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## CLIL: A NEW 'HYBRID' TEACHER

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**Summary.** The number of tasks have been set in front of a modern school, among which special attention is paid to the formation of a polylingual personality of a schoolchild who is fluent in at least three languages. To implement these strategic goals of education, a program was chosen for the profiling of school education and the maintenance of a number of subjects in foreign languages. This article examines the characteristics of the methodology of integrated teaching of the subject and language (Content Language Integrated Learning), consistently revealing its features, advantages, ways and methods of its implementation in the education system. Also, the article describes various classifications of CLIL models, the main principles underlying the planning of lessons and courses on studying subjects in a foreign language. In addition, the article reveals the essence of the concept of Scaffolding, which the authors of the methodology give special importance to, taking into account the double nature of the difficulties that the trainee faces, emphasizes the importance of organizing the support of the trainee during educational process through a system of specially developed actions. The authors of the given article propose the competence-based Model of a CLIL teacher which can be used as a guide in the process of preparing future CLIL teachers at pedagogical faculties and suggest the use of Teacher's Portfolio as a tool to form the teacher of a new 'hybrid' type.

**Keywords:** multilingual education, profile education, Content Language Integrated Learning, CLIL models, principles. Scaffolding, Model of a CLIL teacher, Teacher's Portfolio, competence

**Аннотация.** Перед современной школой поставлен ряд задач, среди которых особое внимание уделяется формированию полиязычной личности школьника, свободно владеющей как минимум тремя языками. Для реализации данных стратегических целей образования была выбрана программа профилизации школьного образования и ведения ряда предметов на иностранных языках. Цель данной статьи – ознакомиться с новым методическим подходом в обучении иностранным языкам (Content – Language Integrated Learning) и предложить Модель учителя, реализующего CLIL. Статья рассматривает характерные черты методики интегрированного обучения предмету и языку, последовательно раскрывает ее особенности, преимущества, способы и приемы реализации в системе образования. Также в статье описываются различные классификации моделей CLIL. Кроме того, в статье раскрывается сущность понятия Scaffolding (Поддержка), которой авторы методики придают особое значение, принимая во внимание двойной характер трудностей, с которыми сталкивается обучаемый во время учебного процесса. Авторы статьи представляют разработанную ими компетентностную модель учителя CLIL и предлагают использование Портфолио в качестве инструмента мониторинга и отражения процесса формирования профессиональной компетенции учителя CLIL.

**Ключевые слова:** полиязычное обучение, профильное образование, интегрированное обучение предмету и языку, Content Language Integrated Learning, Контент, Коммуникация, Когниция, Культура, модели CLIL, принципы, Scaffolding (Поддержка), компетентностная модель учителя CLIL, Портфолио Учителя CLIL, компетенция.

The modern era of globalization, characterized by intensively developing integration processes in recent years, increasing academic and professional mobility, and deepening international cooperation, has contributed to a significant change in the social role of foreign

languages, which are now seen as an indispensable condition for successful integration into the global economic space. So the President of Kazakhstan noted that our country should "... be perceived all over the world as a highly educated country whose population uses



three languages: the Kazakh language is the state language, the Russian language as the language of inter-ethnic communication and English is the language of successful integration into the global economy." (NA Nazarbayev "The New Kazakhstan in the New World"). In this regard, the modern Kazakhstani school has set a number of tasks, among which special attention is paid to the formation of a polylingual personality of the schoolchild who is expected now to be fluent in at least three languages: Kazakh, Russian and English.

To implement these strategic goals of education, a programme for the profiling of school education and the maintenance of a number of subjects in foreign languages was chosen. So, in Kazakhstani schools everywhere are introduced two directions: socio-humanitarian and natural-science. Moreover, training is conducted simultaneously in both directions. So in schools with the Kazakh language of instruction in the high school (10-11 grades), instruction in such subjects as World History, Geography and Russian Literature will be conducted in Russian, and in schools with Russian as the language of instruction in a high school, teaching History of Kazakhstan, Geography and Kazakh Literature is supposed to be conducted in the Kazakh language. In both types of schools, subjects in the field of science (Physics, Chemistry and Biology) will be taught in English. [1,2] Thus, each graduate is expected to know three languages fluently after graduation.

However, the widespread implementation of this programme has a number of difficulties, among which is the lack or shortage of training materials and programmes, as well as a shortage of personnel capable of teaching subjects in a foreign language. In the prevailing conditions, in order to solve the problems that arise during the transition period, it is necessary first and foremost to train specialists capable and ready to carry out an integrated training in the subject and language.

The idea of an integrated subject and language training (CLIL) is not new in the methodology. The term CLIL (Content and Language Integrated Learning) was introduced into science by David Marsh in 1994 to refer to a learning process in which the content of a subject discipline (content) is studied through an additional (foreign) language. Moreover, a foreign language within the framework of this methodological approach, is considered as a means of mastering the content of the subject and the purpose of instruction: "CLIL is a dual, focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective promoting both content and language mastery to pre-defined levels." (D.Marsh) [3]

The use of CLIL has several advantages. Studying a subject in a foreign language expands the student's ability to search for information on the subject not only in the native language but also in a foreign language, which in turn can facilitate the integration of students into the world educational space and, consequently, provide academic and social mobility of the citizens of the republic. When using CLIL, the very process of learning a foreign language, which in this case acquires a more meaningful character and is filled with concrete content, also changes significantly. At the same time,

students are more motivated, as the emphasis is shifted towards the practical use of a foreign language for solving very specific objective problems, not limited to only mastering the language system (grammar, vocabulary, phonetics) for communicating with representatives of other cultures.

So, what is CLIL? As it was said above, CLIL is a dual methodical approach aimed at studying the content of a subject through an additional (foreign) language, and the content of the subject and the learning of a foreign language are simultaneously the goals of applying this approach. In this connection, it is necessary to distinguish similar, but not identical concepts - CLIL (Content-Language Integrated Learning), EMI (English as a Medium of Instruction), and LSP (Language for Specific Purposes). Common to all three concepts is the possibility of using a foreign language to study the subject. But there is a significant difference. When EMI is used, the content of the subject (for example, Economics) acts as the learning goal, and the foreign language acts as a means of mastering the content, but the language is not studied (it is assumed that the learner already speaks the language at B1 level). When applying LSP, the training purpose is precisely a foreign language used in a certain profession, for example, English for economists and knowledge of the Economics is limited only to the knowledge of terms and their use in professional oral and written communication. It is assumed that the trainee will study the Economics additionally in his native language. As regards CLIL, this methodological approach implies simultaneous study of the content of the subject and the study of a foreign language as well, which in this case is considered as a means of mastering the content of the subject and the purpose of instruction.

In the methodology, there are several models of CLIL (Soft CLIL - Hard CLIL, 4 C's of CLIL, 5 C's of CLIL, 3 Dimensions of CLIL) which reveal the basic principles of this approach. Let us consider them in more detail.

The first model of CLIL is based on the proportionate ratio of "subject content" and "foreign language" in the lesson. So with Hard CLIL, more attention is paid to studying the content of the subject (about 60%) than learning a foreign language (about 40%), without changing, however, the target setting - teaching both the subject and language. When using Soft CLIL, the proportion of the "subject" and "language" changes (40% and 60% respectively) towards the increase of the latter.

The second model - 4 C's of CLIL - was developed by D.Marsh and reveals the four basic principles underlying the approach: Content, Communication, Cognition, Culture, the integration of which is expressed in defining the learning goals and expected learning outcomes. Subsequently modified by Do Coyle it was transformed into 5 C's of CLIL: Content, Communication, Cognition, Culture, Competence.

The fourth model of CLIL - 3 Dimensions of CLIL - was developed by Phil Ball, who puts forward Concepts, Language, and Procedures (various activities in the lesson) as the fundamental principles. The integration of those reveals the main characteristic features of



this methodological approach and is used in the planning of assignments, lessons, etc. [4]

There is one more classification of CLIL models, which is based on such a feature as the proportional ratio of the use of native and foreign languages in the study of subjects developed by Baladova and Sladkovska [9]. So they define 4 CLIL models: 1) Educational content of a foreign language is focused on the study of lexical material, thematically associated with a non-linguistic subject (discipline). The study of the curriculum and the formulation of the tasks of a non-linguistic subject is conducted in the native language. Instructions during the lesson are given in a foreign language. (applicable for elementary school junior classes). 2) The implementation of the curriculum and the setting of the tasks of a non-linguistic subject are conducted in the mother tongue, students look for information in the text in a foreign language, and the answers are formulated in the native language. Instructions during the lesson are given in a foreign language. Grammatical phenomena, verbal expressions, linguistic styles and text formations of a foreign language are explained by the teacher in the native language. (applicable for senior classes in primary school, possibly in secondary schools). 3) The implementation of the curriculum and the formulation of the tasks of studying a non-linguistic subject are conducted in a foreign language, the students respond in both native and foreign languages. The information is searched in both languages. Grammatical phenomena of a foreign language are explained by the teacher in the native language and in a foreign language; verbal expressions, linguistic styles and text formations are introduced by students in a foreign language, or they can be explained in their native language. (for senior classes in primary and secondary schools). 4) The study of the curriculum and the formulation of the tasks of a non-linguistic subject is conducted in a foreign language, the students respond in a foreign language, however the information is searched in both languages. Grammatical phenomena of a foreign language are explained by a teacher in a foreign language; verbal expressions, linguistic styles and text formations are introduced by students in a foreign language (or they can be clarified in their native language).

Thus, in the presented 4 models it is possible to observe simultaneous use of both native and foreign languages for studying a non-linguistic subject. However, most methodologists tend to use the 4 model, in which the share of the native language in the study of the subject is negligible and is expressed only in its use to support students in the learning process (Scaffolding).

The term Scaffolding (Support) was borrowed by D.Marsh from the followers of the psychological theory of development of personality and psyche of the child - L. Vygotsky and his school. In this approach L.S. Vygotsky proposes to consider the social environment not as one of the factors, but as the main source of personal development. The development of thinking, perception, memory and other mental functions occurs through the stage (form) of external activity, where cul-

tural means have a completely objective form and mental mechanisms function quite outwardly, in an inter-psyche manner. Only with the development of the process the activity of mental functions is curtailed, internalized, rotated, changes from the external to the inner plan, becomes intra-psyche. In the process of their development and folding inward, mental functions acquire automation, awareness and arbitrariness. If there is a difficulty in thinking and other mental processes, it is always possible to exteriorize - taking out the mental function outside and clarifying its work in external-objective activity. The plan in the internal plan can always be worked out by actions in the external plan. As a rule, at this first stage of external activity everything that the child does, he does in cooperation, together with adults. As Vygotsky writes, every mental function appears on the stage twice - first as a collective, social activity, and then as an internal way of thinking for the child. It is cooperation with other people that is the main source of development of the child's personality, and the most important feature of consciousness is dialogue. L.S. Vygotsky introduces the concept of a "zone of proximal development" - this is the space of actions that a child can not yet fulfill himself, but can realize together with adults and thanks to them. According to Vygotsky's views, only that training is good, which preempts development. [10]

Thus, taking into account the double nature of the difficulties (a new subject and a new language for studying it), D.Marsh emphasizes the importance of organizing the support of the trainee during the educational process through a system of specially developed tasks, formulas, algorithms of actions, consultations and, most importantly, the organization of paired and group forms of work, in which students receive support (not only from the teacher, but also from classmates), necessary for integrating the study of the subject and a foreign language.

So, having discussed the main features of CLIL, we have to raise a new question and that is: WHO can and must teach the subject and language? Subject teachers? Or a foreign language teacher? As the world practice shows, both of them can. But, of course, both the subject teachers and the teachers of the foreign language need a certain re-training: 1) the subject teacher needs to be confident in his language training (at least B2 in the international system of tertiary education), which implies the ability to clearly present and explain concepts and phenomena from the subject area in a foreign language, confidence in the correct pronunciation of key terms, as well as the correct use of so-called "classroom English" - the language for communicating in the classroom. 2) The teacher of a foreign language needs to be confident in his training on the subject, namely: to be able to explain correctly the scientific concepts from the subject area taught (for example, Biology), and also expand your own knowledge in the field of scientific meta-language (special vocabulary and pronunciation). In addition, both the subject teacher and the foreign language teacher will need methodical retraining, which will facilitate the correct implementation of the integrated teaching of the subject and language. Consequently, it means we need a new



"hybrid teacher" who will have both content and language knowledge.

So, what competencies does a teacher need in order to become a "hybrid" one? The analysis of works on the problem of the competence approach shows that at present stage there is no unambiguous understanding of the concept of "competence". Different authors give different definitions. For instance, in the opinion of A.G. Bermus: "Competence is a systemic unity that integrates personal, subject and instrumental features and components." M.A. Choshanov believes that competence is "not just the possession of knowledge, but a constant desire for their renewal and use under specific conditions." A.M. Aronov defines competence as "the willingness of a specialist to engage in a certain activity". According to I.A. Zimnaya competence is interpreted as "a knowledge-based, intellectually and personally conditioned experience of the social and professional life of a person".

A.V. Khutorskaya suggests the following definition: Competence - includes a set of interrelated qualities of the individual (knowledge, skills, methods of activity), assigned to a certain range of subjects and processes, and necessary for quality productive activities in relation to them.

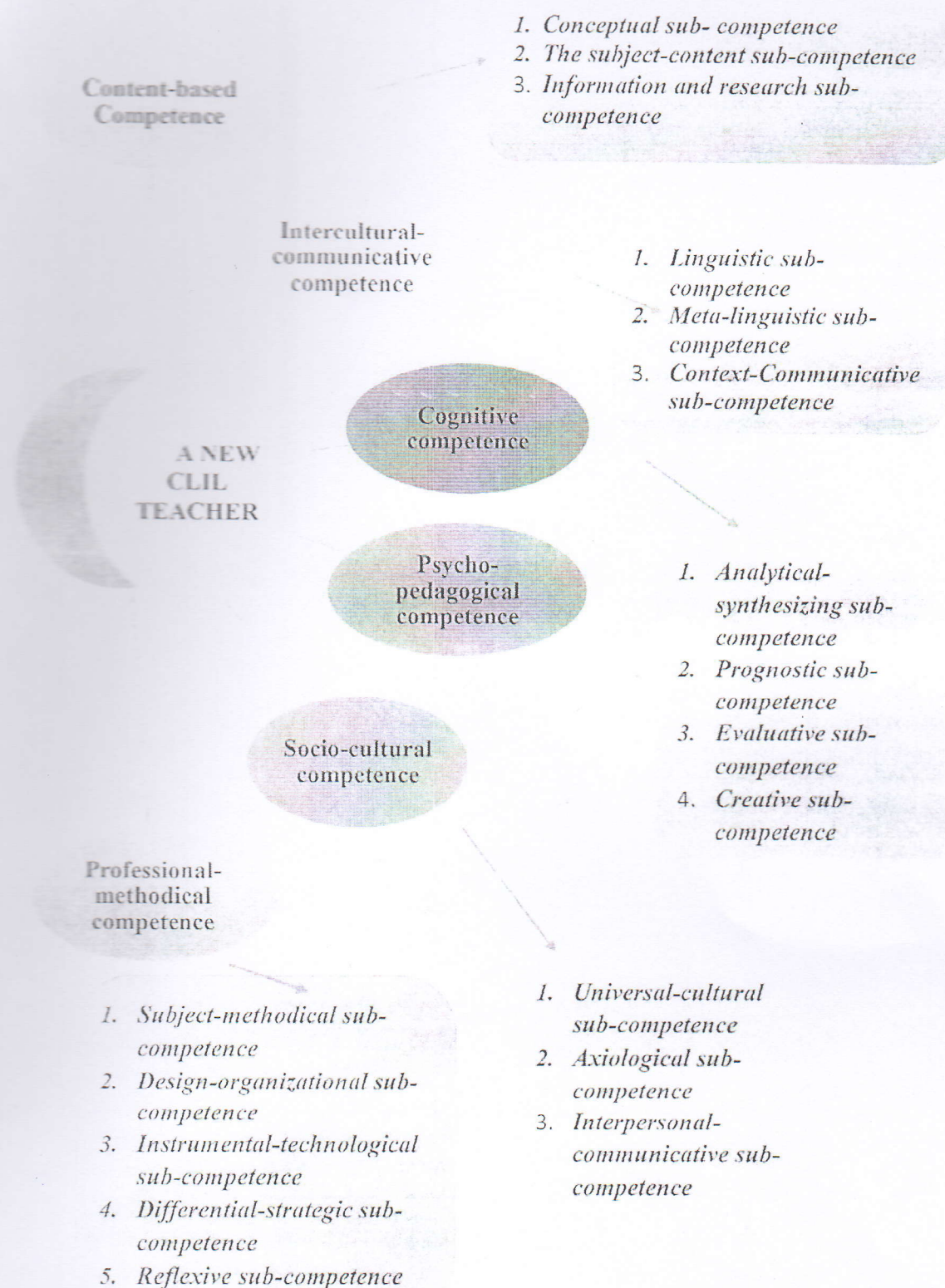
Due to dictionaries, the most frequently used word combination with the word "competence" is the

teacher's professional competence and it's defined as "the teacher's possession of the necessary amount of knowledge, skills and skills that determine the formation of his pedagogical activity, pedagogical communication and the personality of the teacher as a bearer of certain values, ideals and pedagogical consciousness". Thus, referring to above given definitions, competence is a set of skills, knowledge, abilities, and experiences.

Taking into account all aspects of CLIL approach and the main characteristics of the term "competence", we suggest that the CLIL teacher should possess a certain number of professional competences which in fact must differ from the existing models of a "discipline (non-language) teacher" and "language teacher" ones.

Thus, the research into the CLIL approach and various models of teachers allowed us to create the Model of a CLIL teacher. We do think that the "model" of a new "hybrid teacher" must include the set of following competences: **Content-based competence, Intercultural-communicative competence, Cognitive competence, Professional-methodical competence, Socio-cultural competence.** Each of the named competences incorporate a number of professional skills that a CLIL Teacher (a teacher of a new hybrid type) should possess and are shown in the following table:





1. Content-based Competence:  
 - *Conceptual sub-competence* – awareness of the system of knowledge in the subject area of the discipline (e.g. Physics); understanding of the basic concepts and concepts of the subject area  
 - *The subject-content sub-competence* -readiness and ability to master and apply the main subject content

of the disciplines taught (Physics.); understanding of the basic laws and principles in a given subject area; the ability to navigate the information flow and select the subject material.

- *Information and research sub-competence* - the ability to conduct a targeted search for necessary information; ability to use methods of scientific research



## 2. Intercultural-communicative competence

1) *Linguistic sub-competence* – language proficiency at B2/C1 level (knowledge of BICS, general academic language).

2) *Meta-linguistic sub-competence* – the knowledge of the LSP and the terminology used in the professional sphere

3) *Context-Communicative sub-competence* – ability to use the language (BICS and CALP) within professionally-oriented sphere.

## 3. Cognitive competence

- *Analytical-synthesizing sub-competence* - ability to conduct a systematic analysis of problem (subject) situations, Proficiency of thinking operations of analysis, synthesis, comparison, etc.

- *Prognostic sub-competence* - the ability to make hypotheses, to predict the flow of the process.

- *Evaluative sub-competence* - the ability to assess the facts, judgments, actions, hypotheses and results of activities

- *Creative sub-competence* - the ability to generate original ideas and solve problem situations.

## 4. Psycho-pedagogical competence

- the teacher's ability to adequately perceive the personality of the student and contribute to his formation as a harmoniously developing member of society, a patriotic citizen of his country, and the ability to bring up the best human qualities in schoolchildren by means of a Foreign Language.

## 5. Socio-cultural competence

- *Universal-cultural sub-competence* - an understanding of the role and significance of the subject area (science) and foreign language for humanity; awareness of the role of language in the process of intercultural communication.

- *Axiological sub-competence* - the presence of axiological aspirations, values, motivations; the presence of a value attitude to language; understanding them in the context of socio-cultural reality, as a phenomenon of national and common to all mankind culture.

- *Interpersonal-communicative sub-competence* - the ability to adequately perceive a partner in communication; ability to interact in society; ability to establish contact; knowledge of the laws of interpersonal and intercultural communication; all that characterizes the presence of developed Emotional Intelligence of a CLIL teacher.

## 6. Professional-methodical competence

- *Subject-methodical sub-competence* - awareness of modern trends in the development of the methodology of FLE; understanding of the basic laws of language acquisition and multilingual education

- *Design-organizational sub-competence* - the ability to plan lessons in a modern school, focusing on the basic principles of didactics and principles of foreign language education and CLIL approach, the ability to model contextual communicative situations, the ability to design tasks and exercises, taking into account Bloom's Taxonomy, as well as FLE

- *Instrumental-technological sub-competence* - ICT proficiency, proficiency in various methods of

subject didactics; proficient use of interactive technologies, case-study technologies, etc. which are incorporated into a CLIL approach

- *Differential-strategic sub-competence* – the ability to diagnose achievement of goals and objectives of training; ability to adapt the learning process to the level and needs of students, the ability to adjust 3 dimensions of CLIL

- *Reflexive sub-competence* - awareness of the content of the subject and its role as a teacher of the modern school; ability to realize self-education, self-development; the ability to determine the effectiveness of the methods used.

Thus, as it can be seen from the above table, the proposed Model of a CLIL Teacher demonstrates the set of professional skills necessary to teach CLIL and reflects its double Hybrid nature (content and language). We do believe that our model will really help in the formation of the teacher of a new type as it puts forward the final results of a specialized teacher-training for CLIL at pedagogical faculties. Moreover, it allows the future teachers to think about their further professional development and specify the goals and objectives of it. However, there can be a question of how to assess the formation of a professional competence of a future CLIL teacher?

To solve the mentioned problem we suggest the use of the Teacher's Portfolio - a tool for the systematic organization of independent work of students at pedagogical faculties, which in this case is regarded as a logical continuation of classroom activities, allowing the student to work on a reproducing, semi-creative and creative levels involving self-assessment, self-control and self-study; on the basis of a student's understanding of the demands which are placed on him. While working independently the student is assigned the role of an active subject of the educational activity, a teacher - a consultant, directing this activity. In addition, the student after his graduation will be able to continue the work began at university and work further on his professional development.

Teacher's Portfolio consists of three parts:

*Passport, Teaching Biography and Dossier* (by analogy with the European Language Portfolio).

In the *Passport*, the student in a concise form reflects his methodological (pedagogical), communicative and intercultural competence. It is a question of all non-native languages studied by him, examinations and their results, intercultural contacts that he had at a certain age or throughout his life, tables for self-assessment (on the basis of CEFR) and information about his professional achievements. In other words, this part is an updateable overview of learner's experience with different languages, subjects and teaching methodology.

In the second part, *the Teaching Biography*, a record is given of how, why and where he studied. Teaching Biography part helps students to identify the goals of studying at pedagogical faculty, learning the foreign language, intercultural experience, and to assess and clarify the current level of his professional competence. The main section of this part is *My current priorities* - the learner evaluates what he already



can do at current stage of studying (for all 5 competences described in the Model of a CLIL teacher). This section contains tables for self-assessment, compiled on the basis of analysis of skills constituting Content-based, Intercultural-communicative, Cognitive, Professional-methodical, and Socio-cultural competences of a

CLIL teacher. By self-evaluating the 'can-do' statements (description of skills) the student monitors (and later confirms!) the development of his Professional Competence. The example of this table is shown below:

PROFESSIONAL SKILL	excellent	good	satisfactory	I'd like to do it
<b>INTERCULTURAL-COMMUNICATIVE COMPETENCE</b>				
My level of English is B2/C1				
I can speak English fluently in the every-day sphere				
I can speak English fluently in the professional sphere				
I can speak English fluently in the academic sphere				
I can select and use the most effective strategies to solve communicative tasks				
I can paraphrase				
I can explain the things using both verbal and non-verbal means				
I can adapt the text to the level of students				
I can transform CALP into BICS (and vice versa)				
I Can organize verbal and non-verbal support (Scaffolding) to students				
<b>COGNITIVE COMPETENCE</b>				
I can conduct a systematic analysis of problem (subject) situations				
I am good at thinking operations of analysis, synthesis, comparison, etc				
I can make hypotheses				
I can predict the flow of the process				
I can assess the facts, judgments, actions, hypotheses and results of activities				
I can generate original ideas and solve problem situations				
<b>PROFESSIONAL-METHODICAL COMPETENCE</b>				
I am aware of modern trends in the development of the methodology of FLE				
I understand the basic laws of language acquisition and multilingual education				
I can plan the lessons in a modern secondary school				
I am aware of the basic principles of didactics and principles of foreign language education				
I can model contextual communicative situations				
I can design tasks and exercises, taking into account Bloom's Taxonomy, as well as FLE				
I can set the aims and objectives for the lesson, course				
I can use ICT in the practice				
I can create the teaching resources using ICT				
I can use various interactive technologies				
I can use cognitive technologies				
I can use case-study technologies				
I can organize pair and group work of my pupils				
I can diagnose achievement of goals and objectives of training				
I can identify the level and needs of students				
I can assess my pupils' achievements				
I can provide my students with an effective feedback				
I am aware of the content of the subject				
I am aware of my role as a teacher of FL				
I am ready for continuous self-development				
<b>CONTENT-BASED COMPETENCE</b>				





I know the basic laws and principles of the subject (e.g. Biology)				
I can analyze the basic patterns of the subject				
I can search the information and analyze it efficiently				
I can use various methods of scientific research				
<b>SOCIO-CULTURAL COMPETENCE</b>				
I understand the role and significance of a FL in the modern world				
I am aware of the role of language in the process of intercultural communication				
I can adequately perceive a partner in communication				
I am aware of the laws of interpersonal and intercultural communication				
I am good at avoiding/solving conflict situations				
I am good at working in a team				
I try to teach my pupils to work in a team				

Thus, based on self-assessment, self-monitoring by the student self-learning (improvement) in the level of teaching proficiency is carried out.

In the third part - the *Dossier* - the student collects all the materials that testify to his success in teaching: diplomas, certificates, interesting works, plans of the lessons, developing teaching resources, etc. - all that confirms the student's achievements in the study at pedagogical faculty. It will help the learner to reflect on his/her progress and can also be used to demonstrate to others what he/she is capable of. In addition, the *Dossier* may contain models, examples, samples and a description of the course program.

So, we found out that CLIL is a methodical approach that involves integrated learning and the subject and a foreign language with the goal of forming and developing both. Despite the differences in understanding of this approach from the point of view of different models, there are several essential features that characterize the approach and determine the strategy and tactics of the teacher working in this direction. So, the considered features and characteristic features of the CLIL methodology allow us to emphasize the importance of using the integrated teaching of the subject and language at the present stage of development of the education system and society as a whole. However, it is important to note that in our opinion, in order to adequately and effectively implement integrated teaching of the subject and language, it is first of all necessary to train highly qualified personnel who fully possess the peculiarities and subtleties of this methodological approach, among which we include Content-based, Intercultural-communicative, Cognitive, Professional-methodical, and Socio-cultural competences. We also suggest the use of Teacher's Portfolio as a tool of monitoring and reflecting the development of the named competences of a CLIL teacher – a teacher of a new 'hybrid' type.

#### Resources:

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