

The Results of Clil Subject-Linguistic Integrated Training in the Educational System of the Republic of Kazakhstan

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ABSTRACT

Social and pedagogical need in research of polylingual society and personality is obvious, if we take into account key priorities of the European Union and trilingual policy of the Republic of Kazakhstan - preservation of human rights, democracy, steady growth of human development, ensuring tolerant attitude to language, cultural, ethnic and confessional development.

The successful rapprochement of the national system of higher education in the Republic of Kazakhstan with the educational systems of the countries participating in the Bologna process is due to the acceleration of the process of mastering foreign languages, primarily English, by a large number of students of different age groups, and improving the quality of its teaching.

In modern linguodidactics, linguistics, pedagogy there are various newest world methods of language training for the purpose of their introduction in an educational system of educational institutions.

In connection with this problem statement, this article presents some results of foreign language education in the Republic of Kazakhstan: the use of subject-linguistic or context-linguistic integrated teaching (CLIL) methods in the subjects of the science cycle (hereinafter - ENC: informatics, physics, chemistry, biology, natural sciences, etc.).

The Content and Language Integrated Learning (CLIL) methodology is considered one of the most promising foreign language teaching methods. It is aimed at forming communicative professionally-oriented competence in a foreign language in the same educational context in which general educational knowledge and skills are formed and developed.

In this regard, the authors of the article after the results of surveys and questionnaires come to the conclusion that the system of higher education in the Republic of Kazakhstan is a systematic, largely successful work on the implementation of the methods of subject or context-linguistic integrated training (CLIL) in higher education institutions.

However, respondents noted the fact that most modern CLIL learning programs are experimental, which naturally affects the overall rethinking of traditional concepts of language audience and language teacher and subject teacher.

Keywords

polylingual training, Content and Language Integrated Learning (CLIL) teaching methodology, subject and language integrated teaching, increasing motivation to learn a foreign language through the educational subject

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Introduction

The introduction of the Substantive Language Integrated Learning (CLIL) methodology was related to the current political situation in Europe, the process of migration between European countries, when migrants were required to have a high level of English language competence. Therefore, the CLIL concept, a didactic method, provided an opportunity to develop linguistic and communicative competences in a foreign language. CLIL has become an effective way to attract innovative practices in foreign language learning as a tool for learning other subjects (medicine, computer science, physics, etc.). This method creates a need for the learner to study, rethink and develop his or her abilities, both in the native and non-native language.

Why has this method attracted great interest from a wide range of teachers and lecturers, both foreign language teachers and a number of teachers who know a foreign language and teach their specialized subject at school or

university? The answer lies in the following: the current world situation is an opportunity to combine two directions, when a subject teacher can teach not only his subject in a foreign language, but also through elements of communicative methods to teach a foreign language (grammar, vocabulary, etc.).

If in European countries the CLIL method has been developing for quite a long time, in the system of higher professional education in the post-Soviet space, according to L.P. Halyapina, it has been relatively recently implemented rather slowly [1]. The CLIL method helps to activate the process of teaching foreign languages based on its active integration with the process of teaching professionally important disciplines.

Thus, the subject-linguistic integrated training allows to realize the main goal of foreign language learning in higher school, namely, to develop practical skills of using a foreign language in situations of everyday academic (teaching) communication taking into account the linguistic and

foreign aspects, i.e. to master general linguistic, educational and professional communicative competences.

At present the definition of subject-linguistic integrated teaching (CLIL) has been formed and approved: "Subject-linguistic integrated teaching or CLIL is a bi-directional competency-based approach to teaching, in which a foreign language is used to teach both the main subject and the language itself" [2]. In this way, the CLIL integrates ways of teaching the subject and learning the foreign language itself. Ideally, if students can speak a foreign language professionally, they can study one or more subjects in a foreign language, primarily English.

In modern linguodidactics, the following directions have been formed on the methods of teaching foreign languages:

1) when implementing the CLIL method, students must have a certain knowledge base in a foreign language;

2) the teacher implementing the CLIL method must be a specialist in the given professional field (for example, the teacher explaining mathematics in a foreign language must have a specialized mathematical education), as the subject content is one of the main principles of the CLIL method.

In world practice, various models have been formed and some features of integrated teaching of the subject and language have been defined. The most successful, in our opinion, is the CLIL model developed by Professor D. Coyle, which includes three variants of it:

Model C1 - Multilingual education involves the most talented students from different countries. Elitism and choice allow students to study different subjects in a foreign language in different years and at the end of a whole course to acquire professional knowledge in several languages.

Model C2 - Auxiliary/supplementary integrated study of subject and language. This model of teaching requires the parallel teaching of subjects that emphasize the development of knowledge and skills to use the language in order to support higher order thought processes. Language teaching is linked to specific areas. Foreign language teachers, who are part of the structural units of specialization teaching, are assigned the role of assistant in the training of future specialists. Therefore, in the process of subject-linguistic integrated teaching, students acquire the ability to use a foreign language for further work in their chosen specialty.

Model C3 - Subject courses that include language support. The developed programs of study of educational programs of a speciality are developed first of all from the point of view of language skills, and then development of professional knowledge and skills. The training process is carried out by both subject teachers and language specialists. This model allows a student with poor language skills to receive support in mastering both the subject and the language in which the subject is taught. Therefore, students with different language levels can study under this model [3, pp. 24-25].

As a rule, Model C1 is implemented only in higher education institutions with a professional specialization, e.g. business and management), while models C2 and C3 are most in demand.

The CLIL methodology allows two subjects to be taught at the same time, although the main attention can be paid either to the foreign language or to a specialized subject. CLIL methodology aims at forming communicative professionally-oriented competence in a foreign language in

the same educational context in which general educational knowledge and skills are formed and developed.

Thus, CLIL is regarded as a unique way for students to learn specialized subjects through a foreign language (Teaching content through foreign language), as well as teaching a foreign language through the subject itself (Teaching foreign language through content).

Methods

The methodological basis of the study was provided by the works disclosing the concept and content of CLIL (L.P. Halyapina, T.A. Laletina, T.E. Klets, O.V. Kozhevnikova, L.L. Salekhova, T.V. Sidorenko, G.L. Speranskaya, Lorenzo F. et al.) and defining role and place of CLIL in educational process (Grigorieva K. S., Baturina N. V., Rukovishnikov Yu. S., Batunova I. V., Vopiashina S. M., Kirillova A. V., Gudkova S. A., Ball P. et al.) [4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16].

In general, the project aims to consider and analyze the current trends in foreign language teaching in profile subjects, including CLIL technology, from the perspective of linguistics, didactics and pragmatics.

In preparing this article, empirical methods based on the collection, synthesis and structuring of data obtained in the course of theoretical analysis were used: analysis and generalization of the experience of pedagogical practice of leading specialists in research, analysis of own pedagogical experience.

The total volume of the sample population was 1959 people, including 712 students, 898 teachers and 349 teachers - participants of group interviews.

The main elements of the research methodology included:

- semi- formalized questionnaire survey of students (using both closed and open-ended questions);
- a survey of teachers working in polylingual groups with experience in CLIL technology, which provided a real picture of the situation in the surveyed universities;
- thematic focused group interviews (focus groups) with representatives of both students and teachers.

The analysis of results of subject-linguistic integrated training on technology CLIL in educational system of the Republic of Kazakhstan is a result of work under the project "Introduction of technology of integrated training of English language in system of school education in the conditions of trilingualism in the Republic of Kazakhstan", carried out on the basis of grant financing of the Ministry of Education and Science of the Republic of Kazakhstan.

The given sociological research has been conducted with the purpose of acquaintance of scientific and teaching community with the intermediate results received during research, on questions of a technique of teaching of professional subjects in foreign (second) languages.

There was a question: "To what extent the technique of subject or context-linguistic integrated teaching (CLIL) is the most perspective technique of teaching foreign languages"?

The Results

Integrated subject and language education in each university is an evolving area of theoretical and practical research.

In Taraz State Pedagogical University, polylingual education in natural sciences and humanities was started in the experimental mode since 2014 on 6 specialties ("Informatics", "Physics", "Mathematics", "Chemistry", "Biology" and "History"). In order to separate this group of specialties from other specialties, it was conditionally accepted the division into polylingual groups in order to indicate the teaching of professional subjects in English.

Naturally, there was no single established concept on how to implement such training. The teaching staff did a lot of work by trial and error to find ways and methods of teaching students in a language other than their own.

At present, polylingual education in science and the humanities covers eight educational programmes ("Computer science", "Physics", "Mathematics", "Chemistry", "Biology" and "History", "Pre-school education and training", "Pedagogy and methods of primary education").

In the short time allotted for the preparation of PPP documentation, a number of seminars and workshops were held on topical issues (Review of language issues in Kazakhstan: language policy, spheres of use and language teaching; Trilingualism: individual and social aspects. Realization of trilingualism at school and university; Educational-organizational forms and methodical support of the program of trilingual education in TarSPU; Methodology and methods of research in trilingual education; Tasks on training of the content and language: maintenance of statement of language problems and many other things).

The accumulated experience of theoretical and practical work allowed a number of control slices and surveys on key issues that will help to determine the level and degree of subject-linguistic integrated training on CLIL technology in the educational system of the Republic of Kazakhstan on the example of Taraz State Pedagogical University and South Kazakhstan University.

The format of the article does not imply a detailed analysis of all responses received on the surveyed areas of the respondents of CLIL integrated subject and language training. Therefore, we will give here only some typical results that demonstrate the peculiarities of the perceptions of the teachers, students of higher education institutions, secondary school teachers surveyed by us.

Who should teach polylingual classes?

A subject teacher with an excellent knowledge of English, or a tandem of subject and teacher with knowledge of English?

The analysis of the answers of respondents working in polylingual groups on subjects of scientific and humanitarian direction showed a wide range of opinions on the subject of determining the level of students' knowledge of a foreign language and the level of foreign language proficiency of subject teachers.

The survey results showed that 59.6% of respondents ideally believe that a teacher should be a specialist in two areas (academic discipline and foreign language), as it is necessary to form two types of competencies for students: subject and language. 20.1% of respondents believe that the availability of a professional qualification in a certain

subject area is a priority, while 10.3% of respondents indicate a linguistic qualification. In our opinion, the existence of such contradictory opinions reflects the real reality that has emerged in the country. When implementing the Policy of trilingual education in Kazakhstan and CLIL technology, it is noted that there is a lack of the required number of subject teachers who speak a foreign language. It is no coincidence that 10% of respondents expressed an opinion that in implementing the CLIL methodology it is possible to use a tandem of two teachers: a teacher with specialized education and a teacher with a linguistics qualification. However, the financial costs are high.

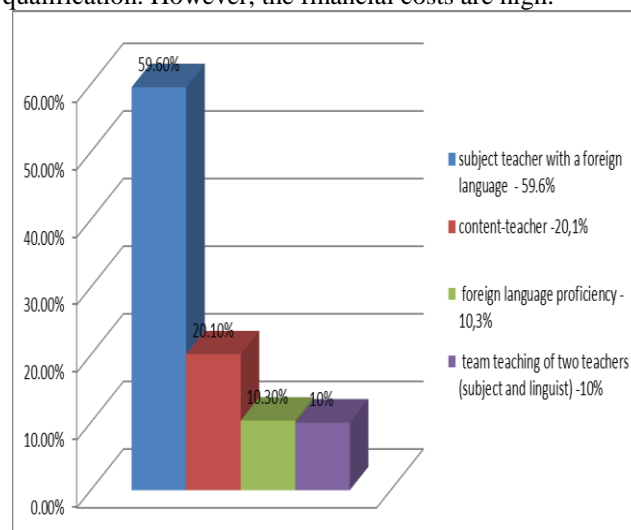


Figure 1 Survey of respondents by level of ownership of foreign language subjects

Ways to solve the problem of staffing of polylingual groups

The problem that has arisen is currently being addressed in Kazakhstan in various ways.

Firstly, 89.8% of the pedagogical community teaching professional subject in English in special groups is familiar with the content of CLIL method, where the language of instruction can be any non-native language. In addition, 10.2% of the teaching staff are familiar with other methods, such as EMI, ESP, where the language of instruction is also English.

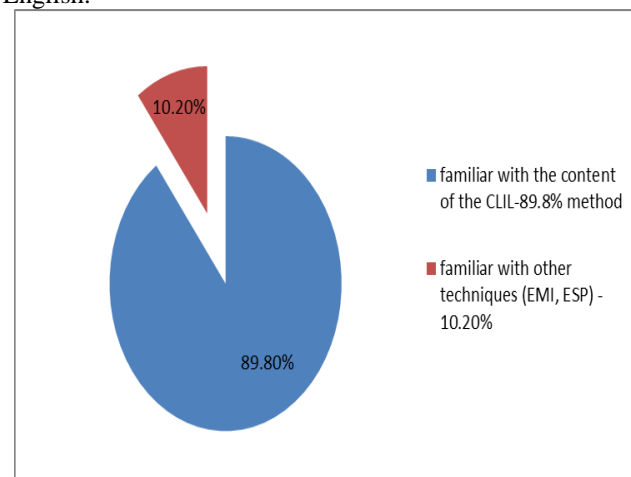


Figure 2 Level of knowledge of foreign language teaching methods

Secondly, 46.7 per cent of teachers point out that the education system should pay special attention to foreign-language training not only for students, master and doctoral students, but also for teaching staff.

Third, a large amount of scientific and methodological literature is being prepared by methodologists and teachers, which fills in the lack of materials and training programmes for teachers to work under CLIL.

Fourth, the practice has shown that 53.3% of the teaching staff have difficulties in choosing a teaching method and in coordinating the professional content and foreign language component.

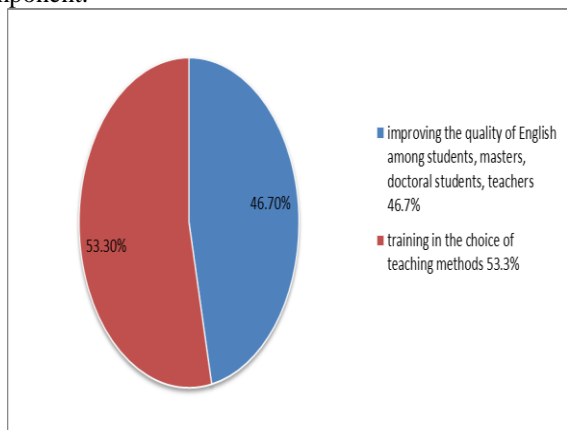


Figure 3 Ways of staffing solutions polylingual groups

Advantages of conducting CLIL technology training sessions

The practice of conducting training sessions on CLIL technology demonstrates a number of advantages, which were identified through questionnaires of faculty members of South Kazakhstan State University, Taraz State Pedagogical University and teachers of secondary schools in Shymkent and Taraz.

The results of the survey "Implementation of CLIL technology in the conditions of polylingual education" and the reflection of the CPS activity shows:

- on the one hand, the teaching staff (hereinafter referred to as the "CLIL") and teachers (79.9%) note one of the main advantages of this technology of subject and language integrated education as a general increase in motivation to learn a foreign language among students (pupils and students), as the language is used to solve specific communication problems;

- on the other hand, the survey of the same composition of respondents showed that for all the advantages of the CLIL technology, when the learning of a foreign language becomes more focused, teachers (76.4%) noted that when students find themselves in a situation of communication in a foreign language, they have difficulties communicating in a professional context (for example, in physics, chemistry, medicine, pedagogy, cultural studies, etc.).

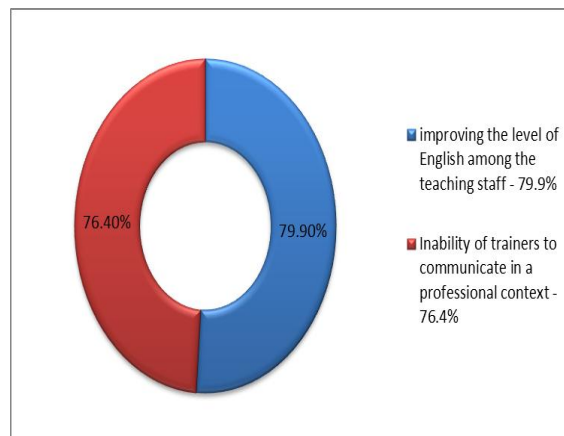


Figure 4 Questionnaire of teachers on the questionnaire "Implementing CLIL technology in a polylingual learning environment"

The analysis of respondents' answers makes it possible to clarify the real situation created in the last six years after the introduction of CLIL technology in the Republic of Kazakhstan: the ability to communicate in a foreign language in a professional context becomes, after all, a priority. However, trainees do not have the opportunity to communicate in a professional context, as there is no language environment in the country.

Advantages of CLIL technology implementation in the conditions of polylingual education for teachers and students (using the results of the questionnaire survey of the graduates of polylingual groups studying in the natural science and humanitarian directions):

Advantages of CLIL technology, as defined by the teaching staff and teachers	Advantages of CLIL technology as defined by the trainees
second language skills	adapting to changes in the English language learning process
educational technology improvement	vocabulary replenishment and specific language constructions
discourse improvement	vocabulary expansion, terminology apparatus for the chosen profession
use of various forms and methods of presentation of educational material and organization of learning activities	an opportunity to learn and understand the culture of the language being studied
constant creative research	student mainstreaming
teacher quality improvement	learning specific terms as we work on different topics
mastering theoretical and practical skills in four aspects of language learning: writing, listening, reading and speaking	vocabulary development with subject terminology

case studies	fitness for purpose
CLIL lessons work successfully in both polylingual and special language groups.	large volume of language material, full immersion in the natural language environment
Taking a communicative approach and using the Text from Text Model	connection between language and reality
Immersion of students in different cultures, development of intercultural skills	analyze and evaluate the information obtained using critical thinking
changing teaching tactics: the ability to give simple instructions during a lecture or seminar	mobility awareness (as with Europeans)
practical implementation of the methodological recommendations of CLIL implementation in the classroom	self-efficacy

The analysis of the above mentioned advantages of CLIL technology implementation in the conditions of polylingual education for teachers and trainees allows to note:

- in the current conditions of language policy pursued in the Republic of Kazakhstan, the socialization of the modern person (both teachers and students) in the interethnic and intercultural space is successfully implemented;
- knowledge of the second language is seen as one of the tools for expanding professional knowledge and opportunities;
- active use of new educational technologies in language teaching, including subject and language integrated teaching CLIL;
- the use of CLIL technology makes it possible to train not only specialists in certain professional fields, but also specialists who speak foreign languages.

In addition, the pilot studies conducted on the peculiarities of applying the subject-linguistic integrated teaching CLIL to non-linguistic students (science and humanities) allowed the researchers to note the dynamics of change in opinions on the issues of teaching methods and the degree of knowledge of English, both teachers and students at the beginning of work and after completing 4 years of undergraduate studies in a semi-linguistic group.

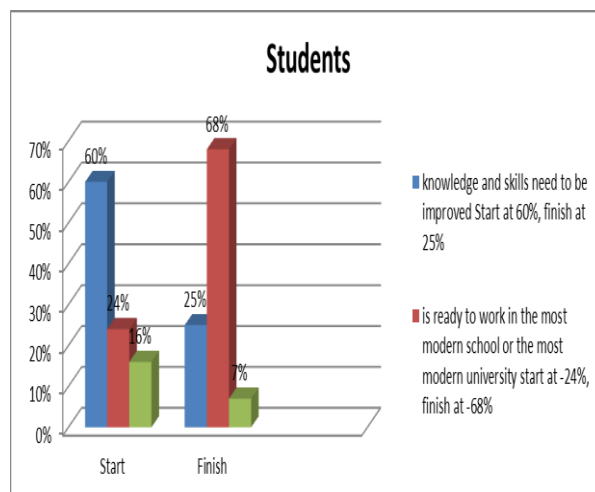
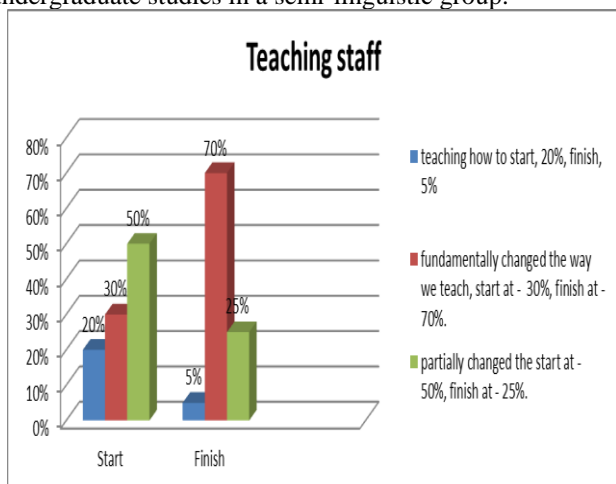


Figure 5 Comparative survey results of teachers and students on teaching methods and English language proficiency

A survey of teachers in general education schools and university vocational training institutions has identified a number of difficulties they face in implementing CLIL technology in a polylingual learning environment: 14,6% registered insufficiently developed theoretical and practical bases for the implementation of CLIL in the educational process; 2,2% pointed out the imperfection of some textbooks of English language; 3,4% noted the insufficient number of training sessions according to the educational program; 28,7% emphasized that the application of the method makes it difficult for the students to have different level of foreign language skills; 13,2% indicated the fact of increasing the educational load, which leads to the lack of time for the preparation of the presentation of the educational material and organization of the educational activity; 5,7% stated that the application of the method is not enough for the students.

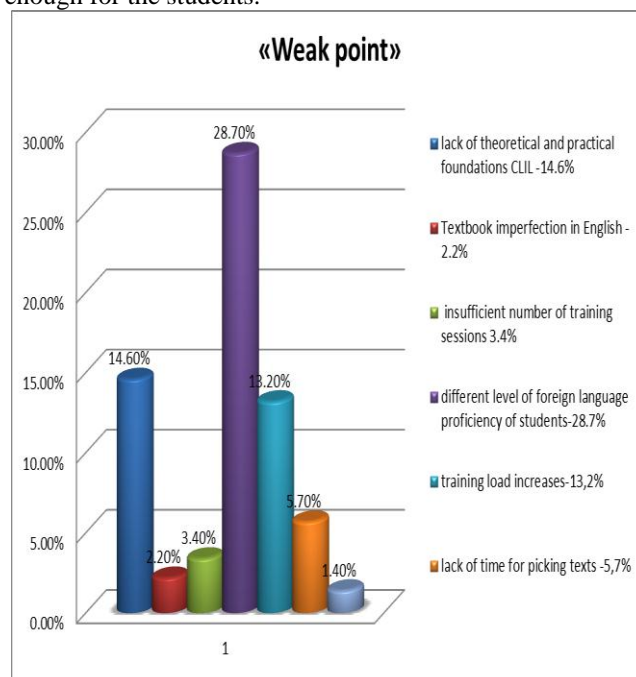
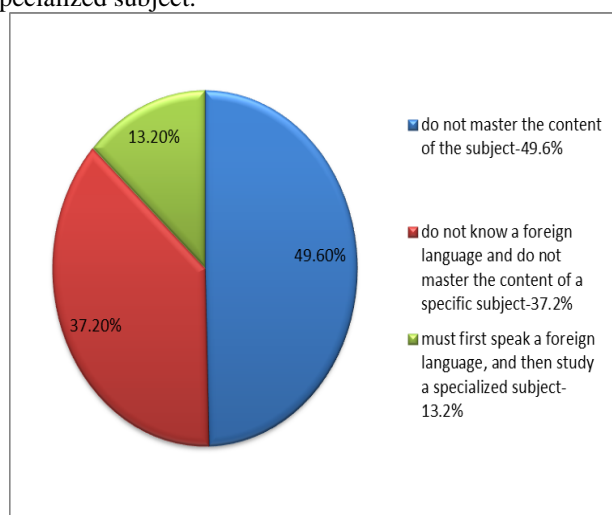


Figure 6 List of difficulties during implementation of CLIL technology in polylingual training conditions

Some other results of oral surveys conducted among teaching staff of universities and students studying in polylingual groups can be cited to confirm the existing difficulties. 49.6% of university professors believe that students learn a foreign language through the lightweight content of the subject; 37.2% of students have not mastered a foreign language and have not mastered the content of a specific subject; 13.2% of students should initially speak a foreign language professionally and then begin to study a specialized subject.



In Figure 7, the results of the survey The teacher to determine the difficulties in implementing CLIL in a polylingual learning environment

Among the above disadvantages, the authors refer to the still open issue of low English proficiency of subject teachers. In a survey of subject teachers, it was noted that the Classroom language content of the lesson is very limited. Language immersion is mainly up to 40% with 100% requirements. In addition, there is no indicator of "quality of knowledge", which reduces the qualitative reflexive component of both the learner and the teacher.

The teaching staff of Taraz State Pedagogical University, working in polylingual groups, in accordance with their professional specialization, actively develop and implement various approaches and models of CLIL, taking into account interdisciplinary interaction between teachers of different disciplines, as well as the level of language training of students.

Advantageous type of CLIL methodology

The current situation and the results obtained from the implementation of the Trilingualism Policy in Kazakhstan demonstrate that the majority of the teaching staff uses the CLIL method, which has two types: Soft CLIL and Hard CLIL. The Soft CLIL is a model that allows partial immersion in the language. This model is used when learning a foreign language. In the "soft" version of the CLIL model, learning is controlled by the language itself, and the entire curriculum of the discipline is focused on it. This model of Soft CLIL (or language-driven) is most suitable for use at the initial stage of non-linguistic disciplines.

At the initial stage of training, teachers used the following tasks: selecting keywords, searching for analogues of

Russian terms in the proposed text, filling in absences, making a diagram of links, creative tasks and other exercises.

"CLIL (hard) model is applicable for teachers of non-linguistic subjects, where teachers have a double goal: teaching the content of the subject itself and teaching the academic language.

A survey of teachers working in polylingual groups where professional subjects are taught in English showed that they prefer the CLIL (hard) model. When learning English, the soft CLIL model has the advantage.

In polylingual science and humanities education groups, teachers use both types of CLIL depending on the stage, duration and type of study. However, preference is given to the "soft" version of the CLIL model, as it allows for vocabulary and grammar work, which is necessary for students with poor language training.

84.7% of polylingual teachers stated that the Soft CLIL model is better used at the initial stage of acquaintance with students during training sessions in professional subjects, and then move to the Hard CLIL model. When teaching a foreign language, the same group of teachers (15.3%) prefers the Soft CLIL model.

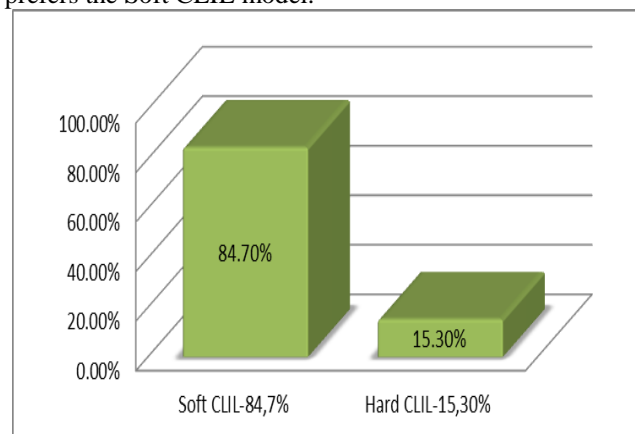


Figure 8 Results of CLIL models in the polylingual learning process

In conclusion, some conclusions can be drawn from surveys of respondents who believe that they have a range of questions on teacher training in the CLIL process:

32.1% of trainees need to explain the algorithm of activity in the classroom in the application of subject-linguistic integrated teaching;

44.9% of the information should be provided in English for the specialty studied. This may be text, video or audio material, as well as oral communication: conversation, dialogue, etc.;

3.4% of students should be explained the essence of this method in the application of subject-linguistic integrated learning;

18.3% of learners need to be provided with didactic materials, dictionaries, guidebooks, and diagrams that serve as visual support for effective learning activities;

1.3% of learners should be familiar with the outcomes of subject matter and language work.

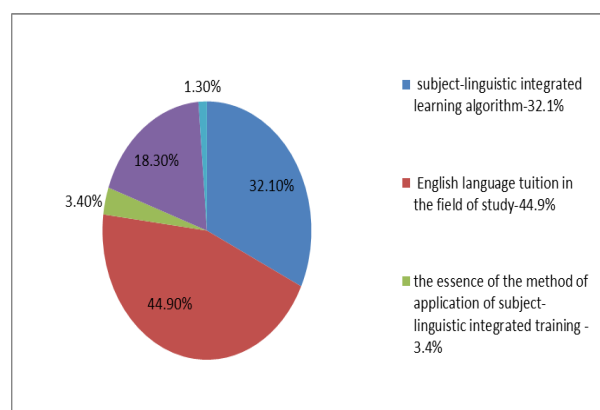


Figure 9 Training guidelines for trainees in the process of applying CLIL

Conclusion

Relevance of the conducted project on research of results of subject-linguistic integrated training on CLIL technology in the educational system of the Republic of Kazakhstan is determined by the increasing role of professional foreign language communication on the labor market.

In the course of the research it was revealed that in order to introduce and implement the CLIL subject and language integrated training in the educational system it is necessary for each educational institution to develop its own Concept on training specialists in a particular subject area in terms of polylingual education on the basis of achievements. During five years, Taraz State Pedagogical University of teaching staff has carried out a great work on:

- development of methodological recommendations for the implementation of the CLIL method in training sessions (lecture and practical sessions);

- collecting the results of theoretical mastery of CLIL Subject Linguistic Integrated Learning and practical application of the methodology in the learning process.

It is defined that the given technique used in higher educational institutions of the Republic of Kazakhstan, allows to prepare not only experts in certain professional areas, but also the experts owning foreign languages.

It is proved that application of subject-linguistic integrated training CLIL promotes effective socialization of the student's personality. Processes of globalization stimulate necessity of development of profile-oriented linguistic training and development of special language programs for mass training of students studying in polylingual groups.

An important aspect of this study is the organization of an effective project structure as a form of interaction between stakeholders.

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