
**Communication:** using language and constructing new knowledge and skills; interaction face-to face and through the use of new technologies

The four elements describe the essential reasons why the CLIL approach is appropriate to active and interactive methods of teaching. These four elements are tightly interwoven. Any CLIL model or methodology consider the relative importance of the parameters below:

- CLIL gives learning settings which are pertinent to the requirements and interests of students
- CLIL advances student movement in both language abilities and information development
- CLIL offers direct occasions to learn through language and to make implications that issue
- CLIL is especially pertinent in homerooms where students bring assorted language and social encounters
- CLIL is central to learning and intercultural mindfulness. The connection among societies and dialects is perplexing.

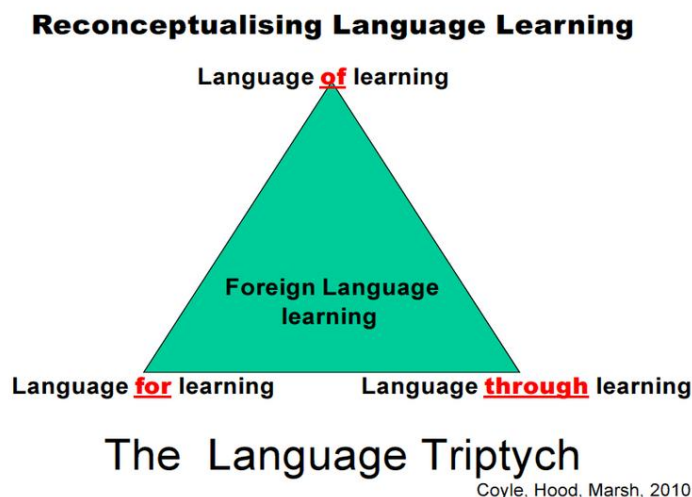
From this point of view, CLIL includes figuring out how to utilize language suitably while utilizing language to adapt viably. The 4 Cs Framework is an apparatus for delineating CLIL exercises and for boosting potential in any model, at any level and any age. The CLIL method in the education system is carried out depending on the tasks and goals, each subject requires the implementation of a foreign language. CLIL technology allows us to conduct classes in combination with a few theories and approaches that are used in various educational contexts. There are several learning theories, language learning theories that describe various methods of implementing CLIL technology, such as language implementation, subject matter, and progression in knowledge.

So, CLIL is a tool to teach and learn content and language together. The analysis of CLIL methods determines the main features of CLIL technology from other methods: it includes language learning in content class and content learning in language-learning class. Content and language learning allow to work on cross-cultural themes and projects. Besides that, it stands for availability of authentic materials and students' awareness of language competence. Students attending CLIL classes seem to improve in content knowledge of a school subject, increase the vocabulary, as well as develop creativity and independence in language using. Active learning manifests itself through favoring peer cooperative work, negotiating, teachers acting as facilitators whereas students are involved to demonstrate their ability to make observations, analyze, generalize, and apply their skills to fresh contexts. Scaffolding are designed to build on a student's existing knowledge, skills, attitudes, interests, experience and provide support and guidance until they can perform the activity themselves. Cooperation implies planning lessons in co-operation with CLIL and non-CLIL teachers, involving the local community and authorities. Maybe (Coyle, 2008) the most remarkable result saw by the instructors and students is a feeling of being essential for a learning network where everybody has a task to carry out. Building people group of training is reliant on participation, cooperation, and organizations for learning. They include substance and language educators cooperating, subject and language mentors sharing their thoughts and supporting homeroom enquiry, organizations of CLIL instructors and their students chipping away at joint curricular connections and a certified conviction that for arising CLIL instructional method to direct experts, it should be possessed by the network, created through study hall investigation.



**Figure 1.** *The CLIL model*

All these center highlights of CLIL model are driven by the accompanying four standards: Cognition, Culture, Content, and Communication. As indicated by researchers, it is important to design and arrange every exercise taking into account the standards of 4C. Every exercise ought to have obviously characterized objectives, learning results, evaluation strategies, and models, an ideal instructive climate for the examination, just as reflection. Educators ought to routinely lead the investigation of their classes dependent on a CLIL technique agenda. It is important to choose top notch materials, visual guides, and genuine writings for CLIL. Thus, conducting a lesson using CLIL method provides Meta subject connections and allows a teacher to achieve practical results in the development of the 4 C principles. Utilizing language requests educators efficiently plan for, instruct, screen, and assess. Concerning exercise arranging, Coyle, Hood and Marsh (2010) demand that educators should clarify the interrelationship among substance and language destinations. Thus, they have concocted a calculated portrayal that makes these associations as a Language Triptych.



**Figure 2.** *The Language Triptych (Coyle et al, 2010)*

The language of learning: content obligatory language related to the subject theme or topic including fixed expressions and subject typical grammar. It additionally covers 'register' and classification. The language for learning: language expected to work in unknown dialect climate. For learners it is the language which allows them to create and work with learning abilities, for example, pair/bunch work, posing inquiries, discussing, thinking, etc. The language through learning: new language that cannot be captured, recycled, and developed so that it becomes a part of a learner's repertoire. The students need the educator's help to communicate new implications, henceforth the instructor should have the option to supply that help be it semantic or intellectual. Introduction to language is believed to be basic in CLIL as it is through this that students will obtain the objective language.

Coyle (2005) has proposed 3As instrument that can be utilized for more definite exercise arranging. While there is plainly some cover between the apparatuses, their recommended use is altogether unique. The 3As device works in 3 phases. The 3As are: examine, add, and apply.

**Stage 1: Analyze**

- analyze content for the language required
- identify catchphrases
- identify phrases, syntactic capacities for idea arrangement and understanding
- Language encounters which empower the student to work successfully in a CLIL setting
- Meta-psychological or student techniques, study hall talk, conversation, task requests
- Scaffolding for example utilizing language outlines

**Stage 2: Add**

- Emerges from the dynamic inclusion of students thinking and inquiring
- Spontaneous language
- Captured during the learning cycle, at that point reused and grew later
- It can't be anticipated ahead of time.

The 3A's instrument utilizes a sober minded as opposed to an etymological way to deal with language utilizing and improvement.

As per the Kazakh researcher A.S. Dontsov (2017), future educators are prepared in Europe to instruct by utilizing a non-local language. Simultaneously, one can arrive at a fairly perplexing resolution: notwithstanding the broad utilization of the CLIL technique in optional schools, at the degree of higher academic instruction there is certainly not a solitary container European preparing program for educators. Indeed, even at the nation level, such preparing is done generally independently and differs from the consideration of significant controls in the educational plan (or even the incorporation of specific points devoted to CLIL in the substance of different orders) to of extra language specialization for future instructors of non-language subjects.

The issues referenced by the creators lead to the end that during the time spent showing a subject in an unknown dialect, CLIL educators need some hypothetical preparing (the hypothesis of social constructivism and the degrees of-handling hypothesis). The hypothesis of social constructivism suggests a direction toward the understudy, his/her dynamic interest in the learning cycle and, most importantly, the joint development of new information and not its instant procurement. As per the degrees of-preparing hypothesis (1979), retention relies upon how significant the student thinks about the learning material and

how profoundly and intricately he/she measures the learning material in an unknown dialect. The creators, subsequent to having broken down the viability of cutting edge instructional classes in Europe, calls attention to the accompanying primary impediments to the adequacy obviously working:

1. Insufficient unknown dialect abilities of CLIL instructors.
2. There is an absence of CLIL hypothetical and methodological preparing on the high level courses being referred to.
3. The low learning results when utilizing CLIL are brought about by the trouble of understudies' impression of the true material in a non-local language.

Thus, the worldwide association with getting ready CLIL teachers shows the nonattendance of a united game plan of planning CLIL educators on the advanced courses. This miracle is moreover found in Kazakhstan. While considering the new and Kazakh experience in getting ready CLIL teachers, the makers (Ayapova, T., Kemelbekova, Z., and others) consider it squeezing to make a lone Center giving thorough (semantic and conscious) staff planning.

## METHODOLOGY

The possibility of CLIL adds to the advancement of a scope of language and substance learning procedures to help students in distinguishing high recurrence structures and utilizing earlier information to anticipate content. CLIL advances students' basic reasoning and intellectual adaptability. CLIL educators should meet certain prerequisites: to utilize intuitive inventive structures and strategies for introducing instructive material and coordinating instructive exercises, to be in the steady innovative hunt, and to procure proficient skill in the field of CLIL innovation. The instructing aims of a CLIL exercise should be both etymological and substance ones. When planning a CLIL course, educators should focus on the substance that drives the determination of the language and not the alternate way around. Integrating substance and language in consistently study hall circumstances requires steady consciousness of the equivalent significance of the two. Especially in materials plan in an unknown dialect, educators need to give unique consideration to design writings and exercises that present the new substance in a control bound language which is reasonable however all the while testing enough for the students. CLIL educators should realize the educational program very well to show the fundamental substance to their understudies. As in all educating and learning, new information gave in CLIL is built on students' past information structures. (Bovelann, 2014).

The CLIL method is used at all educational levels in our country in acknowledgement of its beneficial aspects. The hypothetical system for the execution of CLIL, in optional schooling, has been molded by hypotheses which relate unfamiliar and second language educating and have impacted applicable pedagogies. CLIL is an adaptable technique and its viability is subject to the instructor and on the material utilized. The most objective information about the implementation of content and language integrated learning is provided by direct observation of the activity of the teacher and the student at the lessons. We carried out a quantitative analysis of data from questionnaires given by CLIL teachers in three secondary schools in Almaty, Kazakhstan. Fifteen (15) CLIL educators participated in our study: ten (10) of them are English languageteachers and five (5) subject instructors (Maths and Physics) working in the optional school.

In accordance with the communicative-activity approach to learning adopted today, our attention was focused on two equal subjects of the educational process: the teacher, on the one hand, and the student, on the other. The purpose of our analysis is the implementation of the tasks of training CLIL teachers on the pedagogical experience: to study the features and experience of the content and language integrated learning at school and to develop proposals for optimizing student teaching in English. For a theoretical understanding of the existing school practice of teaching subjects in a non-native language and developing practical recommendations for improving the effectiveness of teaching, it was necessary first of all to collect information about the methods and techniques regularly used by teachers in class.

David Marsh (2011) explored components of CLIL usage. The explanations behind CLIL execution incorporate differentiating techniques and types of study hall work on; building intercultural information and comprehension; empowering understudies to get to global accreditation; expanding student inspiration and building self-assurance towards learning English, giving increased the value of the substance; planning for future examinations and working life; and improving school and area profiles.

Dale and Tanner (2013) summarize activities and all four language skills used in CLIL development. They have dissected four language abilities by platform new or past information and psychological and thinking aptitudes dependent on Bloom's Taxonomy. Educators are urged to misuse realistic coordinators, for example, flowcharts, timetables, and arachnid maps among numerous others. These sort of exercises advance the improvement of oral just as composed language aptitudes. Furthermore, the language center

burdens various perspectives. For instance, in a movement called "red and green circles", the language center is around present and basic tenses. Alternately, in the "fried eggs" movement, the attention is on word request and text association, yet in "KWL (know, need, learn) framework", it is on notetaking.

In the CLIL setting, Morton (2012) contends that the absence of satisfactory preparing and arrangement of CLIL instructors with the suitable language abilities and strategy may genuinely compromise the driven designs for the execution of CLIL. Planning materials for CLIL has been assessed to be a requesting task for instructors. Consequently, the need to make a hypothetical and methodological system to decide powerful approaches to address shortages on help is because of the formation of the Training and retraining place for subject instructors. The previously mentioned Center coordinates preparing and retraining of educators in English with respect to the hypothetical and methodological parts of CLIL. The logical curiosity of the proposed arrangements comprises in the thorough ID of the examples of educators' preparation and retraining. These arrangements empower improving the nature of language and substance showing utilizing CLIL innovation.

The principle exercises of the Center are language and orderly preparing of CLIL instructors. Their preparation is executed in three phases: language preparing (stage I-II), and CLIL showing strategy (stage III). The issue of language preparing and retraining of CLIL instructors with regards to a multilingual training is of importance. Since CLIL suggests showing the substance of a control in the objective language, subject educators should be equipped specialists in their orders as well as in an unknown dialect.

## DISCUSSIONS AND FINDINGS

The exploration depends on a blend of quantitative and subjective investigation of the information acquired by methods for survey dispersed to the members through email. The survey was planned dependent on the European Framework for CLIL Teacher Education. The questions were formulated considering the objectives of the Center for CLIL teachers, focusing on methods and techniques they used in CLIL class and experiences in CLIL practice. To be set up to execute CLIL into the instructing, the hypothetical foundation should be changed into training. Based on the general principles of teaching strategies, the teacher should have an idea of when and how to apply the appropriate teaching methods, approaches and attitudes students should exhibit that reflect the broader goals. Teachers in CLIL context need an array of tools, resources, and materials (Seidaliyeva, 2020).

**Table 1** Teachers' attitudes concerning the contribution of a CLIL lesson

TEACHING METHODS AND TECHNIQUES		COMMENTS / REMARKS	
Speech quality	logical and coherent speech	clear	not clear
	formal and informal speaking	formal	informal
Teacher's speech strategy (language support)	using students' native language in the explanation	often	not often
	interpretation or explanation of an idea in a physical movement	yes	no
	using language tools in explanation (synonyms, peripherals, lexical repetitions, etc.)	yes	no
	types of questions (rhetorical, open, referential, suggestive, etc.)	often	not often
Using active teaching methods	Thematic discussions / Problem solving	often	not often
	Case method / Project method	often	not often
	Brainstorming / Critical thinking	often	not often
	Presentation / Project activities	often	not often
	Independent studies / Pair work and group projects	often	not often
	using pictures / charts, paintings, graphs / diagrams, flowcharts	yes	no



The use of authentic materials / visual aids	mind mapping / creating visual mapping activities	yes	no
	use of different kinds of authentic materials (audio, visual, textbooks)	yes	no
Control method	giving and receiving feedback	yes	no
	offering input / accepting learner's input or reaction / reflection	yes	no

The aftereffects of the examination will make a critical commitment to the all-encompassing arrangement of preparing and retraining of instructors occupied with CLIL. The proceeded with investigation of the issue of the making of the Center can be utilized as the reason for building up one's own model of preparing and retraining of CLIL educators. As we have seen, the primary issues that all CLIL instructors appear to experience is the absence of CLIL encouraging material and the nonattendance of educator preparing focusing on the necessities of a CLIL educator to-be. Another problem they have probably faced relates to the fact that they are teaching learners whose English language level is not high. The most vulnerable point includes an expansive range of language-related issues in CLIL homeroom, for example, the capacity to help language learning in substance, adjusting the objective language utilized between the students' and educators' etymological capacity, and in general inadequacy of semantic abilities. It should be accentuated, nonetheless, that regardless of the way that educators are basic about their phonetic skills, they acknowledge CLIL as an occasion to both build up their semantic abilities and improve polished methodology in the substance region (Ayapova.T., Shayakhmetova, 2019). The results indicated that the teachers value the importance of the CLIL but feel uncertain regarding what they must do. This usually means that teachers need to plan what they want to do in their classrooms. CLIL requires more work, that's why teachers need to design their own materials and implement the method. CLIL instructors attempt to make their training intuitive, co-employable and they are urged to utilize all these dynamic instructing techniques to framework the learning of language, subject or thinking abilities. The results showed that a considerable number of teachers tend to

- deal with errors and providing feedback, particularly through the learner's reflection;
- use different types of questions, particularly open and referential questions;
- play a central role as input giver;
- provide learners with visual aids/organizers to develop the topic or theme;
- use almost all types of activating methods to accept challenges and solve problems;
- use authentic materials to achieve language, content and learning outcomes;
- organize project or group work, engaging in oral whole class exploration of a new concept.

## CONCLUSION

Today, CLIL is getting mainstream in Europe as well as in Kazakhstan. Top notch usage of this innovation relies upon the expert preparing of CLIL instructors. It should be noticed that the investigation of world involvement with the utilization of CLIL innovation, just as the usage of this innovation with regards to Kazakhstan, shows the presence of specific troubles in the preparation of previously working CLIL educators. CLIL is a course to an instructive change. It is an intelligent instructing approach that establishes an important climate in which the student effectively takes an interest in the formation of information on both substance and language. What is clear however is that CLIL advances students' basic reasoning and psychological adaptability? Through language instructive strategies as platform, both substance and language learning are upheld expanding the learning impact. Initiating strategies are language instructive methodologies that make students to take an interest in the making of information. A CLIL experience is tied in with learning and delivering in which instructors go about as an extension between the language and substance of the materials.

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