

# ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ПРЕЗИДЕНТІНІҢ ЖАНЫНДАҒЫ МЕМЛЕКЕТТІК БАСҚАРУ АКАДЕМИЯСЫНЫҢ ТӘЖІРИБЕСІНЕН

## ИЗ ОПЫТА АКАДЕМИИ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ ПРИ ПРЕЗИДЕНТЕ РЕСПУБЛИКИ КАЗАХСТАН

## FROM THE EXPERIENCE OF THE ACADEMY OF PUBLIC ADMINISTRATION UNDER THE PRESIDENT OF KAZAKHSTAN

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## CONTENT AND LANGUAGE INTEGRATED LEARNING IN THE PRACTICE OF THE ACADEMY OF PUBLIC ADMINISTRATION

### Abstract

This paper analyses the Content and Language Integrated Learning (CLIL) approach in order to introduce some principles and elements of it into the curriculum of post-graduate education in the context of the Academy of Public Administration. The authors give a review of published research papers on the topic in order to understand how it can be adjusted to meet the real needs of the Academy. Then the paper presents an attempt by the language teachers to implement the principles and elements and put them into practice. There will also be a review for further development of the CLIL approach into the teaching and learning process.

**Key words:** *Content and Language Integrated Learning (CLIL), dual-focused, 4Cs framework, Bloom's Taxonomy, Culture of Speech.*

### Аңдатпа

Мақалада Мемлекеттік басқару академиясы мәнәсінінде жоғары оқу орнынан кейінгі білімнің білім беру бағдарламасына бірқатар қағидаттар мен элементтерді енгізу үшін пән мен тілді кіріктіре оқыту тәсіліне талдау жасалған. Авторлар Академияның нақты қажеттіліктеріне сәйкес жасалғанын түсіну үшін осы тақырып бойынша жарияланған ғылыми жұмыстарға шолу жасайды. Сондай-ақ шет тілдерінің оқытушылары қағидаттар мен элементтерді іске асыру үшін оларды іс жүзінде қолдануға әрекеттенеді. Сонымен қатар пән мен тілді кіріктіре оқытуды білім беру процесіне енгізіп, одан әрі дамыту үшін түсініктемелер келтірілген.

**Тірек сөздер:** *пән мен тілді кіріктіре оқыту, қос мақсаттылық, негізгі 4 қағидат, Блум таксономиясы, сөйлеу мәдениеті.*

### Аннотация

В статье представлен анализ метода объединенного изучения предмета и языка в целях внедрения некоторых принципов и элементов данной методики в учебные программы послевузовского образования в контексте Академии государственного управления. Авторы, определяя степень соответствия данной методики нуждам Академии, дают обзор научных работ по данной тематике. Также в целях применения принципов и элементов методики преподавателями иностранного языка авторы приводят примеры использования их на практике. Наряду с этим, в целях внедрения метода объединенного изучения предмета и языка в учебные программы послевузовского образования и дальнейшего его развития приведены комментарии.

**Ключевые слова:** *объединенное изучение предмета и языка, двойная направленность, основные четыре принципа, таксономия Блума, речевая культура.*

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Strengthened focus on English language teaching and learning has been set since Kazakhstan directed its economy into a wide range of international relations. It was and is still a real language challenge for our higher education institutions. They have been allocating a certain amount of hours to foreign language learning in order to achieve upper intermediate (B2) or advanced (C1) levels of English language competence. However, a problem of lack of foreign language knowledge and skills exist as an obstacle for the students of the Academy to have a free access to foreign spoken, written and oral resources. These outcomes primarily challenge language teachers. In order to bring the gaps of language expectation and vivid language learning results at the Academy, the Language Department has introduced and has been introducing different approaches to reach the goals set by the Academy following the strategic development policy of the country. One of it is an attempt to introduce the CLIL approach.

A review of literature done on the study of the CLIL approach in language teaching and learning shows that the approach has been presented for the past few decades. Many studies on implementation of it has been being conducted from different angles, such as its principles of language learning, its effectiveness on language level achievement, how content and language materials should be designed, how joint teaching and learning programs (syllabuses) are designed, what is the role of a language /subject teacher, etc. The review of resources on the topic argues that CLIL, while on its path of development and penetration into various subjects, has started to vary due to its implication objectives (1, <http://www.onestopenglish.com/clil/what-is-clil/>). For example, Bilingual Integration of Languages and Disciplines (BILD), Content Based Language Instruction (CBI), English Across the Curriculum (EAC), English as an Academic Language (EAL), English as a Medium of Instruction (EMI), Foreign Language Immersion Program (EMI), Teaching English Through Content, etc.

An attempt to introduce the CLIL approach brings up certain issues with regards to the following questions: What exactly should be taught through implementation of the CLIL approach? How does a language and subject teacher cooperate at pre-class and in-class and after class? What should be assessed at the outcome of the course and how? How should a syllabus be designed? And will the approach assist to shrink the gaps in language competence expectation and building? And last but not the least is how will it look in the case of the Academy? Given these questions to be answered, the paper considers academic literature on the CLIL approach.

Content and Language Integrated Learning has become major educational policy promoted by the European Union in reference to language learning (Eurydice 2006). It “refers to 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” (Marsh 2002:15). CLIL is considered as “the platform for an innovative methodological approach of far broader scope than language teaching” (Eurydice 2006), requiring that teachers should focus not just to language teaching, but to the educational process in general (Eurydice 2006). CLIL is a more integrative approach which encompasses “any activity in which foreign language is used as a tool in the learning of a non-language subject matter in which both subject and language have a joint curricular role” (Marsh 2002:59).

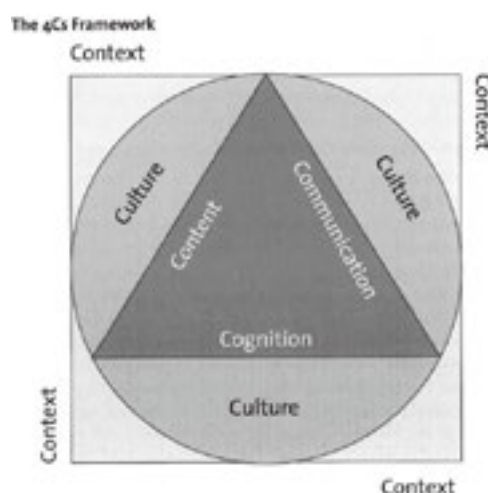
CLIL is considered to build intercultural knowledge, to develop multilingual attitudes, to provide opportunities to study content through different perspectives, to diversify classroom methodology and increase learner motivation in both language and non-language subject (Marsh 2002: 42). Overall, CLIL could “nurture a ‘can do’ attitude towards language learning in general” (Lasagabaster & Sierra 2009), by integrating communicative, subject, knowledge as well as learning skills.

One of the important concepts in CLIL is using language as a tool. CLIL teachers talk of ‘language of learning’, ‘language for learning’, and ‘language through learning’ (Coyle et al., 2010, p. 36). The first type of language ‘language of learning’ is the language which learners need to access basic concepts and skills related to the topic. Content determines the register and grammar required. The contents teacher does not teach a grammar lesson but needs to be aware of the linguistic demands of the subject. Specialist vocabulary also needs to be taught, used, and recycled. ‘Language for learning’ refers to the kind of language which learners need to negotiate their way around the classroom: ask questions, organize group work, discuss, debate, and so on. This has to be carefully planned for by the teacher so that the learner is supported to learn content in the vehicular language. Finally, ‘language through learning’ contends that for learning to take place, the learner must be actively involved in understanding

and expressing the contents via language. Language learning will occur through continuous recycling rather than a steady progression of discrete grammar points.

Another key concept in CLIL is the 4Cs framework which is useful not only for understanding CLIL but also in practical terms for designing CLIL courses. It is the conceptual framework developed by Coyle (Coyle, Hood & Marsh. 2010), which consists of four dimensions (The 4C curriculum): content (subject matter), cognition (thinking processes), communication (language) and culture (intercultural awareness):

- Content matter is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills (personalized learning);
- Content is related to learning and thinking (cognition). To enable the learners to create their own interpretation of content, it must be analyzed for its linguistic demands; thinking processes (cognition) need to be analyzed in terms of their linguistic demands;
- Language needs to be learned through communication, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible; interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language;
- The relationship between culture and languages is complex. Intercultural awareness is fundamental to CLIL.



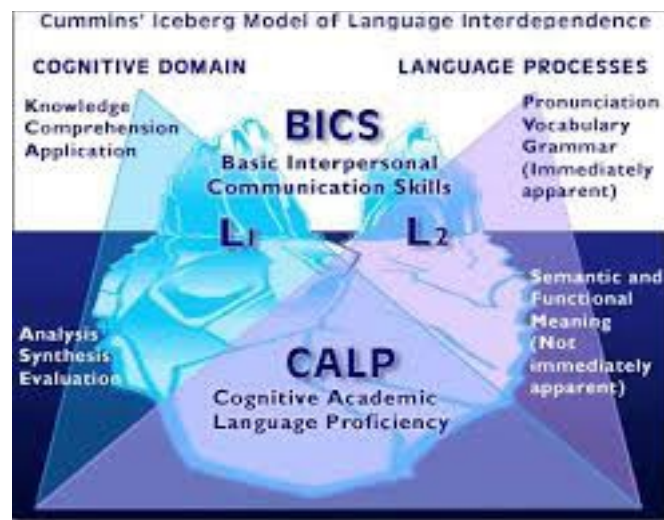
CLIL is deeply rooted in the tradition of Piaget's constructivism and Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). The Cognitive Constructive Theory (Piaget, 1963) claims that new learning needs to be connected to prior learning within a meaningful context in order to be acquired successfully, while the Social Constructive theory 'emphasizes the collaboration nature of learning'. Collaboration and social interaction are essential components for successful learning in all CLIL contexts.

Vygotsky "...theorized that learning occurs through participation in social or culturally embedded experiences." (Raymond, 2000, p. 176). In Vygotsky's view, the learner does not learn in isolation. Instead learning is strongly influenced by social interactions, which take place in meaningful contexts. In academic bilingual settings these contexts will be provided by the particular nature of subject-matter content. Access to these contexts will be supported by building scaffolds, by breaking down a task or activity into manageable steps and using appropriate skills and strategies to complete the different steps successfully.

Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the learner is able to complete the task or master the concepts independently (Chang, Sung, & Chen, 2002, p. 7). Therefore the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver (Hartman, 2002). As the learner's knowledge and learning competency increases, the educator gradually reduces the supports provided (Ellis, Larkin, Worthington, n.d.). According to Vygotsky the external scaffolds

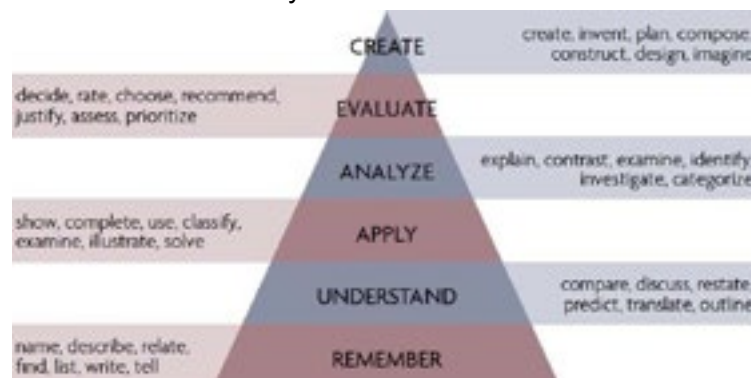
provided by the educator can be removed because the learner has developed “...more sophisticated cognitive systems, related to fields of learning such as language, the system of knowledge itself becomes part of the scaffold or social support for the new learning” (Raymond, 2000, p. 176). Teachers help students learn how to link old information or familiar situations with new knowledge through verbal and nonverbal communication and modeling behaviors.

Regarding the balance between linguistic and cognitive complexity in CLIL, (Coyle, Hood, and Marsh 2010, 31) employ Cummins’ Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and Bloom’s revised taxonomy (Anderson and Krathwohl 2001). While BICS are connected with a social environment and familiar situations, CALP posits the students’ broader curriculum as the focus, and involves a more complex and extended process given the lack of familiar context in its development.



In Cummins’s view, the integration of language and content should progressively move from cognitively undemanding or low-order processing tasks such as recognizing and context-embedded activities (BICS) to cognitively demanding tasks such as critiquing and context-reduced activities so that learners gradually manage curricular load (CALP) and language in equal measure. Kong and Hoare (Kong and Hoare. 2011) found that when depth of content processing and language proficiency intersect, former may enhance students’ cognitive development if it is scaffolded through higher-order tasks. Results showed that more complex content matter led to more engaged students, who could use language to reproduce knowledge, including subject matter discourse.

The classification of cognitive objectives is known as Bloom’s Taxonomy. Benjamin Bloom was the first to develop a highly popularized hierarchy of six thinking skills placed on a continuum from lower to higher order skills: knowledge, comprehension, application, analysis, synthesis and evaluation. According to this system, lower order skills included recalling knowledge to identify, label, name or describe things. Higher order skills called on the application, analysis or synthesis of knowledge, needed when learners use new information or a concept in a new situation, break information or concepts into parts to understand it more fully, or put ideas together to form something new. However, this classification was revised in the 1990s by L. Anderson.



The case of the Department's attempts of introducing elements of CLIL into language classrooms has been done in two classrooms: the Kazakh Language and the English Language.

The first case concerns the issues how the CLIL has been attempted to be integrated into the teaching process of the Department. For two years the English Language teachers have been working on a planned program for International Relations students in the discipline of Foreign Language in Professional Sphere. In the first stage, content for the participants is selected corresponding with the national curriculum, and second, to the employers' interest in language competence. In selecting the themes we looked at it from the following perspectives, for example, if the content is motivational, useful, practical and linguistically challenging. Here, we based our ideas on Coyle's (1999) CLIL elements. First, the content was designed to provide progression of knowledge in the subject and foreign language. Secondly, the material should build skills in speaking on the topic in the selected language and should check that understanding of the topic and language use can lead to a next step. Then, we focused our attention on communicability of the chosen material in order to judge what extent students can expand their interactive communication using the language. Next, the focus was given to direct the group to think, analyze and form their own understanding of the material and logically explain their awareness in the selected foreign language. Finally, we considered how a discussed issue brings the audience to new ideas through understanding a foreign context and exposing their own context into a wide integrated context.

As for the language skills, we encompassed all the four language elements. Reading material is accompanied with speaking skills in monologue, dialogue and group discussion or debate. These speaking parameters are followed by listening tasks as well as bringing the audience to work with a wide range of vocabulary and language structures in both cases. For writing skills a text to analytical writing is given where students can reflect on their understanding in a summary, analytical or memo writing form. Each theme is developed through the set of these language elements which are accumulated into one module. The modules provide language knowledge control and assessment of language skills. Below, we illustrate the design of the work out of materials for the discipline on Foreign Language in Professional Sphere:

A theme/topic	A text for reading	An audio-video material for oral comprehension	A text for reading in order to write a reflection on the text
For the first year students there are five mega themes: Diplomacy and international relations; Negotiations and conflicts; International and regional organizations; Armament and disarmament; Elections.	Not adapted text on the topic	Not adapted video material on the topic	Not adapted text on the topic
	Developing vocabulary and language through talking and discussion	Developing vocabulary and language through talking and discussion	Developing vocabulary and language through writing a summary, reflection, or memo
Assessment of knowledge and skills	Oral and written quizzes, tests, oral inquiry and criteria set for assessing understanding and reproducing the material	Oral and written quizzes, tests, oral inquiry and criteria set for assessing understanding and reproducing the material	Criteria for writing a summary, reflection and memo (a vocabulary range; language structures; coherence and cohesion; grammar, spelling and punctuation)

In the case of introducing the Kazakh language through the discipline of the Culture of Speech the Kazakh language teachers shared their reflection on the implication of the CLIL approach in the following path. This course includes a wide range of document standards: orders, reports and letters, as well as learning business communication techniques and presentation skills. Business Correspondence supposes strict regulations that should follow the requirements of state standards where any ambiguity within these standards is considered to be incorrect. Accordingly, the Academy

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regularly holds special courses, lectures, workshops and seminars on the Culture of Speech for MA and PhD students as well as for civil servants who are taking a refresher course at the Academy. In this regard, there is a need to improve teaching methods of the discipline integrating foreign language teacher colleagues' experiences in this field. As one element of exchange of experience is the use of content and language integrated learning approach where knowledge of subject lectures are valuable and creates an opportunity to build the MA/PhD program and civil servants' language and communicative competences through obtaining knowledge in their subject fields.

A civil servant - a representative of his/her state, on behalf of whom he/she performs certain duties in the state language (Kazakh). A speech culture of civil servants is an important component of their professional competence. The level of speech culture of civil servants has a great impact on the reputation of any public body where they work. The structure of the professional thesaurus of civil servants includes concepts and terminology which defines the linguistic identity of a civil servant. Moreover, the professional thesaurus of civil servants crystallizes thoughts about the attitude of society to the civil service which signals the civil servants' own identification of their role in modern life. This level in linguistic identity is reflected in the structure of the speech behavior of the officials.

Therefore, a speech portrait is a figure of discourse preferences of these people and a set of features that make the speech recognizable. A unified method or scheme to analyze a speech portrait has not been designed. However, the study of the topic shows the main key points that explains this phenomenon: first, it is a lexical level which implies an analysis of features of lexis used by them; second, a level reflecting perception of the world; third, the level of communicative roles, strategies and tactics. Consequently, in our case, we draw our attention to the fact that a speech is like a 'business card' of an official. It is considered as a function of social indicators, that names current and former ministers and vice-ministers who are mostly remembered "because of their illiterate speech" when not only grammar rules are violated, but also communicative qualities of speech are inappropriate, ie, when the officials fail to comply with the literary standards, as well as making speech errors due to their "ordinary" or "usual" wrong speech habits. These speech error signs, in our case, are considered from the perspective of language ecology: correctness / incorrectness; purity / "clogging" of speech; flexible language / boilerplate language; accuracy / inaccuracy; emphatic speech / non-expressive speech; relevance / irrelevance; consistent / inconsistent of speech, etc. And in the framework of socio- and pragmalinguistics, these "errors" can be attributed to errors which will cause or generate new serious problems in the sphere of civil servants' professional activity.

In improving the speech portrait of civil servants, the Kazakh language disciplines at the Academy are based on the outcome competences which are built on the criteria of the language ecology of civil servants listed in the previous passage. Thus, in designing the content of the course our approach to form skills on speech culture passes through subject topics and reaches the goals set for linguistic, language and speech literacy. Within 'International Relations' field learners tackle that the following subject topics shape the course content: ratification, joining the agreement, making resolutions and reports, inter-state negotiations, international conferences and summits. It should be added that, nevertheless, we focus our attention on professional motives and objectives that are correctly, appropriately and properly reflected in the speech of the civil servant students.

Experience of the Department's attempts to implement a CLIL approach has been increasing, and are being reflected in various shapes and forms. However, it generates other challenges such as assessment and the level of cooperation of language teachers with subject teachers or vice versa. This experience also needs an analysis of the civil servant students' performance in the classes in order to judge the extent the developed materials in both language disciplines have helped to achieve the primarily set goals. We have to ask ourselves how far they are motivated and interested in knowing the content, to what extent the material is useful for getting knowledge and understanding the topic, to what extent they have enriched their vocabulary, language, and skills in making speeches related to their fields.

This article has summarized practices of the Language Department on language learning at the Academy. The policy of the country stresses the importance of the Kazakh and English language

competence for the Academy graduates with scarce resources and specific time limits. In addition, the language level of the civil servant students differ dramatically which creates difficulties for language teachers, particularly foreign language teachers. To design a systematic approach to implement a CLIL approach into the practice is the goal of the Department teachers and how to assess the “language” in the CLIL approach should be implemented. Another shade of this issue in implementing CLIL is how to value the cooperation of subject and language teachers. Under these circumstances, how we can develop syllabuses and curricula for the Academy programs are the questions not yet discussed. This paper revises the attempts of the language teachers who build their courses via subject field topics in consultancy with subject lecturers.

The authors suppose that the implementation of the CLIL approach can provide an opportunity for both participants of the CLIL based courses to develop their Kazakh and foreign language competences. This leads subject and language lecturers to close collaboration in the following terms: defining the content of the course; how the course is conducted; what the share of each lecturer is, and how the work of learners is assessed and what should be assessed.

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