The Ministry of Education and Science of the Republic of Kazakhstan
Abylai khan Kazakh University of International Relations and World Languages

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Group 314

DIPLOMA PAPER

THEME: "CONTENT AND LANGUAGE INTEGRATED LEARNING TECHNOLOGY FOR THE FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCY ON SENIOR STAGE OF THE PROFILE SCHOOL"
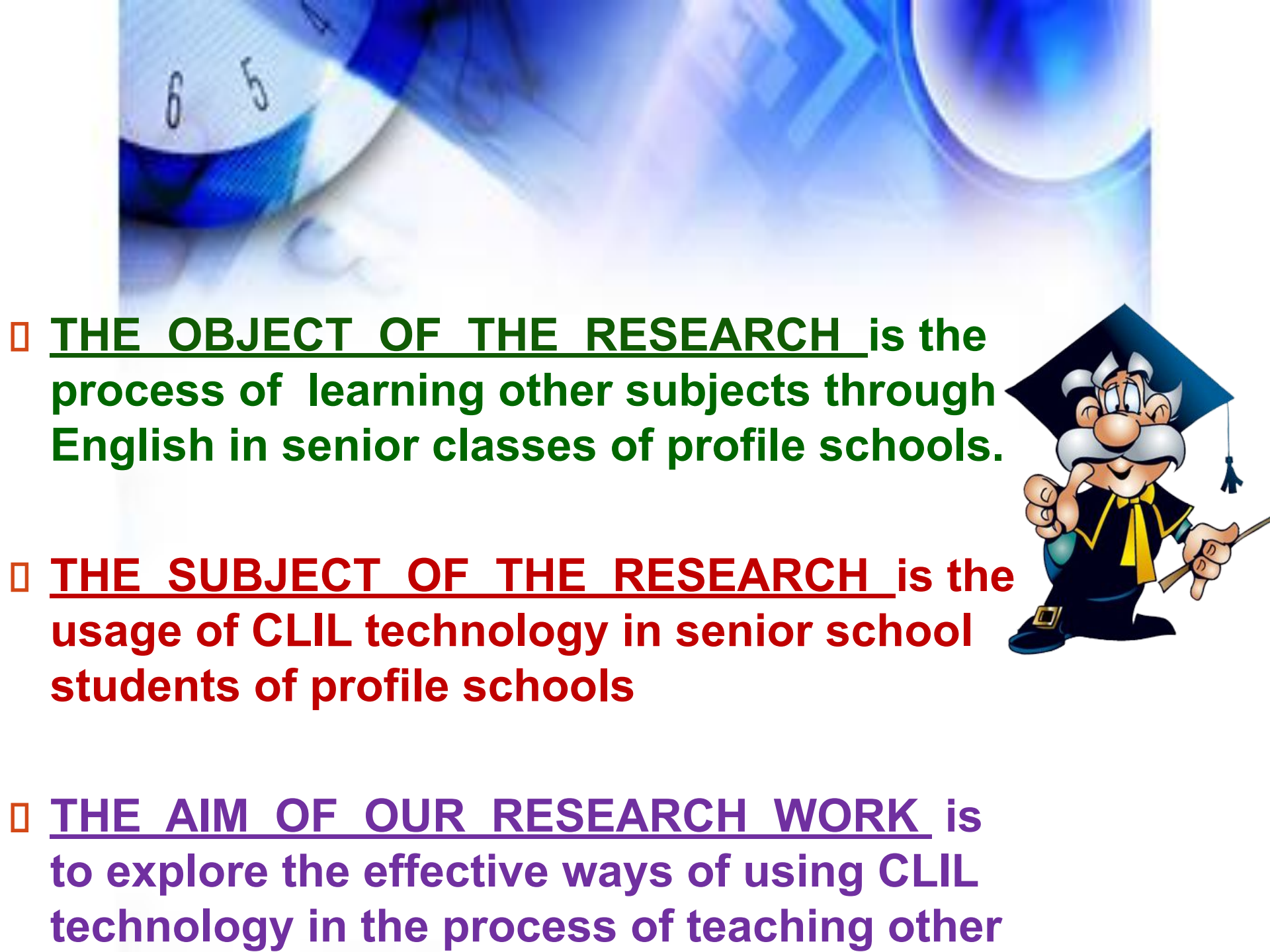
Specialization: 5B011900- Foreign Languages: two foreign languages

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"CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language."

- **THE OBJECT OF THE RESEARCH** is the process of learning other subjects through English in senior classes of profile schools.

- **THE SUBJECT OF THE RESEARCH** is the usage of CLIL technology in senior school students of profile schools

- **THE AIM OF OUR RESEARCH WORK** is to explore the effective ways of using CLIL technology in the process of teaching other
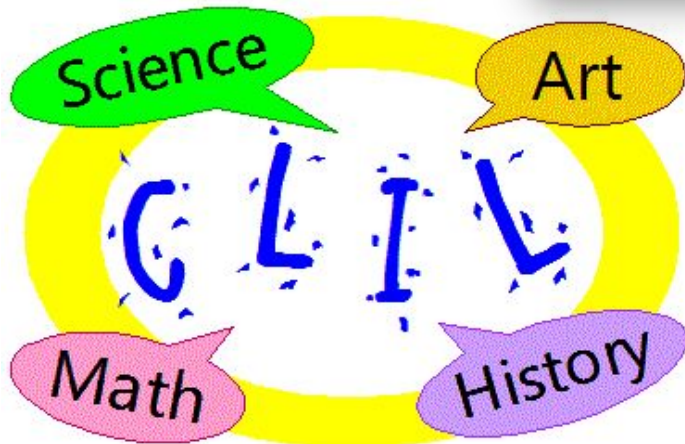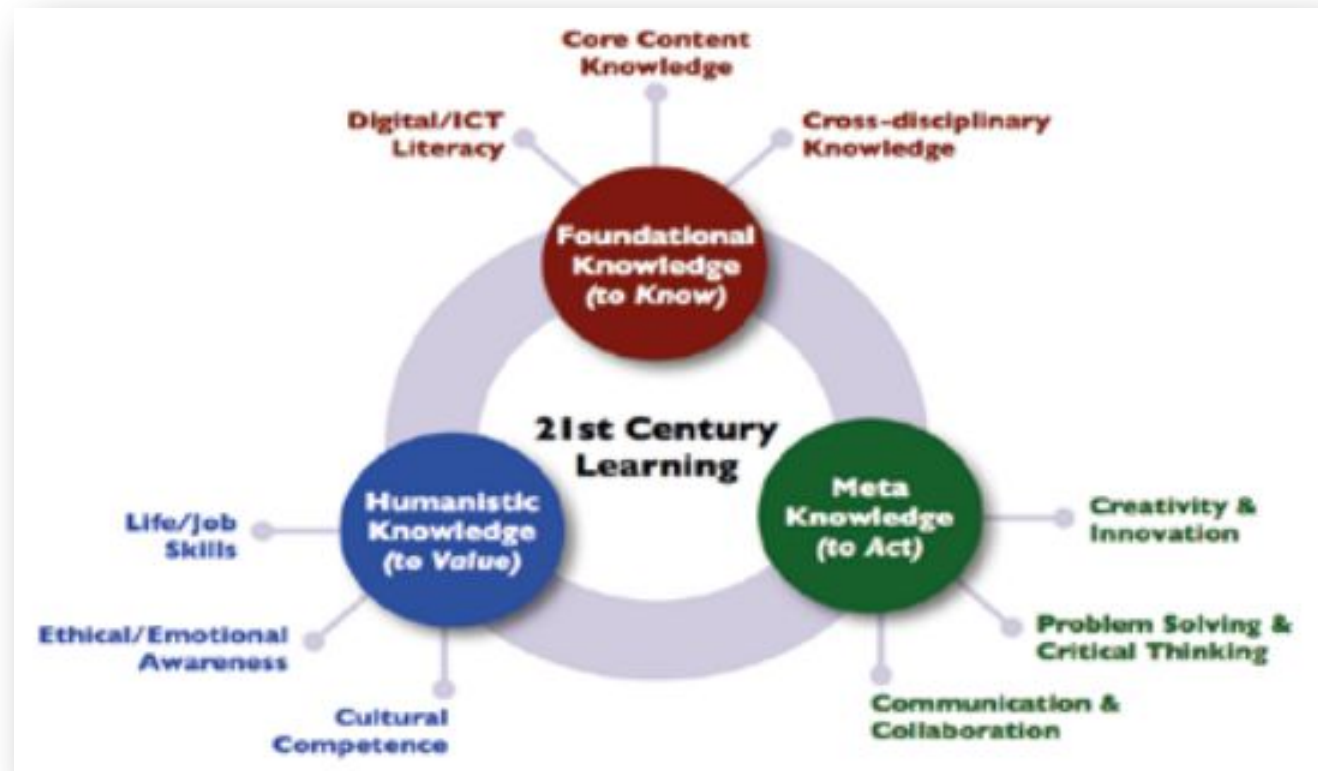
IN ACCORDANCE WITH THE AIMS WE SET THE FOLLOWING OBJECTIVES:

❖ to look into the historical background of the CLIL technology;

❖ to consider the usage of CLIL technology in foreign language teaching;

❖ to define the role of assessment within the frame of CLIL;

❖ to identify the interrelation of the CLIL technology with the ICC;

❖ to analyze Umberto Lesca's works;

❖ to search for the ways of teaching other subjects through CLIL;

❖ to use the CLIL devices for Presentation, Practice and Production stages (natural scientific direction);

❖ to facilitate the challenges of using CLIL technologies in senior classes;

❖ To interview a questionnaire about the usage of CLIL technology.

Below is a diagram which outlines what 21st Century Education should entail to educate students and prepare them for the world of today .

21st Century Learning

Core Content Knowledge

Digital/ICT Literacy

Cross-disciplinary Knowledge

Foundational Knowledge (to Know)

Humanistic Knowledge (to Value)

Meta Knowledge (to Act)

Life/Job Skills

Ethical/Emotional Awareness

Cultural Competence

Creativity & Innovation

Problem Solving & Critical Thinking

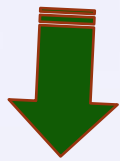Communication & Collaboration

Science

Art

CLIL

Math

History

CLIL stands for Content Language Integrated Learning. It is the teaching of a subject such as geography, science, or history through English to learners whose first language is not English. It is also know as 'Content-based Learning' or

THE HISTORICAL BACKGROUND

- The term Content and Language Integrated Learning (CLIL) was launched during 1994 in conjunction with the European Commission.
- CLIL was both political and educational.

- The educational driver, influenced by major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence

- The political driver was based on a vision that mobility across the European Union required higher levels of language competence in designated languages than was found to be the case at that point in time.

CLIL as an approach has slowly been gaining acceptance in European countries. In fact, in some countries, teachers are now required to use CLIL in their classrooms. The trend seems to be that CLIL will be used more and more in the future in most of the countries of the World.

CLIL has four basic components, usually called '4Cs'

Content:
it refers to the subject aims.

Communication:
learners have to produce subject language in both oral and written form.
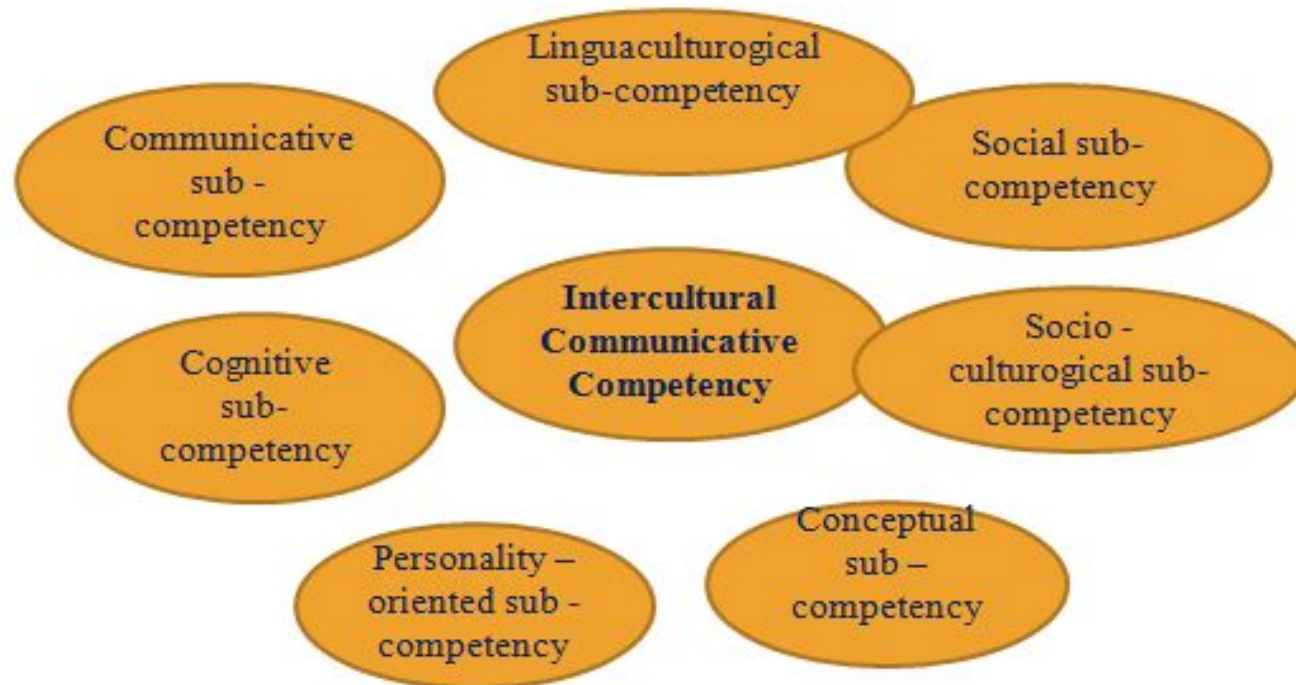
Culture:
understanding ourselves and other cultures makes the process of communication with foreign people more effective.

Cognition:
CLIL promote cognitive or thinking skills which challenge learners.

"5Cs"
Competency - the ability to do something successfully or efficiently.

Intercultural communicative competency (ICC) is the ability to communicate effectively and appropriately in various cultural contexts.

THE STRUCTURE OF INTERCULTURAL COMMUNICATIVE COMPETENCY

Linguaculturogical sub-competency

Communicative sub - competency

Social sub-competency

Cognitive sub-competency

Intercultural Communicative Competency

Socio - culturogical sub-competency

Personality – oriented sub - competency

Conceptual sub – competency

The structure of the 'intercultural communicative competency' which we are proposing contains sub-competencies which reflect the teaching system that forms an intercultural-communicative level of MFL command sufficient for everyday life and work in the modern interconnected world. Our structure of the **intercultural communicative competency'** contains the following sub-competencies

Benefits of CLIL

- Improves language competence & oral communication skills
- Develops multilingual interests & attitudes
- Develops intercultural communication skills
- Provides opportunities to study content through different perspectives
- Builds intercultural knowledge and understanding
- Develops Higher Order Thinking Skills as well as Lower Order
- Allows learners more contact with the target language
- Increases learners' motivation and confidence in both the language & the subject
- Does not require extra teaching hours
- Diversifies methods and forms of classroom practice
- Complements other subjects rather than competes with them

Methods of teaching CLIL

It is one of the complicated questions, because to teach English through others subjects to not-native speakers takes lots of responsibilities. In accordance with Umberto Lesca's work, she subdivided some useful methods to teach CLIL

- Multiple focus approach
  - Safe and enriching learning environment
    - Active learning

    - Scaffolding

- Authenticity
  - Cooperation

- **Multip** gh degree of integration should be pursued between language and content classes and among different subjects.
- **Cooperation -** A high degree of cooperation a different teachers is recommended when planning lessons an s often considered useful involving parents and/or the local community.

- **Safe and enriching learning environment -** CLIL teachers should encourage students to experiment with language and content providing guided access to authentic materials and learning environments,

- **Authenticity -** Connections between learning and students lives should be made regularly in CLIL activities as well as connections with other speakers of the oLIL language. current materials from media or other sources should be used as often as possible.

- **Active learning -** Students have a central role in CLIL lessons their activities should be based on a peer cooperative work and they should help content, language and learning skills outcomes. Finally they should communicate more than the teacher who acts as a facilitator.

- **Scaffolding** model building their existing One of the teacher's roles is to sup rep friendly ways and responding to dimerent learni

The CLIL devices for Presentation, Practice and Production stages (natural scientific direction)

- **The presentation phase**
- an introductory activity such as a warm-up or a lead-in, which is an activity intended to raise students' interest in the topic
- In **the practice stage**, the focus is on form. The teacher provides opportunities for students to practise the learnt items in a controlled way.

tion stage focuses on fluency and provides students with an to personalise the language learnt by doing less controlled by using their own ideas.
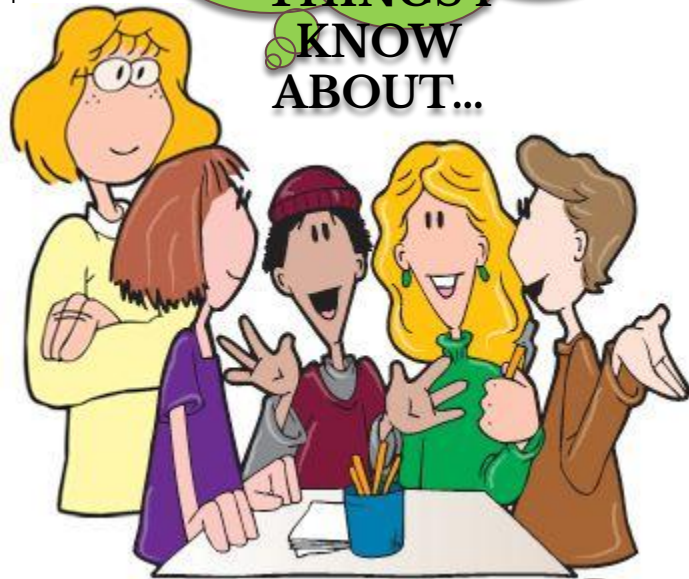

According to Jeremy Harmer (2009), the PPP is a method that is widely used in teaching simple language at lower levels.

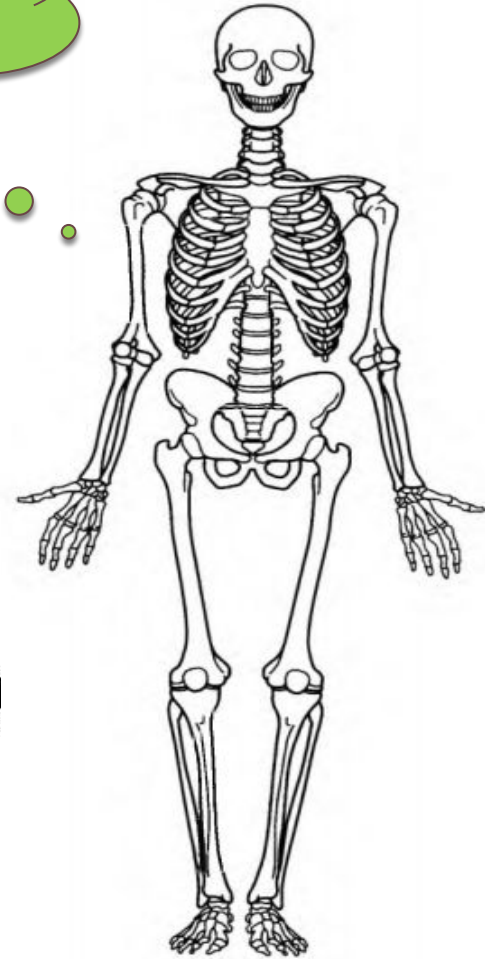# The sample lesson using PPP stages BIOLOGY. Topic – The human body.

Presentation stage
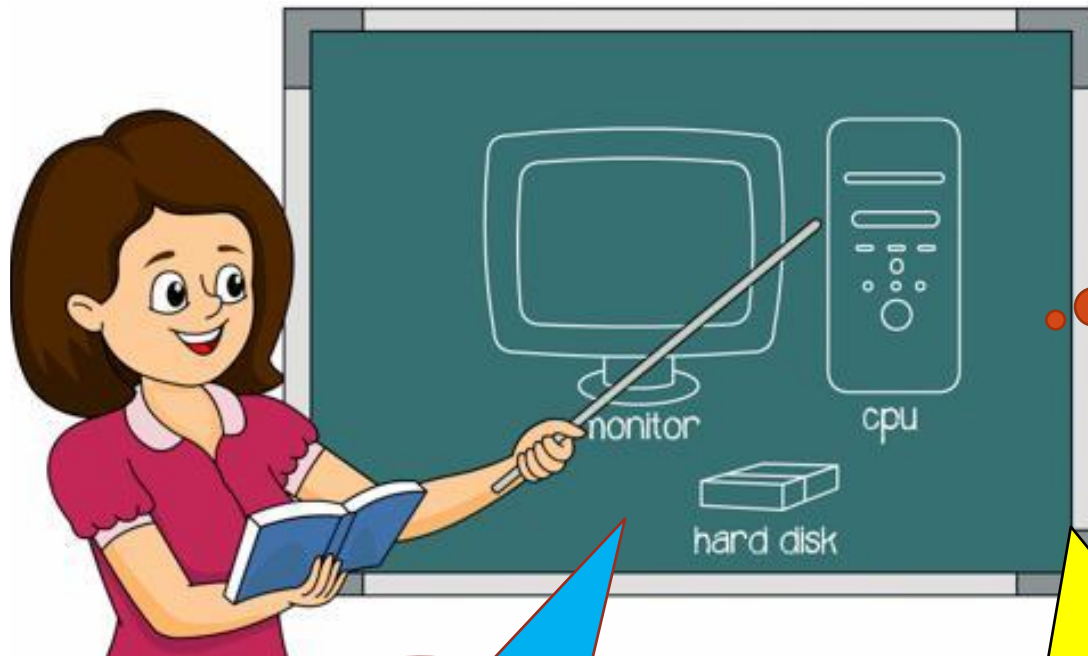THREE THINGS I KNOW ABOUT...

Practice stage
STUDENT-GENERATED JUMBLED WORDS

Production stage
ASK ME, TELL ME

backbone   skull   shoulder blade
ribs   collar bones
lower arm bones   upper arm bone
hand bones

Challenges for teachers

be able to present and explain concepts in their subject area clearly and accurately

check pronunciation of subject-specific vocabulary which may look similar to other words in English but have different pronunciation

be able to use appropriate classroom language to present new concepts, to question, paraphrase, clarify, encourage and manage their classes in English.

The framework of the CLIL assessment

4 - excellent	3 - good	2 - satisfactory	1 - not satisfactory

CONTENT   **COOPERATION**   **CREATIVITY**

Conclusion

Sheelagh Deller and Christine Price

"The belief underlying CLIL is that teaching subjects through English provides a better preparation for professional life than teaching English as a subject empty of content. There are, too, clear motivational advantages in teaching English for a well-defined purpose which is perceived as relevant by the students"