

## CLIL IN A TRILINGUAL ENVIRONMENT: DEVELOPING LANGUAGE SKILLS THROUGH MEANINGFUL CONTENT

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The topic of our workshop is directly connected with the theme of the conference as innovative approaches in education focused on functional processes such as: thinking, researching, problem posing, brainstorming and learning to learn. Content and Language Integrated Learning (CLIL) describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curriculum subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of different educational contexts. Curriculum subjects apart from languages are taught through the target language

There are many different types of CLIL programs, ranging from full immersion (Canada) through partial immersion, about 50% of the curriculum (parts of Spain), to language showers and regular 20–30 minute subject lessons in the target language (parts of Germany). In Secondary schools, subjects are usually taught in the target language by non-native speaker subject or language teachers. In Primary contexts, CLIL programs are commonly delivered by non-native subject specialists or by English language teachers. In some countries native speaker classroom assistants support the learners too. There are also contexts where native speakers teach English to non-native learners (often from minority language groups) to enable them to integrate into mainstream classes.

Examples of these programs are Teaching Chemistry and Physics in Kazakhstan secondary schools. We would like to share the experience of Nazarbayev Intellectual Schools in developing confident learners and enhancing academic cognitive processes and communication skills. We want to show how CLIL encourages students' intercultural understanding and community values.

This new approach will determine the trend of further university students' preparation at pedagogical faculties and provide the essential support for secondary school teachers. CLIL will demonstrate their understanding of how to teach a broader range of subjects for the 21st century.

The CLIL module can be taken at any stage in a teacher's career. It is suitable for pre- or in-service teachers of English or teachers of other subjects who use the medium of English in a variety of teaching contexts e.g. primary, secondary or adult sectors. It is also suitable for teachers who are moving to English teaching after teaching another subject or those who are moving from teaching their subject in the first language to teaching it in English.

### References:

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3. Cambridge ESOL examinations ,TKT: Content and Language Integrated Learning(CLIL) Handbook for teachers