

## EXPERIENCE IN IMPLEMENTING THE METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN THE TRAINING AND RETRAINING CENTER FOR CLIL TEACHERS

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**Abstract:** At present, institutions of higher education have a number of problems in implementing content and language integrated learning such as the lack of human resources and of the necessary level of proficiency in a foreign language among subject teachers, as well as the lack of methodological advanced training courses for teachers implementing content and language integrated learning. Teaching staffs of each institution of higher education face a number of problems that require finding effective ways to overcome the existing risks of implementing content and language integrated learning. It is obvious that the time has come for a theoretical conceptualization of this experience and the creation of a common unified model of content and language integrated learning. This will eliminate the language barrier, improve the level of English proficiency, as well as organize methodological advanced training courses for teachers implementing content and language integrated learning.

**Keywords:** content and language integrated learning, content and language integrated learning technology, Training and retraining center for content and language integrated learning teachers, professional and language competencies of content and language integrated learning teachers.

### 1 Introduction

Content and language integrated learning (CLIL), which was considered promising in most schools in Europe, Canada, and the United States in the 60-70s of the twentieth century, is now becoming a necessity in Kazakhstan. Marsh (1), the founder of this methodology, defines content and language integrated learning as "situations in which a course or parts of a course are taught via a foreign language with two oriented goals, i.e. learning the content of a course and learning a foreign language."

The purpose of the article is to discuss the experience of the Training and retraining center for CLIL teachers in the implementation of training courses based on the CLIL approach.

At present, peculiarities of the development of institutions of higher education include their integration into the international educational process, the creation of a common higher education space based on educational programs that meet the requirements of the Council of Europe, as well as the requirements for the professional competence of young professionals within the internationalization of higher education. Today it is difficult to imagine a modern young specialist who, to some extent, do not have the skills of professional communication in a foreign language.

The term CLIL (Content and Language Integrated Learning) was first proposed by David Marsh (2) in 1994. This method is one of the effective approaches to teaching subjects to students in a foreign language in Europe. It is based on the idea of integrating content and language learning in higher education and is recommended by the European Commission since it provides students with the opportunity to study a subject and a foreign language at the same time.

This technique has been implemented 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. (3)

In the article, the authors tried to analyze the state of development of this problem in various educational institutions of the Republic of Kazakhstan.

In Kazakhstan, training in three languages is being implemented at three experimental areas, i.e. 33 schools of the network of the Republican Scientific and Practical Center "Daryn", 20 Nazarbayev Intellectual Schools and 42 institutions of higher education provide training in three languages. 17 institutions of higher education train educational personnel to teach biology, chemistry, physics and computer science in English. (3) Buketov State University of Karaganda developed the concept of the development of multilingual education in the Republic of Kazakhstan. Kazakh Ablai Khan University of International Relations and World Languages developed the concept for the development of language education in the Republic of Kazakhstan. The state obligatory education standard of the Republic of Kazakhstan for higher education implies the Trinity of languages (Kazakh, Russian and foreign languages). The Higher School of Education has developed strategic orientations for reforming the education of the Republic of Kazakhstan for 2015-2020. (4)

Kazakh institution of higher education, including the Abai Kazakh National Pedagogical University (hereinafter KazNPU) are at the initial stage of transition to content and language integrated learning. There are significant problems in the implementation of the Roadmap for the development of trilingual education in the KazNPU until 2020. These problems include a shortage of staff who know the basics of content and language integrated learning and an insufficient level of English language skills among students. When analyzing the foreign advanced experience of subject teachers, as well as the lack of domestic science-based methodology for the implementation of CLIL in the educational process, the need to create a single center for training and retraining CLIL teachers has been revealed.

Below, the prerequisites for the creation of the Center will be considered, as well as a review and analysis of the world experience of the existing CLIL training centers will be presented. An analysis of the achievements of the Center using the example of the KazNPU will be presented, and problems that require continued research to improve personnel training in CLIL.

### 1.1 Review of the world experience in training in CLIL

In order to study the experience of Charles University in the Czech Republic, the project participants visited this educational institution. The authors were offered a program of training future teachers of mathematics, developed jointly by the departments of mathematics and English. This program includes the CLIL course. The so-called scaffolding designed to create a favorable atmosphere during the class plays an important role in the implementation of CLIL.

The Autonomous University of Barcelona developed a practice-oriented model of training future teachers. The goal of the model proposed by David Kolb is to alternate the cycles of practice and reflection carried out in five stages. (5)

This model has proven its effectiveness and has been implemented in a number of other universities in Spain and Europe when training future CLIL teachers. The learning is realized via the students' own specific experience that is a material for observation and reflection. New knowledge and hypotheses obtained are tested at the last stage during active

experimentation, the result of which is the acquisition of specific experience. (6)

According to the Kazakh scientist A.S. Dontsov (6), 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 no 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. (6)

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, 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. (7) 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. (6)

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 taking into account the foreign and Kazakh experience in training CLIL teachers, the authors consider it urgent to create a single Center providing comprehensive (linguistic and methodical) staff training.

## 1.2 Implementation of CLIL in the KazNPU

The need to create a theoretical and methodological framework in order to determine effective ways to solve staffing issues is due to the creation of the Training and retraining center for subject teachers in the KazNPU. The aforementioned 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 in the KazNPU.

The pedagogical staff of the university faced a number of problems requiring the search for effective ways to overcome the existing problems of implementing CLIL. Today, in Kazakhstan, there are individual courses for secondary and higher education teachers under the Orleu teacher training institutes and Nazarbayev Intellectual School, as well as individual courses under the Ministry of Education and Science of the Republic of Kazakhstan dedicated to teaching foreign language and discipline content. The creation of the Center has stemmed from the existing problems that impede the effective implementation of CLIL. These problems include the lack of personnel familiar with the CLIL methodology and an insufficient level of knowledge of the English language. The main idea of the Center is the possibility of providing CLIL teachers with educational and methodological services.

## 1.3 Prerequisites for the creation of the Center

The insufficient degree of theoretical development and the use of modern educational technologies aimed at improving CLIL determined the relevance of the creation of the Center within the project. The center is created and operates in order to solve the problems of training and retraining CLIL teachers in the KazNPU and then disseminate this experience throughout the Republic of Kazakhstan.

As a result of the analysis conducted by the Information and Analytical Center by order of the Ministry of Education and Science of the Republic of Kazakhstan, the teachers who participated in the study point out a number of problems impeding the effective implementation of the teaching in three languages, especially in English:

- lack of a single instructional and methodical document,
- psychological barrier due to the low level of language and methodical training of teachers,
- 31% of teachers have a low level of English (A1-A2). (7)

Well-known methodologists argue that the teaching staffing will lead to the active implementation of the CLIL methodology via its integration in various types of educational systems. (8) In Kazakhstan, new effective ways to train teachers need to be found. The development of the national model of CLIL methodology via the creation of the Training and retraining center for CLIL teachers is of particular interest. The staffing with highly qualified teachers will lead to solving the problems of training CLIL teachers. The baseline data for the creation of the Center were the results of an analysis of the experience in implementing the CLIL methodology, as well as the results of research by leading scientists from Europe, America, Russia, and Kazakhstan. For the successful solution of tasks for training CLIL teachers, it is necessary to develop one's own model of a training center for CLIL teachers. This model will focus on language and methodological training with an extensive range of theoretical and methodological issues. The solution of existing problems in institutions of higher education related to the CLIL methodology depends on the professional training level of teachers. In this connection, the relevance of training and retraining of CLIL teachers is increasing.

## 1.4 Activities of the Center

The main activities of the Center are language and methodical training of CLIL teachers already working in the university. 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 particular 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.

## 1.5 Language course for training CLIL teachers

Language training is aimed at achieving relevant language levels (A2, B1, and B2) according to the CEFR (Common European Framework of Reference for Languages). The Center has developed a language course program to improve the language level of subject teachers in the KazNPU. The compilation of materials related to an academic discipline was made with taking into account the mandatory level of complexity that is slightly below the current level of students' knowledge. The texts were carefully selected and have a sufficient number of tasks for understanding and mastering the material. Text processing tasks were constructed with an emphasis on academic content in order to involve students in the process of understanding, testing, and discussing the main thought of the text. The tasks show the characteristics of the discipline metalanguage for skills development when using them in various types of speech activity. For effective management and organization of the educational process, active and interactive methods of teaching foreign languages were used.

The course participants were tested in order to determine the level of proficiency in English. The testing was conducted at the Center, with a summary in the form of a number of points. According to testing data, subject teachers could score 40 points maximally.

The task of the program is to teach the requirements for communicative skills in all types of speech activity to students. These requirements are formed on the basis of the academic content of a particular level and the relevant language material.

The language material of the program is characterized by normative correctness and includes the most commonly used phonetic, lexical and grammatical phenomena designed to ensure practical mastering of the basics of oral and written communication within the topics studied on the course in accordance with the scope and situations of communication provided for the A2, B1, and B2 levels.

## 2 Materials and Methods

The methodological basis of the experimental work was the concept of professional retraining of already working CLIL teachers. The study used such methods as comparative analysis, synthesis, and interviews.

In order to achieve functional literacy in foreign language fluency and the development of communicative skills in four types of speech activity in the field of speaking, course participants were provided with situations for the presentation of prepared and unprepared dialogue and monologue speeches. The participants showed the ability to implement communicative intentions and respond to the partner's statements in accordance with the functional varieties of a dialogue (dialogue-exchange of information, exchange of opinions etc.), as well as the ability to realize communicative intentions in the form of a description (of a place of residence, family, future profession etc.) or of a micro-narrative (about events, dreams, hope etc.) in accordance with the specified speech topics and communication area.

The learning to listen was carried out with the help of authentic audio and video texts of a monological or dialogical nature on the basis of the studied speech topics, the area of communication and language material.

The learning to read was carried out on the basis of simple multi-genre authentic texts of a small volume built on language material and speech topics. This training material contributed to

the development of reading skills applied for foreign language text.

In the field of writing, students worked on the development of skills necessary to create their own texts in a foreign language.

## 3 Results and Discussion

The integrity of the creation of the Advanced Training Center for the CLIL teachers working in the KazNPU was formulated and substantiated. A brief analysis of the state of development of this problem in various educational institutions of the Republic of Kazakhstan is presented. A review and analysis of the world experience of the CLIL Training Centers are described. The problems that require continued research in order to improve CLIL training are highlighted. Conclusions about the need to develop a unified model of the Training center for CLIL teachers were made.

### 3.1 Practical significance

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 and further dissemination of this experience throughout the Republic of Kazakhstan to solve the task of transition to CLIL successfully.

### 3.2 Analysis of students' English language competencies development outcomes in the Center

After the completion of the language course in the KazNPU Center, subject teachers' English language skills were tested. Test tasks consisting of 2 parts (written and oral ones) were developed. Each part includes tasks for four types of speech activity: Listening, Reading and Use of English, Writing, and Speaking.

The written part of the testing includes tasks for determining the level of development of skills in perception and understanding of a foreign language text, as well as creating one's own written text in a foreign language. The oral part of the test includes dialogical and monological speeches on studied topics and according to the areas of communication in order to determine the oral communication skills development in a foreign language.

Table 1. The main indicators of students' English language skills development in the Center

Learning period	Number of students	Outcome	Number of students	% of total
September and October	30	Excellent	10	30
		Good	15	45
		Satisfactory	5	15
October and November	30	Excellent	12	36
		Good	15	45
		Satisfactory	3	19

The analysis of the overall results shows that the average percentage of completed testing tasks is 45%. It can be stated that the students managed to overcome the main difficulty in performing tasks.

An analysis of the test results was showed that when selecting texts for reading and listening, as well as the lexical minimum and grammatical structures for teaching a subject in a foreign language, it is necessary to take into account the specifics of the educational material in accordance with the subject being taught.

### 3.3 Methodical course for training CLIL specialists

According to the methodologist D. Coyle, CLIL is an approach to the learning aimed at achieving a two-pronged goal, in which

the second language is used as a means of teaching the subject and at the same time is an object of study. (9) The scientist David Marsh believes that the basic principles of the CLIL method include two main concepts such as "language" and "integration." CLIL is conducted on the basis of the main 4 "C": content, communication, cognition, and culture. (10)

Three CLIL models are known: soft CLIL, the so-called language-led one (when the emphasis is placed on the linguistic features of the special context), and hard CLIL, i.e. the so-called subject-led one (when almost 50% of the curriculum's specialization disciplines are studied in a foreign language). The third model is an intermediate one and is used when some

modular specialization programs are studied in a foreign language (partial immersion). (11)

This technique is of great interest among teachers who teach specialization disciplines in a foreign language. Therefore, subject teachers should be able to teach not only the core subject in a foreign language but also use important means of teaching the language, i.e. to teach grammar, vocabulary, etc.

CLIL teachers have to 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.

According to scientists, it is necessary to plan and organize each lesson in view of the principles of 4 C (Content, Communication, Cognition, and Culture). (12)

- 1) subject content (mastering new knowledge based on the previous one when taking into account the existing experience of students);
- 2) communication skills (interactivity and interaction, progress in learning and using a language);
- 3) cognitive skills (planning, discussion, evaluation of the practice of learning, use of language for the analysis of gained knowledge and planning the continuing education);
- 4) culture (support of the native language and culture, identity, respect for other cultures and multicultural education).

Each lesson should have clearly defined goals, learning outcomes, assessment methods, and criteria, as well as reflection. Teachers should regularly conduct the analysis of their classes on the basis of a CLIL method checklist. (13) It is necessary to develop and select high-quality materials, visual aids and authentic texts for CLIL.

The teaching of biology, chemistry, physics, mathematics and computer science at the university in English needs a reasonable application of the relevant methods of CLIL technology. All the above imposes new professional duties on subject teachers.

This means that a subject teacher must teach not only their subjects but also the language in CLIL classes. This approach to CLIL implies a teacher's good knowledge not only in his/her subject but also in the method of teaching the subject in a foreign language.

The development of the methodological course curriculum for the Center was grounded on the need to find effective ways to create new strategies for training CLIL teachers. The problem of training subject teachers according to the CLIL methodology requires increased attention to the training of professional staff implementing CLIL training.

In order to analyze the methodological course outcomes, an interview was conducted with the course participants. This interview was organized with the aim to create a methodical course curriculum to reveal methodological difficulties for CLIL teachers. 15 subject teachers participated in the interview. The following difficulties were revealed as typical methodological difficulties for CLIL teachers:

1. Those related to the planning of a CLIL lesson;
2. Those emerging when working on various types of speech activities including when working on a text. The learning of a professional language means using a foreign language not only as a means of communication but also as a learning tool. Therefore, for students participating in the CLIL process, there is a double problem: they must learn a foreign language and also acquire knowledge in that language. The knowledge mastering at school and institution of higher education is primarily based on texts. Texts are the basis of learning. This refers to the source texts in the field of history, to assignments in textual form

in mathematics; descriptions, explanations, and instructions in geography, biology or physics. In order to succeed in school with the integrated learning of individual subjects in a foreign language, students must have text skills that are considered to be key learning skills in modern methodology.

3. Those emerging when using interactive technology in teaching a subject in a foreign language;
4. Those emerging when forming and developing competencies related to the understanding of the functioning of the CLIL technology.

Taking into account all the above factors, a course curriculum has been developed at the Training and retraining center for CLIL teachers. The curriculum is called "Methodical foundations of the formation of CLIL technology." The goal of the course is to organize discipline-based language activities in the process of integrated learning. The learning is conducted in the form of training. The content of the training includes

- 1) familiarization with the basic principles and concepts of the CLIL methodology;
- 2) the learning of the basics of creating learning materials in accordance with the CLIL principles;
- 3) study and analysis of the best European practice in lesson planning that meets the CLIL principles and the evaluation of learning outcomes. (14)

As a result of mastering the curriculum, the following competences should be formed among the students:

1. Professional one (the ability to apply modern methods and technologies for organizing educational activities, diagnosing and evaluating the quality of the educational process according to CLIL and other educational programs). When forming the professional competence of a foreign language teacher, a special "linguistic personality" is formed in contrast with an ordinary teacher. These differences are manifested in various aspects of verbal communication: in language, during the creation of texts of various kinds, during personal communication with partners, and during the professional handling of various texts. Therefore, the professional competence of a foreign language teacher is a complex phenomenon consisting of several components: language competence in the native language, language competence in a foreign language, culturological competence, pragmatic competence, search competence, textual competence, and discipline-based competence.
2. Discipline-based one (the ability to form an educational environment and use professional knowledge and skills in the discipline, the ability to form the level of orientation in modern research, the ability to choose or develop the technology and methodology necessary for a particular educational process).

#### 4 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. These problems include the subject teachers' lack of proficiency in a foreign language, as well as the lack of their knowledge in the methodology of teaching a subject in a foreign language.

One of the ways to solve these problems is the creation of the advanced courses center for CLIL teachers in the KazNPU that includes language courses and methodological training of subject teachers already working in the university. The positive side of the Training and retraining center for subject teachers is their comprehensive training using the CLIL technology.

The language course provides for the gradual study of a foreign language and enables eliminating the language barrier, as well as improving the level of proficiency in English among teachers to teach their subjects in a foreign language.

The methodical course aims to:

1. forming and developing competencies related to the understanding of the functioning of the CLIL technology;
2. familiarizing with the theoretical and methodological aspects of CLIL;
3. training in methods of planning and organization of discipline-based language activities in the process of integrated learning.

In the future, the activities of the Center will contribute to the dissemination of advanced training experience of CLIL teachers across the Republic of Kazakhstan.

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