THE MODEL OF CLIL TEACHER TRAINING AND RETRAINING CENTER IN THE CONTENT OF MULTILINGUAL EDUCATION

INTRODUCTION

The term CLIL (Content and Language Integrated Learning) was first proposed by David Marsh and Anne Maljers (Finland) in 1994. This method is one of the effective approaches to teaching subjects to students in a foreign language 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 a concept in which a foreign language acts as a medium of instruction.

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 technique has been used in Europe for about 20 years, but, in Kazakhstan, it is only beginning to gain popularity.

Nevertheless, the implementation of CLIL in Kazakhstan is sporadic and, if carried out, is partial in the framework of individual educational organizations.

Taking into consideration Coyle et al. (2010) who maintain that CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language, we decided to place emphasis on development and implementation of CLIL in Kazakh contexts. 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 dimensions (4 Cs) form a conceptual framework (2005, 2006), which connects content, cognition, communication, and culture. Culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion.

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 provides learning contexts which are relevant to the needs and interests of learners;
- CLIL promotes learner progression in both language skills and knowledge construction;
- CLIL offers direct opportunities to learn through language and to make meanings that matter;
- CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences;
- CLIL is fundamental to learning and intercultural awareness. The relationship between cultures and languages is complex.

From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively. The 4 Cs Framework is a tool for mapping out CLIL activities and for maximizing 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. Perhaps (Coyle, 2008) the most powerful consequence witnessed by the teachers and learners is a sense of being part of a learning community where everyone has a role to play. Building communities of practice is dependent on cooperation, collaboration, and partnerships for learning. They involve content and language teachers working together, subject and language trainers sharing their ideas and supporting classroom enquiry, networks of CLIL teachers and their learners working on joint curricular links and a genuine belief that for emerging CLIL pedagogy to guide practitioners, it must be owned by the community, developed through classroom exploration.
All these core features of CLIL model are driven by the following four principles: Cognition, Culture, Content, Communication. According to scientists, it is necessary to plan and organize each lesson in view of the principles of 4C. Each lesson should have clearly defined goals, learning outcomes regards to lesson planning, Coyle, Hood and Marsh (2010) insist that teachers must elucidate the interrelationship between content and language objectives. For this reason, they have devised a conceptual representation that makes these connections in the form of a Language Triptych.

The language of learning: content obligatory language related to the subject theme or topic including fixed expressions and subject typical grammar. It also covers ‘register’ and genre. The language for learning: language needed to operate in foreign language environment. For learners it is the language which allows them to develop and work with learning skills such as pair/group work, asking questions, debating, thinking and so on. 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 learners need the teacher’s support to express new meanings, hence the teacher must be able to supply that support be it linguistic or cognitive. Exposure to language is thought to be essential in CLIL as it is through this those learners will acquire the target language.
Coyle (2005) has proposed 3As tool that can be used for more detailed lesson planning. Whilst there is clearly some overlap between the tools, their suggested use is significantly different. The 3As tool operates in 3 stages. The 3As are: analyze, add, apply.

**Stage 1: Analyze**
- analyze content for the language needed;
- identify key words;
- identify phrases, grammatical functions for concept formation and comprehension;

**Stage 2: Add**
- language experiences which enable the learner to operate effectively in a CLIL setting;
- meta-cognitive or learner strategies, classroom talk, discussion, task demands;
- scaffolding e.g. using language frames;

**Stage 3: Apply**
- emerges from the active involvement of learners thinking and asking;
- spontaneous language;
- captured during the learning process, then recycled and developed later;
- it cannot be predicted in advance;

The 3A’s tool uses a pragmatic rather than a linguistic approach to language using and development. According to the Kazakh scientist A.S. Dontsov (2017), future teachers are trained in Europe to teach by using a non-native language. At the same time, one can come to a rather paradoxical conclusion: despite the widespread use of the CLIL methodology in secondary schools, at the level of higher pedagogical education there is not a single pan-European training program for teachers. Even at the country level, such training is carried out mostly separately and varies from the inclusion of relevant disciplines in the curriculum (or even the inclusion of certain topics dedicated to CLIL in the content of other disciplines) to of additional language specialization for future teachers of non-language subjects.

The problems mentioned by the authors lead to the conclusion that in the process of teaching a subject in a foreign language, CLIL teachers need some theoretical training (the theory of social constructivism and the levels-of-processing theory). The theory of social constructivism implies an orientation toward the student, his/her active participation in the learning process and, above all, the joint construction of new knowledge and not its ready-made acquisition. According to the levels-of-processing theory (1979), memorization depends on how important the learner considers the learning material and how deeply and complexly he/she processes the learning material in a foreign language. The authors, after having analyzed the effectiveness of advanced training courses in Europe, points out the following main obstacles to the effectiveness of course functioning:

1. Insufficient foreign language skills of CLIL teachers.
2. There is a lack of CLIL theoretical and methodological training on the advanced courses in question.
3. The low learning outcomes when using CLIL are caused by the difficulty of students’ perception of the authentic material in a non-native language.

Thus, the international experience in training CLIL teachers shows the lack of a unified system of training CLIL teachers on the advanced courses. This phenomenon is also observed in Kazakhstan. When considering the foreign and Kazakh experience in training CLIL teachers, the authors (AYAPOVA, T.; KEMELBEKOVA, Z., et. al) consider it urgent to create a single Center providing comprehensive (linguistic and methodical) staff training.
The model of CLIL teacher training and retraining center in the content of multilingual education

METHODOLOGY
The idea of CLIL contributes to the development of a range of language and content learning strategies to support learners in identifying high frequency structures and using prior knowledge to predict content. CLIL promotes learners’ critical thinking and cognitive flexibility. CLIL teachers must meet certain requirements: to use interactive innovative forms and methods for presenting educational material and organizing educational activities, to be in the constant creative search, and to acquire professional competence in the field of CLIL technology. The teaching aims of a CLIL lesson should be both linguistic and content ones. When designing a CLIL course, teachers should pay attention to the content that drives the selection of the language and not the other way around. Integrating content and language in every-day classroom situations requires constant awareness of the equal importance of the two. Particularly in materials design in a foreign language, teachers need to pay special attention to plan texts and activities that present the new content in a discipline-bound language which is understandable but simultaneously challenging enough for the learners. CLIL teachers must know the curriculum very well in order to teach the necessary content to their pupils. As in all teaching and learning, new knowledge provided in CLIL is constructed on pupils’ previous knowledge structures (BOVELANN, 2014).

The CLIL method is used at all educational levels in our country in acknowledgement of its beneficial aspects. The theoretical framework for the implementation of CLIL, in secondary education, has been shaped by theories which pertain foreign and second language teaching and have influenced relevant pedagogies. CLIL is a flexible method and its effectiveness is dependent on the teacher and on the material used. 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 teachers participated in our study: ten (10) are English language teachers and five (5) subject teachers (Maths and Physics) working in the secondary 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) researched factors of CLIL implementation. The reasons for CLIL implementation include diversifying methods and forms of classroom practice; building intercultural knowledge and understanding; enabling students to access international certification; increasing learner motivation and building self-confidence towards learning English, giving added value to the content; preparing for future studies and working life; and enhancing school and region profiles.

Dale and Tanner (2013) summarize activities and all four language skills used in CLIL development. They have analyzed four language skills by scaffolding new or previous knowledge and cognitive and thinking skills based on Bloom’s Taxonomy. Teachers are encouraged to exploit graphic organizers such as flowcharts, timelines, and spider maps among many others. These type of activities also promote the development of oral as well as written language skills. In addition, the language focus stresses different aspects. For example, in an activity called “red and green circles”, the language focus is on present and simple tenses. Conversely, in the “scrambled eggs” activity, the focus is on word order and text organization, but in “KWL (know, want, learn) grid”, it is on notetaking.

In the CLIL context, Morton (2012) argues that the lack of adequate training and preparation of CLIL teachers with the appropriate language skills and methodology may seriously threaten the ambitious plans for the implementation of CLIL. Designing materials for CLIL has been estimated to be a demanding task for teachers. Therefore, the need to create a theoretical and
methodological framework to determine effective ways to solve staffing issues is due to the creation of the Training and retraining center for subject teachers. The above-mentioned Center organizes training and retraining of teachers in English regarding the theoretical and methodological aspects of CLIL. The scientific novelty of the proposed solutions consists in the comprehensive identification of the patterns of teachers’ training and retraining. These solutions enable improving the quality of language and content teaching using CLIL technology.

The main activities of the Center are language and methodical training of CLIL teachers. Their training is implemented in three stages: language training (stage I-II), and CLIL teaching method (stage III). The problem of language training and retraining of CLIL teachers in the context of a multilingual education is of relevance. Since CLIL implies teaching the content of a discipline in the target language, subject teachers must be not only competent experts in their disciplines but also in a foreign language.

DISCUSSIONS AND FINDINGS

The research is based on a combination of quantitative and qualitative analysis of the data obtained by means of questionnaire distributed to the participants through e-mail. The questionnaire was designed based 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 prepared to implement CLIL into the teaching, the theoretical background must be transformed into practice. 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 (SEIDALIYEV, 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          |
| 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 |
| **Teacher’s speech strategy (language support)** | | |
| 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 active teaching methods** | | |
| using pictures / charts, paintings, graphs / diagrams, flowcharts | yes | no |
| mind mapping / creating visual mapping activities | yes | no |
| use of different kinds of authentic materials (audio, visual, textbooks) | yes | no |
| **The use of authentic materials / visual aids** | | |
| giving and receiving feedback | yes | no |
| offering input / accepting learner’s input or reaction / reflection | yes | no |

The results of the research will make a significant contribution to the holistic system of training and retraining of teachers engaged in CLIL. The continued study of the problem of the creation of the Center can be used as the basis for developing one’s own model of training and retraining of CLIL teachers. As we have seen, the main problems that all CLIL teachers seem to
encounter is the lack of CLIL teaching material and the absence of teacher training targeting the needs of a CLIL teacher-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 weakest point involves a broad spectrum of language-related issues in CLIL classroom, such as the ability to support language learning in content, balancing the target language used between the learners’ and teachers’ linguistic ability, and overall insufficiency of linguistic competences. It should be emphasized, however, that despite the fact that teachers are critical about their linguistic competences, they appreciate CLIL as an opportunity to both develop their linguistic competences and enhance professionalism in the content area (AYAPOVA, 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 teachers try to make their teaching interactive, co-operative and they are encouraged to make use of all these active teaching methods to scaffold the learning of language, subject or thinking skills. 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 becoming very popular not only in Europe but also in Kazakhstan. High-quality implementation of this technology depends on the professional training of CLIL teachers. It should be noted that the analysis of world experience in the use of CLIL technology, as well as the implementation of this technology in the context of Kazakhstan, shows the presence of certain difficulties in the training of already working CLIL teachers. CLIL is a route to an educational change. It is an interactive teaching approach that creates a meaningful environment in which the learner actively participates in the creation of knowledge on both content and language. What is clear though is that CLIL promotes learners’ critical thinking and cognitive flexibility. Through language pedagogical techniques as scaffolding, both content and language learning are supported maximizing the learning effect. Activating methods are language pedagogical approaches that make learners to participate in the creation of knowledge. A CLIL experience is about learning and producing in which teachers act as a bridge between the language and content of the materials.

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O modelo de formação de professores de CLIL e centro de reciclagem no conteúdo da educação multilíngue

El modelo de centro de formación y reciclaje docente CLIL en los contenidos de la educación plurilingüe

Resumo
Este artigo é dedicado ao modelo CLIL (Conteúdo e Aprendizagem Integrada de Linguagem) no sistema escolar do Cazaquistão e à experiência de treinamento, bem como centro de reciclagem no conteúdo da educação multilíngue. O objetivo do artigo é discutir a experiência dos professores CLIL na implementação da abordagem CLIL através de métodos e técnicas de ensino. Atualmente, as escolas secundárias têm uma série de problemas na implementação da aprendizagem integrada de linguagem e conteúdo (CLIL), como o nível de proficiência em uma língua estrangeira entre os professores das disciplinas e a falta de competência metodológica. Em conclusão, o corpo docente enfrenta alguns problemas que exigem encontrar formas eficazes de preparar e conceber materiais de ensino para as aulas CLIL.

Palavras-chave: Conteúdo. Linguagem. Aprendizagem integrada. Modelo CLIL. Abordagem inovadora.

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 purpose of the article is to discuss the experience of CLIL teachers in the implementation of CLIL approach via teaching methods and techniques. At present, secondary schools have a number of problems in implementing content and language integrated learning (CLIL) such as the level of proficiency in a foreign language among subject teachers and lack of methodological competence. In conclusion, teaching staff face a few problems that require finding effective ways to prepare and design teaching materials for the CLIL class.

Keywords: Content. Language. Integrated learning. CLIL Model. Innovative approach.

Resumen
Este artículo está dedicado al modelo CLIL (aprendizaje integrado de contenidos y lenguas) en el sistema escolar de Kazajistán y la experiencia de la formación y el centro de reciclaje en el contenido de la educación multilingüe. El propósito del artículo es discutir la experiencia de los profesores CLIL en la implementación del enfoque CLIL a través de métodos y técnicas de enseñanza. En la actualidad, las escuelas secundarias tienen una serie de problemas para implementar el aprendizaje integrado de contenidos y lenguas (CLIL), como el nivel de competencia en una lengua extranjera entre los profesores de la asignatura y la falta de competencia metodológica. En conclusión, el personal docente se enfrenta a algunos problemas que requieren encontrar formas efectivas de preparar y diseñar materiales didácticos para la clase CLIL.

Palabras-clave: Contenido. Lenguaje. Aprendizaje Integrado. Modelo CLIL. Enfoque innovador.