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IMPLEMENTATION OF THE CLIL METHOD TOGETHER WITH LEARNING STRATEGIES IN TEACHING A FOREIGN LANGUAGE FOR NATURAL SCIENCES STUDENTS

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This article describes how to acquire a foreign language, apply it in practice, and how to use learning strategies and CLIL method in the learning process. The use of learning strategies influences to students' self-education, critical thinking, planning and CLIL method provides language learning and specific context with communication and culture. The article provides tasks for both teaching approaches and the results of these methods implementation in foreign and applied foreign languages. Therefore, having a good knowledge of the language, and in the specialty make student successful, open doors to the science world.

Key words: *Oxford's strategy classification system, learning strategies, effective learning, communicative competence, self-evaluation, planning, CLIL, multiple intelligence*

In the era of globalization, people who speak several languages have a special place in society. Studying another language and mastering it is a requirement of the times. Nowadays, foreign language teaching is at the forefront of higher education so that each student can master and develop a foreign language depending on their specialty. Learning a foreign language is a key to the scientific world. Teaching a specific subject can be implemented by using the *Content and Language Integrated Learning* (CLIL) method.

The peculiarities of the current system of education contribute to continuous self-education, not only by educating the student, but also by developing their self-education. For learners it is difficult to learn a language, but it is rewarding if they plan their education and evaluate their results. Currently the focus is on how to learn, rather than what to learn, so there are plenty of ways to learn and teach effectively, including educational strategies within the learning process.

Learning strategies are a set of strategies for active and personalized learning that are easy and effective in learning a language, and are also very important in teaching a language as they develop the communicative competence of the learners.

The purpose of the strategies is to improve teaching, to perform tasks within the four skills at different levels, to solve different problems in the learning process, to simplify learning, and to learn the language quickly and efficiently [1; 112-130].

In teaching first-year students we used learning language strategies because we aimed at teaching students how to acquire a language. By using this strategy, students should be able to learn as well as learn to how to organize their time of acquisition. Oxford's strategy classification system [2; 141-142] in in Figure 1.

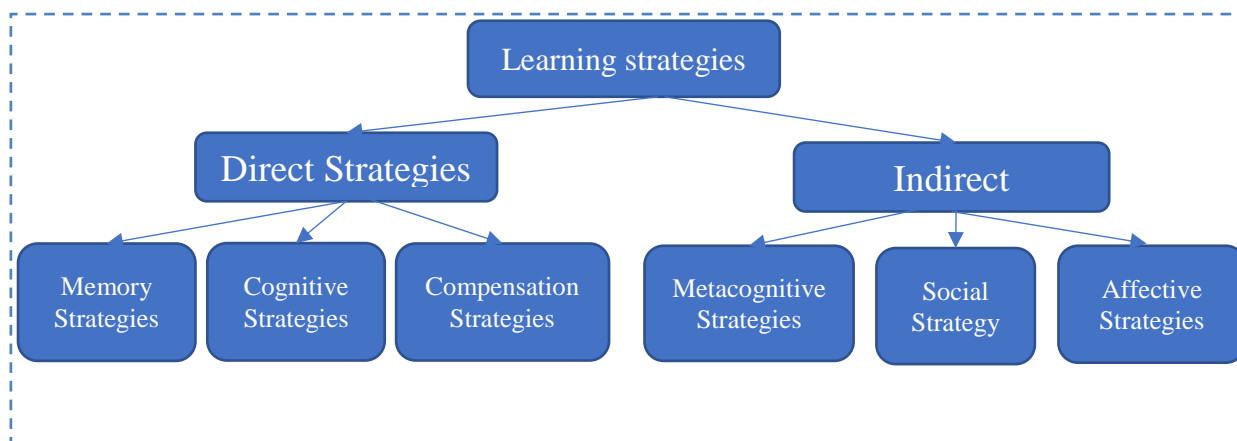


Figure 1. Learning Strategies

Memory Strategies provide information about creating mental linkages, applying images or sounds (using imagery, semantic mapping, using key words, and representing sounds in memory). Howard Gardener has identified seven distinctive intelligences; so by using the appropriate approach we can help to learn vocabulary quickly and to define the students' intelligence type.

Cognitive strategy's the core part of which is practice in order to understand new information or analyze words and phrases while finding the answers, as well as the deductive analysis of sentences, including understanding, translating, and comparing. As we know, practice makes perfect, so at the first level, we practice vocabulary, then revise it every 10 minutes, 1 hour, 2 days, and 1 week. and Furthermore, this one of the most important processes of learning practice, which includes reading, reading, listening, speaking.

Students can monitor their progress in their language learning experience journal, and, furthermore, set up new plans or aims according to the results. For example an example of this, see table 1.

Compensation strategy is the usage of synonyms or word descriptions, as well as their interpretation, to overcome limitations in writing and speaking, as well as to predict words in the sentences and phrases that are unfamiliar to learners during listening and reading.

Metacognitive strategy: this is the monitoring, evaluation, and systematization of the learning process, which includes planning and the self-esteem of the student.

Affective strategy is designed to help the student be in a good mood in various situations (excitement during the test, excitement when shown good results, etc.) and to be self-motivated [3; 421].

The main competence of social **strategy** is to develop communicative competences, including;

1. Ask questions related to the theme (it shows a student's interest in the topic and develops critical thinking);

2. Collaborate to work in pairs or groups and to work with students of different linguistic levels;

3. Understand the mood of the person as well as the traditions, values, and cultures of other nations. By understanding them, the student learns how to answer and act in any situation.

Table 1. Complete the table with words related to the theme

Write	Junk food (unhealthy food)
1 Noun	
2 Adjectives	
3 Verbs	
4 Phrase with meaning	
Conclusion with one word	

While we taught students how to learn and how to organize their study time during the second academic year in teaching an applied foreign language, we combined instruction with the CLIL method. At first, let us look through what this is. The CLIL is an acronym of the phrase Content and Language Integrated Learning, and is one of the most effective methods in teaching languages, the natural sciences, and the humanities. As is known, this approach gives one the opportunity to learn vocabulary and grammar and at the same time the content of a specific subject. The types of CLIL are on table 2 [4; 6].

Table 2.

	Type of CLIL	Time	Context
Soft CLIL ↑ ↓ Hard CLIL	Language – led	50 minutes once a week	Some curricular topics are taught during a language course
	Subject – led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in target language
	Subject – led (partial immersion)	About 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content

We carried out an experiment on students of the Natural Science faculty during the 2017-2019 academic years at the Kazakh National Women's Teacher Training University. There were two subgroups: A and B. During the first academic year, we taught students how to learn a language and what strategies they could use to acquire it. Furthermore, we had specific themes and used only a soft form of CLIL. As is known, this approach consists of 4CS, and we gave it with one of the following examples:

- Content: the theme is "Environment." Before reading the text we asked students to write down two questions related to the theme. After reading they could answer their own questions. Tasks related to the theme were as followings:
 - Match the paragraphs to the headings (a reading task)
 - Vocabulary tasks: matching definition, completing tables or sentences and crosswords, etc. This is shown in table 3;

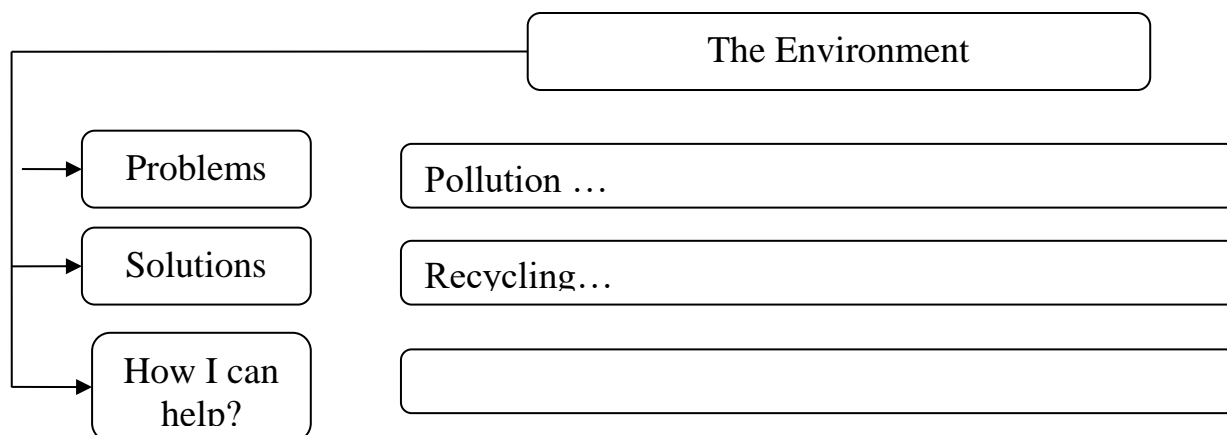
Table 3. Match the words on the left with their definitions on the right

1	Acid rain	A.	Strong, unpleasant, and sometimes dangerous gas and/or smoke
2	Climate	B.	It contains large amounts of harmful chemicals because of burning substances such as coal and oil
3	Fumes	C.	A gradual increase in worlds temperature caused by polluting gases such as carbon dioxide which are collecting in the air around the Earth and preventing heat escaping into space
4	Global warming	D.	It prevents harmful ultraviolet light from the sun from reaching the Earth
5	Ozone layer	E.	Damage caused to water, air, or soil by harmful substances or waste
6	Pollution	F.	To collect and treat rubbish to produce useful materials which can be used again
7	Recycle	G.	It decays naturally
8	Waste	H.	General weather conditions usually found in a place

- Communication skills for expressing the students' own thoughts and ideas in written and oral forms, such as;
 - Brainstorming as a way to start or to finish the lesson;
 - Open tasks, quizzes, describing environmental issues;
 - Role playing;
 - Preparing presentations, projects during the class, or home tasks.

3. Cognition provides thinking skills and critical thinking. If students didn't understand the context of the text, they did a Mind Map and Environmental Island. See table 4.

Table 4. Complete the table, give more than 3 examples



4. Culture is an essential part of this method. We learn language within its culture. So, if we can understand and respect other cultures it will lead to good correlation and cooperation [5; 26-31]. For example, some countries respect particular animals. By using the CLIL methods we want to increase the students' language level and comprehension of these cultural contexts, so we gave them tasks to assess their academic vocabulary, comprehension, and overall English proficiency (reading, listening, writing, and speaking). The tasks for assessment were as follows:

1. Reading: Students read academic text and then answered the questions. (criteria: realize particular facts and details in the reading passage, correct grammar and spelling – 6 points)
2. Listening: Learners listened to a specific text and completed tasks. (criteria: identify the main idea in extended talks - 6 points)
3. Writing: Students wrote an essay. (Criteria: write topic-related words correctly, connect sentences into paragraphs with basic connectors and linking words with some support - 6 points)
4. Speaking: Apply topic-related vocabulary in speech and phrases into well-formed sentences and answer the questions given on the cards. (pronunciation, minimum 150 words, correct grammar and spelling, vocabulary - 6 points)

Table 5. Overall English proficiency

Competences	CLIL students, group 201 B (10 students)	Non CLIL students, group 201 A (10 students)
1st year by using learning strategies		
Reading	20.2	19.3
Listening	19.6	18.2
Writing	20.5	18.6
Speaking	19.7	18.2

Group 201 B

№ of Ss	Reading	Listening	Writing	Speaking
Ss 1	23	21	23	24
Ss 2	20	19	20	18
Ss 3	21	21	22	22
Ss 4	17	17	18	16
Ss 5	17	16	17	16
Ss 6	24	24	24	24
Ss 7	22	22	23	23

Ss 8	17	16	17	15
Ss 9	21	21	21	21
Ss 10	20	19	20	18
Overall:	20.2	19.6	20.5	19.7

Non – CLIL, Group 201 A

№ of Ss	Reading	Listening	Writing	Speaking
Ss 1	17	17	17	16
Ss 2	21	19	19	19
Ss 3	16	15	16	15
Ss 4	24	23	23	23
Ss 5	16	15	16	16
Ss 6	16	15	16	16
Ss 7	21	19	20	19
Ss 8	24	23	23	23
Ss 9	17	16	17	16
Ss 10	21	20	19	19
Overall:	19.3	18.2	18.6	18.2

According to the results, (see table 5) we see that acquiring a specific subject or theme within the context of using an applied language and its academic vocabulary is effective in increasing the students' language level. In reading and listening tasks students of both experimental groups comprehended the text, but differences between the two were noticed. For non-CLIL groups the context was a little more difficult because of the special terms. Students writing and speaking skills were at an equal level, but the CLIL group's content was enriched because of the special terms and speech patterns used therein.

We conjecture that these results would have been higher if students' language level had been higher too. All the same, the results are not bad. These learning strategies and the CLIL can be used to teach students of different levels, by encouraging them to self-educate. Thus, they will be motivated and the educational process will be more fruitful. It is important for students to organize their own work during their cognitive activities. Many scientists, such as E.B. Yastrebova, M.I. Iretsky, M.G.Garunov, R.Blohin, V.Sabodashev, A.Verbitsky, and others studied this issue [6; 27]. In today's world, we should prepare a professional who can work independently, be self-motivated, and think critically. Education for the development of such people will be productive. As the first President of the Republic of Kazakhstan, Nursultan Nazarbayev stated, "Lifetime education should be the credo of each person in Kazakhstan" [7]. Where every citizen knows the 'lingua franca,' the modern scientific world will open up new unlimited possibilities to everyone. The achievements of these students will make a great contribution to the entry of the Republic of Kazakhstan into the scientific world arena and among the well-developed countries.

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ШЕТЕЛ ТІЛІН ОҚЫТУДА ОҚЫТУ СТРАТЕГИЯЛАРЫМЕН БІРГЕ CLIL ӘДІСІН ҚОЛДАНУ (Жаратылыстану факультетінің студенттеріне)

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Бұл мақала шетел тілі мен қолданбалы шетел тілін оқытуда оқыту стратегиялары мен CLIL әдісін қолдану туралы жазылған. Білім алушыларды тілді қалай үйрену мен қалай өз оқуын жоспарлауды, өз көңіл күйі бақылап отырумен қатар арнайы тақырыптардың терминдерін үйрену туралы баяндалған, сонымен қатар оны қолданудың нәтижелері көрсетілген. Бұл оқыту стратегиялары мен CLIL әртүрлі деңгейдегі білім алушыларды оқытуда, өзін-өзі тәрбиелеуге ынталандырады, сонымен қатар оқу үрдісін нәтижелі өтуіне ықпал етеді. CLIL әдісін тіл үйренуде қолдану кәсіби шетел тілін оқытудың алғашқы фундаметі бола алады. Өйткені студент кәсіби арнайы мәтіндермен жұмыс жасай бастайды.

Түйін сөздер: Оксфордтың стратегияларды жіктеу жүйесі, оқыту стратегиясы, нәтижелі білім алу, коммуникативті құзыреттілік, өзін-өзі бағалау, CLIL

ИСПОЛЬЗОВАНИЕ МЕТОДА CLIL С УЧЕБНЫМИ СТРАТЕГИЯМИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ (СТУДЕНТАМ ФАКУЛЬТЕТА ЕСТЕСТВОЗНАНИЯ)

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Главная мысль этой статьи - стратегии обучения и CLIL, которые используются для эффективного преподавания и изучения второго иностранного языка и специальных тем. Второй язык необходим для дальнейшего обучения и достижения цели. Показаны результаты использования этих методов в преподавании прикладного английского языка. Стратегии обучения и CLIL могут быть использованы для обучения студентов на разных уровнях, поощряя их к самообразованию, и они будут мотивированы, и образовательный процесс будет плодотворным. Применение метода CLIL в изучении языка может стать первым фундаментом обучения профессиональному иностранному языку. Поскольку студент начинает работать с профессиональными специальными текстами.

Ключевые слова: Оксфордская система классификации стратегий, стратегии обучения, эффективное обучение, коммуникативная компетентность, самооценка, планирование, CLIL

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