

**Attending to Diversity and Inclusion through Content and Language Integrated
Learning (CLIL) in Kazakhstan: Teachers' Experiences and Practices in Diverse
CLIL Classrooms**

Alyona Em

Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in

Educational Leadership

Nazarbayev University Graduate School of Education

May, 2021

Word Count: 19,068

AUTHOR AGREEMENT

By signing and submitting this license, I, Alyona Em (the author or copyright owner), grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

A handwritten signature in blue ink, appearing to read 'Alyona Em', is written over a horizontal line.

Author's signature: *Alyona Em*

Date: May 2, 2021

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed:

A handwritten signature in blue ink, appearing to read 'S. Lopez'.

Date: May 2, 2021

Ethics Approval

53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan
November 2020

Dear Alyona Em,

This letter now confirms that your research project entitled *Attending to Diversity and Inclusion through Content and Language Integrated Learning (CLIL) in Kazakhstan: Teachers' Experiences and Practices in Diverse CLIL Classrooms* has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University and UNICEF.

You may proceed with contacting your preferred research site (Atyrau, Almaty, Nur-Sultan, Kyzylorda) and commencing your participant recruitment strategy.
Data collection procedures dates: December 2020 – January 2021

Yours sincerely,

Rita Kasa
Supervisor

On behalf of Zumrad Kataeva
Chair of the GSE Ethics Committee
Assistant Professor

Graduate School of Education
Nazarbayev University
Block C3, Room 5006
Office: +7 (7172) 70 9371
Mobile: +7 777 1929961
email: zumrad.kataeva@nu.edu.kz

CITI Training Certificate



Completion Date 13-Jul-2020
Expiration Date 13-Jul-2023
Record ID 36611198

This is to certify that:

Alyona Em

Has completed the following CITI Program course:

**Students conducting no more than minimal risk
research
Students - Class projects
1 - Basic Course**

(Curriculum Group)

(Course Learner Group)

(Stage)

Not valid for renewal of certification
through CME. Do not use for
TransCelerate mutual recognition
(see Completion Report).

Under requirements set by:

Nazarbayev University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w0b2f1f60-9268-4efc-b523-29f5fbb953a3-36611198

Acknowledgment

I would like to express my sincere gratitude to the whole NU GSE community for the provided opportunities to gain quality knowledge and increase my academic skills, always ready to help and support my two-year journey as a student of the Educational Leadership program.

First of all, a great “Thank you!” to my research supervisor Rita Kaša. Rita has guided my debut as a researcher and has been a knowledgeable and inspiring adviser. I highly appreciate the thesis writing process under the supervision of such a strong professor.

Secondly, I am extremely grateful to my program courses instructors for their passionate, engaging, and helpful learning sessions. I enjoyed every minute of my study, challenged my mindset and skills, and this consequently helped me to shape a better version of myself.

I would also like to thank my family, my grandparents, parents, and siblings for all the support and motivation they always give me. My sister Svetlana has been my guide in being a part of the NU community. Thank you for those exciting adventures he had as NU students. Furthermore, I am thankful to my future husband, Ruslan, whose help, daily support, and care have brought me to this very moment.

This journey, this important milestone in my life, has affected me in many positive ways in personal and professional settings. I will always value the time I spent within the walls of Nazarbayev University!

Alyona Em

Abstract

Attending to Diversity and Inclusion through Content and Language Integrated Learning (CLIL) in Kazakhstan: Teachers' Experiences and Practices in Diverse CLIL Classrooms

Since the CLIL programs were implemented in Kazakhstani mainstream schools and more and more students are engaged into foreign language acquisition through subject content learning, it becomes crucial to cater to the diversity of learners. A closer glance at the CLIL classrooms practices in Kazakhstan demonstrates the unpreparedness of the education system and teachers to accommodate the inclusive alternatives for diverse educational needs of students and the need to operate foreign language fluently. The purpose of this paper is to build a better understanding of what kind of pedagogical support is required in order to provide Kazakhstani students with appropriate and effective instruction in diverse CLIL classrooms. The study focuses on Kazakhstani teachers' practices and experiences in teaching CLIL programs in inclusive settings. Semi-structured interviews were conducted with 10 CLIL teachers from different schools in Kazakhstan. The study revealed that not all teachers receive the appropriate training in CLIL and its strategies to address all students' needs; the notion of inclusive education is not fully understood. Furthermore, the CLIL curriculum should undergo transformations, taking into account different learning styles and individual peculiarities of students, and a better methodological base for teachers should be developed. The findings also demonstrated that the switch to distance learning during the COVID-19 pandemic led to the minimization, or sometimes elimination, of the linguistic aspect from CLIL subjects, and the segregation of special educational needs (SEN) students increased. The insight into the daily teachers' practices might be useful for policymakers and practitioners in improving CLIL programs with approximations to inclusive education. Since the study findings demonstrate the

relevance of the research topic, it is important to investigate the phenomenon of the inclusiveness of CLIL further.

Аннотация

Внимание к инклюзии через предметно-языковое интегрированное обучение (CLIL) в Казахстане: опыт и практика преподавателей в инклюзивных CLIL-классах

Поскольку программы CLIL были внедрены в общеобразовательных школах Казахстана, и все больше и больше учащихся оказываются вовлечены в изучение иностранного языка посредством изучения предметного содержания, становится критически важным удовлетворить разнообразие учащихся. Более пристальный взгляд на практику CLIL в казахстанских классах демонстрирует неготовность образовательной системы и учителей к приспособлению инклюзивных альтернатив для разнообразных образовательных потребностей учащихся и необходимости свободного владения иностранным языком. Целью данного исследования является достижение лучшего понимания того, какая педагогическая поддержка требуется, чтобы обеспечить казахстанским ученикам надлежащее и эффективное обучение в инклюзивных классах CLIL. Основное внимание в исследовании уделяется практике и опыту казахстанских учителей в преподавании программ CLIL в инклюзивной среде. Полуструктурированные интервью были проведены с десятью учителями CLIL из разных школ Казахстана. Исследование показало, что не все учителя проходят соответствующую подготовку по CLIL и ее стратегиям, направленным на удовлетворение потребностей всех учащихся; понятие инклюзивного образования до конца не изучено. Кроме того, учебная программа CLIL должна претерпеть изменения с учетом различных стилей обучения и индивидуальных особенностей учащихся, а также лучшая методологическая база для учителей должна быть разработана. Полученные данные также продемонстрировали, что переход на дистанционное обучение во время пандемии COVID-19 привел к минимизации, и

иногда к устранению, лингвистического аспекта из предметов CLIL, а сегрегация студентов с особыми образовательными потребностями увеличилась. Понимание повседневной практики учителей может быть полезным для политиков и практиков в улучшении программ CLIL с приближением к инклюзивному образованию.

Поскольку результаты исследования демонстрируют актуальность темы исследования, важно продолжить изучение феномена инклюзивности CLIL.

Аңдатпа

Қазақстандағы мазмұны мен тілді кіріктірілген оқыту (CLIL) арқылы инклюзияға қатысу: инклюзивті CLIL сыныптарындағы мұғалімдердің тәжірибесі мен практикасы

Мазмұны мен тілді кіріктірілген оқыту бағдарламалары қазақстандық жалпы білім беретін мектептерде жүзеге асырылғандықтан және пәндік мазмұнды үйрену арқылы шетел тілін меңгеруге қатысатын оқушылардың саны көбейіп, оқушылардың әртүрлілігін ескеру өте маңызды. Қазақстандағы CLIL сыныптарының практикасына мұқият қарау, білім беру жүйесі мен мұғалімдер оқушылардың әртүрлі білім беру қажеттіліктері және шет тілін еркін меңгеру қажеттілігі үшін инклюзивті баламаларды қабылдауға дайын еместігін көрсетеді. Бұл зерттеудің мақсаты - қазақстандық оқушыларға инклюзивті CLIL сыныптарында сәйкес және тиімді оқуды қамтамасыз ету үшін қандай педагогикалық қолдау қажет екенін жақсы түсінуге қол жеткізу. Зерттеу барысында қазақстандық мұғалімдердің инклюзивті жағдайда CLIL бағдарламаларын оқыту практикасы мен тәжірибесіне назар аударылады. Қазақстанның әр түрлі мектептерінен он CLIL мұғалімімен жартылай құрылымды сұхбаттар өткізілді. Зерттеу барысында мұғалімдердің барлығы CLIL және оның барлық студенттердің қажеттіліктерін шешудің стратегиялары бойынша тиісті дайындықтан өтпегендері анықталды; инклюзивті білім беру ұғымы толық түсінілмеген. Сонымен қатар, CLIL оқу бағдарламасы әр түрлі оқу стильдері мен оқушылардың жеке ерекшеліктерін ескере отырып, өзгеріске ұшырауы және мұғалімдер үшін жақсы әдістемелік база жасалуы керек. COVID-19 пандемиясы кезінде қашықтықтан оқытуға көшу, CLIL пәндерінен лингвистикалық аспектіні минимизациялауға немесе кейде алып тастауға әкеліп және арнайы білім беру қажеттіліктері студенттерінің бөлінуі күшейгендігін зерттеу кезінде көрсетілді.

Мұғалімдердің күнделікті тәжірибелерін түсіну, саясаткерлер мен практиктер үшін CLIL бағдарламаларын инклюзивтік білім беруге жақындата отырып жетілдіруге пайдалы болуы мүмкін. Зерттеу нәтижелері зерттеу тақырыбының өзектілігін көрсететіндіктен, CLIL программасына инклюзия құбылысын әрі қарай зерттеу маңызды.

Table of Contents

Chapter 1. Introduction	1
Chapter 2. Literature Review	8
Introduction.....	8
Content and Language Integrated Learning (CLIL).....	8
Understanding Diversity in the CLIL Classroom	9
Focus on Diversity in Previous CLIL Research.....	10
Inclusive Practices in CLIL Classrooms	12
CLIL and Culture	15
Why CLIL? The implementation of CLIL in Kazakhstan	16
CLIL Challenges in Kazakhstani Classrooms.....	18
Inclusive Education Policy in Kazakhstan and its Limitations.....	19
The Kazakhstani Case of COVID-19 Pandemic. Online Education as the Safe Analog of Learning.....	22
Chapter 3. Methodology.....	25
Introduction.....	25
Research Design.....	25
Research Participants.....	26
Data Collection Instruments	28
Data Collection Procedures	29
Data Analysis	30
Chapter 4. Findings.....	32
Introduction.....	32
CLIL Teachers' Training.....	32
Perceived Challenges in CLIL	34
Teachers' Challenges	34
Students' Challenges.....	36
Teachers' Experiences of Diversity and Inclusion.....	38
Teachers' Practices in Scaffolding Students' Learning.....	41
Experiences in the Online Learning Environment	43
Challenges of Teaching/Learning in Online CLIL Classrooms	44
Perceived Benefits of the Online Educational Format.....	47
Teachers' Suggestions and Recommendations for Improvements in CLIL Policy to Address the Diversity of Students.....	48

An Overview of Major Findings on Experiences of the Mainstream School CLIL Teachers Teaching Diverse 6-12-grade Students in Kazakhstan.....	50
CLIL Teachers' Training	50
Perceived Challenges in CLIL.....	51
Teachers' Experiences of Diversity and Inclusion	51
Teachers' Practices in Scaffolding Students' Learning	51
Experiences in the Online Learning Environment.....	51
Teachers' Suggestions and Recommendations for Improvements in CLIL Policy to Address the Diversity of Students	52
Chapter 5. Discussion	53
Introduction.....	53
RQ 1. How do CLIL teachers in mainstream classrooms recognize diversity?	53
RQ 2. What challenges do teachers face while teaching in a CLIL classroom in Kazakhstani schools?.....	55
RQ 3. What practices do teachers consider to be successful in accommodating diversity in a CLIL classroom?	58
RQ 4. What special educational needs should be taken into consideration in CLIL programs to make it effective and responsive to students' diverse needs?	60
RQ 5. How did the online educational format influence CLIL teaching in diverse classrooms?.....	62
Chapter 6. Conclusion.....	66
Inclusive Education in CLIL Programs: Experiences of Teachers in Kazakhstan	66
Research-based Recommendations for Advancing Inclusive Teaching in CLIL Programs	67
Limitations of the Current Research and a Way Forward	68
References	70
Appendix A	85
Appendix B.....	93

List of Tables

Table 1 <i>Participants of the Study</i>	28
Table 2 <i>Duration of the Participants' CLIL Training</i>	32
Table 3 <i>Number of SEN Students Taught by the Participants in CLIL Classrooms</i>	38
Table 4 <i>Themes and Sub-themes of the Findings of the Study</i>	50

List of Figures

Figure 1 <i>The 4Cs Framework of CLIL</i>	16
---	----

Chapter 1. Introduction

In the 21st century, the world is more interconnected than ever and the globalization has become a core dictum of social sciences and countries' policies. In the current realm of the globalization process, the cross-border flow of cultures and languages has aroused a lot of challenges, including the need to acquire foreign languages and, consequently, support students who arrive in classrooms with little or no knowledge of a language (Edwards, 2008; 2009). Being at the stage of active economic development, the Republic of Kazakhstan welcomed the process of globalization by introducing a series of significant changes in its educational system.

Kazakhstan is a multi-ethnic society. According to the statistics, 68% of the population is Kazakh and approximately 32% are representatives of other ethnic groups; 64.4% speak Kazakh as their native language, about 75% are fluent in Russian while 1,7% speak other languages (stat.gov.kz, 2020). In the situation of Kazakh-Russian bilingualism in the country, the implementation of the English language from the first school year and a focus on the development of all three language skills aims to form a trilingual society (Nazarbayev, 2004).

An ambitious future development plan of the Republic of Kazakhstan implies changes in the traditional pedagogical strategies (Vázquez, 2018). The initiatives that have been proposed by the First President of Kazakhstan, Nazarbayev Nursultan, in 2004, implied the development of multilingualism in education at a national level. In 2010, the announced *State Programme for the Development of Education in the Republic of Kazakhstan for 2011-2020* introduced the integrated development of multilingual education (MoES, 2010). The following year the *State Program on Language Functioning and Development for 2011-2012* (Nazarbayev, 2011) was announced. According to these programs, by 2020, about 95% of the Kazakhstani population was expected to be proficient

in Kazakh; approximately 90% were expected to communicate freely in Russian, and about 20% were supposed to be able to speak English fluently. The growth in the multilingual population's share, who master at least three languages (Kazakh, Russian, and English), was expected to constitute about 12% by the year 2017; and reach 15% by 2020 (Nazarbayev, 2011). "The Trinity of Languages" initiative has been the main priority and a strategically important task in the development of the educational sector (Nazarbaev, 2012).

To achieve the aforementioned policy goals, the academic year 2013-2014 was the time when the first Content and Language Integrated Learning (CLIL) programs were implemented at about 35 Kazakhstani schools. In accordance with the reform, the teaching process was expected to be in Kazakh, Russian and English. Kazakhstan has become the first country in Central Asia that introduced CLIL in its national educational curriculum in the context of trilingual education (Nazarbayev Intellectual Schools [NIS], 2013; Ministry of Education and Science [MoES], 2014).

Originally, the acronym of CLIL appeared in 1994 at the Finnish University of Jyväskylä. David Marsh, who was working there in the area of multilingualism in education, presented it as a concept of teaching a subject through a foreign language (Hanesová, 2015). The term appeared in the result of a growing "European need" (Marsh, 2002, p. 11) in political and economic contexts. The mobility of people across the EU caused the necessity to operate in more than one language (Marsh, 2002). Another driver was to transform and adapt the existing educational approaches with the use of a foreign language to achieve a high level of linguistic competence among a wider range of students (Hanesová, 2015).

Initially, the CLIL concept consisted of two core elements: linguistic and non-linguistic matters, or content. However, the recent multi-disciplinary studies of the

phenomenon emphasized another important focus. Student's learning abilities and strategies, as well as diverse thinking and personality, are the factors which constitute an important branch of the CLIL approach (Coyle et al., 2010; Mehisto et al., 2008).

Moving towards the integration of language and content teaching in Kazakhstan was explained by the demands of L2 (Russian) and L3 (English) (Karabassova, 2018). The special programs were designed where language teachers and content teachers collaborate to make students learn content through a foreign language and, on the other hand, to support foreign language learning through content. In a pilot mode, subjects, such as mathematics and natural sciences were taught in English. English as a foreign language was supposed to be introduced from Grade 1 (Yeskeldiyeva & Tazhibayeva, 2015).

Since the CLIL programs were implemented and more students are engaged into foreign language acquisition through subject content learning, it has become crucial to cater to the diversity of learners. Diversity, in a broad sense, is based on differences. It "refers to dissimilarities in traits, qualities, characteristics, beliefs, values, and mannerisms present in self and others" (Sheets, 2009, p. 14). Many researchers defined CLIL as social inclusion and as an egalitarianism agent as it provides a larger range of students with opportunities for language enhancement. Marsh (2002) mentioned that the CLIL approach is the "open doors to learners" in linguistic terms (p. 10). However, a closer glance at the CLIL classroom practices demonstrates a completely opposite reality. According to Durán-Martínez and Beltrán-Llavador (2016), the educational systems and teachers are not fully prepared to "cater for inclusive alternatives for special education needs (SEN) children and the need to become fully confident and proficient in their use of English" (p. 88). The mixture of students' backgrounds, such as nationality, ethnicity, language, ability, and other characteristics are sometimes a factor which leads to the exclusion of individuals whose language skills are inferior to the majority of their peers, or otherwise, those who

over-perform. Attention should be drawn to diversity in CLIL programs and the adaptation of the programs should be considered due to the increasing speed of socio-economic changes occurring within Kazakhstani society and in the world. Thus, the strong link between the success of the multilingual policy in Kazakhstan and inclusive education should not be neglected.

With the ratification of the inclusive education policy initiated by the UN Convention on the Rights of Persons with Disabilities in 2008, the Republic of Kazakhstan started a process of desegregation in mainstream schools which allowed the wide range of students of different backgrounds and students with special educational needs (SEN) access the education in a regular classroom (Kusmangaliyeva et al., 2009). The SEN in education are needs “requiring provision which is additional to, and different from, provision on average available in mainstream schools” (Warnock, 2010, p. 1). Students with SEN are understood to be students whose format of upbringing and lifestyle differs from the established state standards (UNESCO, 2005). Ainscow (2002) and Mittler (2012) define a SEN student as a student who experiences difficulties in learning. It means that not only individuals with physical disabilities, but also those having, mental and psychological disorders; representatives of other cultural, religious, language, and marginal groups; gifted and underachieving students are also included in this category (Ainscow et al., 2013). The statistical data in Kazakhstan in 2015 revealed that about 2.8% of Kazakhstani children under 18 years old (141,952 children) had developmental issues and required additional educational facilities (MoES & National Academy for Education, 2015).

Since 1994, the UNESCO has been supporting global inclusion in schools as the most effective approach to eliminate discrimination towards SEN students. However, legislation reflecting the inclusive policies have evolved to focus on equity and equal

access to quality education for all students, to respect otherness and to challenge exclusion (UNESCO, 2008). In educational terms, inclusion is a “whole-school concern and it works to align special education with general education in a manner that most effectively and efficiently imparts quality education to all students” (Grima-Farrell et al., 2011, p. 118).

As a consequence of the inclusive policy implementation, due to the diverse demographic composition of Kazakhstani people, the educational system developments in terms of special educational needs and CLIL programs are of great importance (Yeskeldiyeva & Tazhibayeva, 2015). According to Shegenova (2016), all participants of CLIL programs experience linguistic difficulties. These issues lead to low levels of material comprehension of the students and, as a result, low participation in the learning process. Another study by Zhetpisbayeva et al. (2018), revealed that teachers experience problems with the assessment of the students’ abilities and lack of the methodological resources.

Although there are plenty of substantial studies on the implementation of CLIL and its challenges in a Kazakhstani context, research in the area of how content subjects are being taught in response to the heterogeneity of school classrooms is scarce. There is still a huge gap in the world and especially in Kazakhstani research on what types of special needs should be taken into consideration in the CLIL classroom to ensure the equal access to knowledge.

To fill this gap, the purpose of this paper is to build a better understanding of what kind of pedagogical support is required in order to provide Kazakhstani students with appropriate and effective instruction in diverse CLIL classrooms by analyzing to what extent CLIL policy accommodate the diversity of students in schools offering CLIL programs in Kazakhstan.

The research question to be addressed is the following:

What are the classroom experiences of the mainstream school CLIL teachers teaching diverse 6-12 grade students in Kazakhstan?

To guide the study and achieve the research aim, five sub-questions were formulated:

1. How do CLIL teachers in mainstream classrooms recognize diversity?
2. What challenges do teachers face while teaching in a CLIL classroom in Kazakhstani schools?
3. What practices do teachers consider to be successful in accommodating diversity in a CLIL classroom?
4. What special educational needs should be taken into consideration in CLIL programs to make it effective and responsive to students' diverse needs?

Furthermore, as the study has been conducted in extraordinary conditions of the COVID-19 pandemic, and the educational process has been carried out in online format, the researcher asks:

5. How did the online educational format influence CLIL teaching in diverse classrooms?

The relevance of this study is that the exploration of teachers' experiences and practices provides an insight into the Kazakhstani contexts of CLIL teaching and inclusive education within language acquisition process. This information is valuable for developing an effective curriculum for "inclusive" CLIL programs, taking into account the difficulties that teachers and students face during the educational process. Teachers' voices and, as a result, unveiling the key factors taking place in foreign language acquisition of Kazakhstani people, will ensure a better quality of teaching service in CLIL setting. It might result in the improvement of the capacity building of the nation as it nurtures the generation speaking at least two languages. Moreover, the study of the implementation of

CLIL practices in the inclusive setting is still in its infancy, not only in Kazakhstan, but also in the whole world. Therefore, this research aims to advance the general knowledge of this phenomenon and to contribute to the future development and improvement in this area.

The present thesis consists of six chapters. The current chapter provided a brief overview of the background of the study, identified the problem, presented the purpose, revealed the research questions and illustrated the relevance of the research. The following literature review chapter analyzes the existing relevant literature on the concepts of CLIL and inclusive education internationally and within Kazakhstan. The rationales and description of the methods used for the data collection are presented in the methodology part of the thesis. The results and findings are further reported in the findings chapter. The subsequent discussion chapter attempts to interpret the major findings of the study based on the literature on the key concepts of the research. The conclusion chapter summarizes the milestones of the study and suggests recommendations for policymakers and practitioners for the further development of CLIL in order to meet the diverse students' needs. The limitations of the current study are discussed and future areas of research are also proposed in the final chapter.

Chapter 2. Literature Review

Introduction

The present study attempts to explore what the teachers' practices and experiences of teaching CLIL in diverse classrooms are and understand what approximations to inclusion should be made in CLIL programs to address all students' educational needs. The current section aims to present the analysis of the relevant literature on the existing topic. Namely, the chapter discusses the key concepts of the study as well as the previous research on the attention to the diversity of students in the context of CLIL globally and in the Kazakhstani context.

Content and Language Integrated Learning (CLIL)

In the mid-1990s, the European Network of Administrators, Researchers and Practitioners (EUROCLIC) adopted the "CLIL" term for the notion of teaching content through language and teaching language through content (Coyle, 2007). According to March (2002), the CLIL program includes the activity when "a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role" (p. 58). He also suggests that this approach links together intercultural subject-matter knowledge and diverse linguistic backgrounds. Van de Craen (2007) describes this concept as a meaning-focused learning method, and Gajo (2007) identifies CLIL as a term used to talk about bilingual or multilingual education situations.

Although the appearance of the term "CLIL" could be related to 1994, it is not a new concept. Several researchers trace its history from the Akkadians, who acquired the local language of the invaded Sumerians' territory by educating their own people in the Sumerian language 5,000 ago (Hanesová, 2015). According to Hanesová, bilingualism, or sometimes plurilingualism, was considered to be a survival method throughout the

following centuries. At the end of the 19th century, wealthy European families practiced home education instructing students in a foreign language, as the density of countries and cultures on the continent resulted in constant contact and mobility across Europe. This phenomenon was called the “European need” (Marsh, 2002).

The first appearance of educational programs of such sort is dated back to 1965 when a Canadian English-speaking family attempted to establish a kindergarten curriculum of a new approach for their children (Baker, 2017). According to Baker (2017), this desire was explained by the capability of the approach to provide the learners with an equal opportunity to: become proficient in speaking and writing in French; maintain a satisfactory level of academic achievement in all subjects, including English; respect the traditions and culture of both French-speaking and English-speaking population of Canada. Normally, as students have mastered the basics of their mother tongue literacy, the approach could be implemented. The curriculum was later developed and introduced in Canadian schools under the term “immersion education” or “bilingual education” (Baker, 2017). By the end of the 20th century, such immersion programs had spread all over the world, and in 2005, Marsh defined CLIL as a general “umbrella” term, which embraces the diversity of students’ backgrounds in content and language-focused education (Kovács, 2014).

Understanding Diversity in the CLIL Classroom

Human diversity has become an important focus in education since the demographic composition of classrooms, including socio-economic, cultural, and linguistic factors, started changing dramatically. Diversity in human society is built on respect for individual differences such as experience, knowledge, ideas and attitudes, as well as an individual mindset and the way of thinking. Diversity in educational terms implies series of

attempts to respond to these individual educational needs and underpins the concept of Inclusive Education (Banks, 2012).

Following the 1948 Universal Declaration of Human Rights, the right of all children to receive education started the “Education for All” movement, which led to the establishment of inclusive education as a legal right for everyone (Stubbs, 2008). Given the situation of bilingualism or multilingualism in the educational contexts of some countries, several principles should have been applied to ensure equal rights for students to basic learning (UNESCO, 1994). According to UNESCO (1994), the principle of inclusion focuses on involving all students, irrespective of their background and physical and mental abilities, into the regular educational process with appropriate support in linguistic and content learning. Another crucial idea that goes along with the principle of integration and inclusion is the principle of attending to diversity. Focusing on the students’ population who are jeopardized to marginalization and social exclusion, any education system, including plurilingual one, should be transformed to ensure that no student is left behind (Ainscow, 2001). Scaffolding learning is one of the key factors in determining the success in academic achievement both in linguistic and subject content terms. In this relation, Gardner (1993) suggested the principle of multiple intelligences, according to which, different people have different learning styles and strategies, different learning methods, and different motivations.

Focus on Diversity in Previous CLIL Research

Plenty of earlier studies of the issue of inclusion within CLIL policy come from Spanish specialists as a result of the evolution of inclusive education and bilingualism in the country. The idea of special education was mentioned in Spain in 1970, where it was defined as a regular parallel education system. With the introduction of CLIL programs, different laws were established to manage diverse students’ needs where some strategic

guidance plans for bilingual education were approved. Benito (2014), in her book “On the use of CLIL at Inclusive Education”, claimed that with the global trend to integrate the whole population into bilingual/multilingual education, the unpreparedness and ineffectiveness of the programs to meet and accommodate diversity could lead to a real danger of exclusion of people who are not competent in a foreign language. The previous works on the ways of catering diversity in CLIL programs presented that, despite the under-researched nature of this topic, some strategies for an appropriate classroom organization have been adopted. Araque and Barrio (2010) defined some positive adaptations such as grouping the students according to their linguistic or academic capacity level and adding the extra-curricular courses as educational compensation classes or repeating school years. However, Madrid (2018) mentions that even the policy strives to address the inclusivity within CLIL programs, there are teachers who do not apply any techniques to scaffold their students’ learning.

Another batch of research presented the opinions of main stakeholders on their involvement in inclusive CLIL practices. The key participants were teachers, students, and students’ parents. Interviews and questionnaires were used to collect data about their perceptions of the program management. The researchers Díaz and Requejo (2008) conducted a study in Madrid to monitor teachers’ desirability to include SEN students in bilingual programs. The results demonstrated that the root of the challenges in meeting diversity in CLIL classrooms is in the underdevelopment of materials and resources. The findings of the later survey by Fernández and Halbach (2011) supported the previous outcomes and mentioned the mixed-ability groups as another difficulty for teachers. The further study conducted in Europe highlighted the importance of the development of adequate methodological guidelines for teachers and appropriate teacher training courses to prepare them to diverse students’ needs (Pérez Cañado, 2016a, 2016b).

The recent research on variability in CLIL programs demonstrated a great heterogeneity of the CLIL classroom environment in terms of linguistic levels and socio-economic status (SES) of students. Rascón and Bretones (2018) found that students whose SES was higher showed better academic performance than those with lower socio-economic backgrounds. The findings of this study supported the outcomes of the previous quantitative one conducted by Anghel, Cabrales, and Carro (2016) in Madrid. They reported a significantly negative effect in students' achievements in Natural Science subjects within the bilingual program for children of less-educated parents.

Exploring teachers' experiences while teaching CLIL also provided some insight into the approximation of the program to diversity. According to the survey conducted by Pokrivcakova (2013) in Slovakia, the involvement of all learners was considered to be one of the "weaknesses of the CLIL" policy (p. 48). The reasons underpinning this conclusion were some teachers' practices that reflected that learning in a foreign language is more demanding, sometimes unsuitable, for vulnerable groups of learners and even "an absolute loss for socially weak learners" (Pokrivcakova, 2013, p. 87). These findings correspond to the data revealed from Díaz and Requejo's (2008) research, which presented that Spanish teachers do not support the inclusion of students who experience difficulties in learning and require special educational needs in CLIL classrooms. According to them, the needs of these categories of students are different from those of regular students and should be addressed before subjecting them to language learning.

Inclusive Practices in CLIL Classrooms

Based on data revealed from previous research on diversity in multilingual education classrooms, some European institutions have made several approximations to inclusion while teaching CLIL programs. The basic actions to facilitate attention to diversity involve the formation of smaller flexible groups. These incentives were justified

by Muntaner (2014) as the opportunity to avoid segregation of the vulnerable population by achieving a high level of collaboration between students, which will ensure linguistic development of all students. Ainscow (2001) and Sánchez (2009) suggest policymakers design a special valid-for-all curriculum applying principles that support the students' uniqueness and scaffold their learning. This is crucial in CLIL programs as students' linguistic and non-linguistic abilities differ. Booth and Ainscow's (2002) "Index of Inclusion" encourages policymakers to work in three dimensions to promote inclusion in various educational settings. These dimensions are producing inclusive policies, creating inclusive practices, and developing inclusive cultures. Another practical suggestion was made by Leon et al. (2016), who highlighted the necessity to motivate students and encourage their enthusiasm in collaborative learning by offering some extra-curricular activities such as interest clubs and support class meetings in foreign languages.

The role of parental involvement proved to be essential in achieving desired success in the inclusive process implementation in regular schools. Gerber and Popp's research (1999) demonstrates the positive results of the collaboration between parents and teachers. The manifestations of a good impact of this practice were reflected in students' satisfaction, learning abilities, and self-esteem. The same findings were reported by Barrios (2010, as cited in Madrid & Pérez Cañado, 2018, p. 245) and later by Madrid and Julius (2017).

Regarding the teaching strategies, the principle of comprehensive input, which implies the use of various techniques and resources for comprehensive classroom instruction in a foreign language, is a statistically significant predictor of academic success (Wilson & Komba, 2012). Multiple recent studies revealed that students value when their teacher applies the message abundancy (when the same information is presented in a variety of ways) while explaining the material in a foreign language (Gibbons, 2015). The

use of information and communications technology (ICT) resources for teaching and learning was reported to show a positive effect on knowledge acquisition. Clear pronunciation, adapted language of instruction, appropriate volume and speed of speech satisfied students' educational needs in CLIL classrooms, especially of those who experienced difficulties with foreign language pronunciation (Madrid et al., 2019).

In the context of the CLIL program, creating an academic press for students depending on their individual level of material assimilation and further scaffolding their learning is essential. Academic press implies the establishment of cognitively challenging curricula with a focus on high expectations from all students depending on their individual performance (Cannata et al., 2017). "Academic press focuses on the extent to which school members, including teachers and students, experience a normative emphasis on academic success and conformity to specific standards of achievement" (McDill et al., 1986, p. 8). According to Murphy, Weil, Hallinger, and Mitman (1982), establishing academic press and ensuring student academic success by providing them with the necessary support, supervision, opportunities for student's responsibility and leadership will beneficially contribute to children's learning.

Very substantial work in the area of inclusive CLIL practices has been done by the Spanish author, who shed the light on the way how to implement CLIL as a tool for inclusive education. Benito Jiménez (2014) elaborated a methodological proposal in 2014 in her book "On the use of CLIL at Inclusive Education". Her proposal consists of 10 parts, which constitute three main steps. The first step is a prior organization of the policy implementation. At this stage, the policy is implemented at schools; however, the curriculum is poorly adapted to meet diversity, and the materials are mostly oriented at an average student. The understanding and attention to diversity are very general. The subsequent stage is drawing more attention to the heterogeneity of the classroom, initiating

the development of specific materials for correcting inequality and reducing segregation among students. Methodological training for teachers is organized. During the last stage, the SEN students are integrated into learning, and the previously developed program with all the amendments and improvements is probed in practice. The evaluation is then made, and the last-two-steps cycle is repeated. The biggest role in this cycle belongs to teachers due to their direct intervention in the process and interaction with the target population, i.e. students.

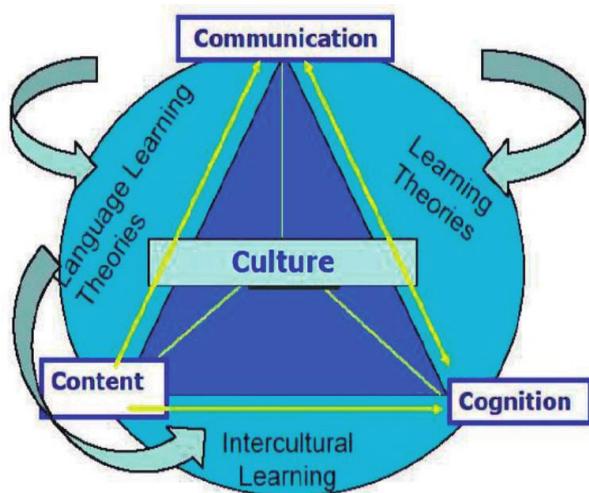
CLIL and Culture

The language and content of CLIL programs are very much dependent on the cultural context where the CLIL policy is implemented (Beardsmore, 1993). According to Coyle, Hood, and Marsh (2010), content in CLIL is far more than a traditional curriculum discipline as it depends on the learning institution environment, such as students' age, language and culture, social demands, etc. "The centrality of student experience and the importance of encouraging active student learning rather than a passive reception of knowledge" has been considered to be a crucial component of any educational program (Cummins, 2005, p. 108). Socio-constructivism in learning perceives a successful learning practice as an interactive, mediated, and student-led process. The connection between students and educators, supportive instructions, and relationships between peers is a must (Vygotsky, 1978). Thus, the CLIL program should be tailored according to the cultural and demographic aspects of a state.

In their book "CLIL: Content and Language Integrated Learning", Coyle, Hood, and Marsh (2010) present the 4Cs framework, which demonstrates the interrelationship between language (communication), content, cognition, and culture (see Figure 1).

Figure 1

The 4Cs Framework of CLIL



Note. From *Teacher Education and CLIL Methods and Tools* (p. 50), by D. Coyle, 2011, in unpublished seminar presented in Milan, Italy,

<http://www.cremi.it/public/documenti/seminar.pdf>.

According to this framework, a successful CLIL practice is when the engagement into the content and language acquisition process occurs through a cognitive interaction and communication, taking the awareness of self and “otherness” into consideration. This framework is perceived as a tool for designing CLIL programs with regard to the cultural features of a country in order to maximize its potential.

The teacher’s role in this process is vital as it “involves facilitating cognitive challenge within an individual’s ZPD. This involves the teacher in maintaining a balance between cognitive challenge for learners and appropriate and decreasing supports as learners in progress” (Coyle et al., 2010, as cited in Benito Jiménez, 2014, p. 24).

Why CLIL? The implementation of CLIL in Kazakhstan

Kazakhstan is the first Central Asian country, which introduced the CLIL programs in a trilingual setting. An ambitious three-languages-in-education policy implies the Kazakh, Russian and English languages to be the medium of instruction for different

subjects. One of the pioneers of CLIL pedagogy in Kazakhstan became Nazarbayev Intellectual Schools (NIS).

Based on the CLIL implementation in NIS, their experiences and practices are supposed to be delivered to mainstream schools in the country. This network of state-funded elite schools for gifted students was established in 2008 to operate as “agents of change” in the national education system structure (Shamshidinova et al., 2014). They also serve as an experimental platform for multilingual educational models and a testing ground for innovations (Nazarbayev, 2010). The nature of the NIS system in terms of inclusion is very controversial: it accepts giftedness in various forms regardless of the social background of a student; however, it does not admit any kinds of underachievement among them regardless of its cause.

The general attitude to the reform in the number of Kazakhstani schools is considered to be positive. In 2014, Zharkynbekova et al. (2014) conducted interviews with 100 Kazakh repatriates (oralman) and 70 school and university students from Nur-Sultan, Almaty, and Akmola region. According to their study, a greater part of participants was supportive of the introduction of trilingual education in Kazakhstan. The participants' answers indicated that they were in favor of English as a language of academic instruction in educational institutions as it contributed to economic growth and successful self-development. According to the results, Yeskeldiyeva and Tazhibayeva (2015) provided in their study, English is becoming more popular in the country. Since the scientific and technological breakthrough over the last few decades made the whole planet interconnected through the Internet, modern children, including Kazakhstani children, are the global citizens assuming the English language as the language of intercultural communication (Carter, 2013). The findings of Yeskeldiyeva and Tazhibayeva's (2015) survey show that about 63.7% of school and 67.6% of undergraduate students supported

the idea of the implementation of CLIL programs in English in the educational context.

Similar findings were presented by Zharkynbekova et al. (2014), who conducted a research to understand the role of multilingual education in the process of Kazakhstani identity formation.

CLIL Challenges in Kazakhstani Classrooms

The implementation of a multilingual education policy in Kazakhstan boosted the process of language learning. About 91% of informants in the research by Zharkynbekova et al. (2014) were positive about the further development of English in education and believed it would strengthen its position. Most of the participants stated that they were taking additional English courses, and many of them answered that they would like to improve their English language skills. Nevertheless, in reality, the proficiency of Kazakhstani students in English is still rather low. In Yeskeldiyeva and Tazhibayeva's (2015) study, the low level of English among undergraduates and secondary school students was due to the undeveloped material-technical base and weak qualification of teachers to teach in CLIL as well as the weak motivation of students to learn in CLIL. The MoES of the Republic of Kazakhstan is trying to change the situation for the better by developing professional development programs for teachers and new study sources such as online educational platforms, handbooks (MoES, 2010).

Another challenge that is associated with the necessity of language learning is that it caused a wave of anxiety among Kazakhstani students, as any language acquisition is an uneven process that depends on various factors (Aimin, 2013). Some language learners were described to have a "mental block" against learning English, which manifests itself in nervousness while speaking the target language or low understanding of principles of language grammar (Suleimenova, 2013, p. 1860).

Overall, there are some serious challenges the government must address to enable the good operation of polylingual education. However, the advantages polylingual education gives could be very beneficial to society as knowledge of several languages contributes to the formation of the competitive generation, which is able to function on the international level. It gives the multilingual individual the opportunity to speak English as the lingua franca to enable international communication and networking; it promotes Kazakh as the national language and Russian as a language of interethnic communication within the country.

Inclusive Education Policy in Kazakhstan and its Limitations

The idea of inclusive education emanates from the large-scale changes in the understanding of human rights, dignity, identity, as well as the mechanisms of cultural and social processes that determine the status (Mittler, 2012). In 2008, Kazakhstan became a member of the UN Convention on the Rights of Persons with Disabilities. One of the mandatory components of this membership was the inclusive education system reform. Inclusive education is defined as a “precondition for the development of equal opportunities for education and social inclusion” (Balli, 2016, p. 147). As was reported in the State Program for Education Development of the Republic of Kazakhstan for 2011-2020 (Nazarbayev, 2010), the proportion of schools that created conditions for inclusive education will have increased to a total of 70% by the year 2020. The program envisions all children the equality of their rights to access quality education, taking into consideration the intellectual development, psychophysiological characteristics, and unique personality of each individual.

The initial step of the implementation strategy was the integration of children with disabilities into the educational process as well as the development of an accessible environment for learning (Nazarbayev, 2011). Following the Decree of the President No.

160 (Nazarbayev, 2011), special education programs for the children with mental and physical impairments were introduced in 37 special Kazakhstani kindergartens and 101 special schools. More than 240 special groups and 1098 special classrooms were established in regular schools. The average number of 10,000 children gained an access to education by home schooling within the tailor-made program. In 2007, inclusive education was implemented in 241 schools with more than 6.6 thousand students with special needs studying in them (Zholtayeva et al., 2013). However, inclusive education in Kazakhstan is still facing numerous issues.

As the idea of inclusion is relatively new for Kazakhstan, the differences between the concepts of inclusion and integration are not fully understood. This can be observed in schools where the traditional educational programs and the system of academic assessment do not accommodate the diverse classroom environment, and teachers do not have enough knowledge and experience of how to deal with SEN students. Mainstream classrooms and special education classrooms mostly exist in parallel following separate curriculums (Denivarova & Abdresheva, 2015).

One of the most serious issues is the absence of an inclusive culture and practices. Society is not ready to accept inclusivity as it lacks awareness of what this concept actually means (Makoelle, 2020). The medical model, which differentiates students according to their physical and mental development, prevails in the country, and it is the main direction of the inclusive education policy in the country (Makoelle & Burmistrova, 2021). Another limitation is the lack of collaboration between school staff, which might result in marginalization and further exclusion of children with SEN (Booth, 2002). Ayubayeva (2018) conducted case studies in three Kazakhstani schools. The findings demonstrated that the work of teaching staff is detached from one another, i.e. there is a little assistance and a collaborative approach to the problem solving. More frequently, teachers continue

ignoring students who have challenges with learning instead of asking for assistance from their fellow teachers (Ayubayeva, 2018). Hence, teachers' commitments are one of the crucial aspects that affect their decision-making (Balli, 2016).

Another challenge is that society is highly convinced that we cannot expect much from those whose school grades are below the average. Schools are mainly focused on students with better academic performance, ignoring the diversity of individualities. Teachers tend to further demotivate children who underperform by judging and labeling them as well as comparing them to others (Frizen, 2018). This could be observed through the Unified National Testing (UNT), the school leaving complex testing exam which students take after the completion of the 11-year schooling in Kazakhstan (Winter et al., 2014). Secondary schools sometimes force underachieving students to leave after the ninth grade in order to secure a higher rank by the better average UNT score of students. (Ayubayeva, 2018). Training teachers not to label students according to their learning abilities and value each individual as capable of learning more is a substantial augmentation of the inclusive culture (Loreman et al., 2005). Again, there is a huge demand in educating Kazakhstani teachers in order to be adequately qualified to nurture a culture where all persons are equally valued.

As per the Kazakhstani situation with inclusion in the CLIL classrooms, it is possible to say that, generally, it undergoes the first step of the cycle described in Benito Jiménez's (2014) "On the use of CLIL at Inclusive Education" book. At this step, the CLIL policy is implemented with poor approximation to inclusion. Due to the lack of research in this direction in Kazakhstan, the full picture of the phenomenon is still unclear.

The Kazakhstani Case of COVID-19 Pandemic. Online Education as the Safe Analog of Learning

In the year of the research process, in 2020, the whole world was shaken by the unprecedented case of COVID-19 (coronavirus) disease outbreak, which resulted in the implementation of lockdowns in numerous countries (Koh, 2020). The pandemic was the greatest challenge the education systems of all countries have ever faced in the last 50 years. The traditional offline educational format was switched to online distance learning in a very short time. The remote teaching regime required some significant restructuring of curricula, assessment instruments, and teaching methods (Daniel, 2020). Burgess and Sievertsen (2020) call home schooling to be “not only a massive shock to parents’ productivity but also to children’s social life and learning” (p. 1).

The lockdown in Kazakhstan was implemented in March 2020, when the Kazakhstani school children were finishing their 3rd quarter of the 2019-2020 academic year. The fourth and the last quarter was held online. Overall, almost half of the Kazakhstan population was expected to enter the web environment to be able to participate actively in online learning (Dautova, 2020). The new format challenged all the participants of the educational process, and in particular, the CLIL program stakeholders.

The government launched TV lessons broadcasting to provide the school students with the educational service. Those educational sessions incorporated the use of L1 as the language of instruction; the CLIL programs were taught only at the school lesson time. The educators created the social media learning groups for effective delivering academic information to all students and assisting their language-content learning. Independent learning and parental involvement in the educational process became vital in the successful acquisition of knowledge by learners (Bokayev, Torebekova, Davletbayeva, et al., 2021).

The implemented mode of distance education caused a wave of criticism all around the world, as well as in Kazakhstan, due to the global shock. A new format of issues influencing the success and effectiveness of the schooling systems appeared. Ceased face-to-face instructions and transition to online schooling revealed multiple gaps on various levels of the education systems of countries (World Bank Group, 2020).

According to the study conducted by Bokayev, Torebekova, Abdykalikova, et al. (2021) on the policy gaps during the implementation of distance learning to counter the pandemic, the poor internet connection and service offered by Kazakhstani providers, and the lack of ICT resources in some homes significantly deteriorated the learning and the lesson participation. The reported cases were when a family with five school-aged kids has only one computer. Digital illiteracy and the novelty of the required methods of studying explained the low effectiveness of the educational process stakeholders via the Internet. As was previously reported by Fürstenberg and Kletzenbauer (2012) and Kao (2020), the switch to online CLIL learning resulted in the deterioration in the quality of acquired knowledge due to the unpreparedness of teachers to incorporate the necessary teaching methods online and students' low listening skills.

Poor housing conditions, such as the absence of a comfortable and quiet study place, the inability of some parents to guide their children's learning due to their level of education, foreign language, and work-load constituted another category of the online learning challenges in CLIL and in general. The impact of the peculiarities of students' individualities on their academic performance during the pandemic was crucial (Bokayev, Torebekova, Abdykalikova, et al., 2021; Bokayev, Torebekova, Davletbayeva, et al., 2021). Furthermore, Bokayev's research explored the parental perceptions of the online learning format in Kazakhstan. The findings revealed that the general parental level of satisfaction with the existing format of education was negative, however, some parents

denoted their positive attitude calling distance learning “better than nothing” (Bokayev, Torebekova, Davletbayeva, et al., 2021, p. 7).

To sum up, although different international studies have already laid the focus on diversity in CLIL, this topic remains under-researched in Kazakhstan. Given the situation of the active development of the country and numerous reforms in the educational area, in particular, CLIL and inclusive education, the necessity to investigate the influence they make from the inside becomes vital. Exploring teachers’ practices in order to understand what policymakers and practitioners have to take into account while designing and teaching CLIL programs will make the approximation to the education-for-all.

Chapter 3. Methodology

Introduction

The previous chapter presented the key concepts of the present study and focused on the previous research on inclusion in CLIL environments. The Methodology chapter describes the research design, data collection methods and analysis techniques applied in the present study. The Research site and sampling are described in the subsequent sections, followed by the data analysis and relevant ethical considerations within the investigation.

The purpose of this study is to explore the classroom experiences of the mainstream school CLIL teachers teaching diverse 6-12 grade students in Kazakhstan.

The sub-questions guiding the study are the following:

1. How do CLIL teachers in mainstream classrooms recognize diversity?
2. What challenges do teachers face while teaching in a CLIL classroom in Kazakhstani schools?
3. What practices do teachers consider to be successful in accommodating diversity in a CLIL classroom?
4. What special educational needs should be taken into consideration in CLIL programs to make it effective and responsive to students' diverse needs?
5. How did the online educational format influence CLIL teaching in diverse classrooms?

Research Design

The focus of the study on teachers' practices and experiences in teaching CLIL programs in inclusive settings, as well as the intent to gather in-depth insight on this research topic, justify the qualitative approach in this study (Creswell, 2014). The interview-based method of phenomenology was applied to explore the story behind the

phenomenon. According to Van Manen (2016), a phenomenological study allows the researcher to obtain a grasp of “the very nature” of the thing (p. 10), where the phenomenon investigated is teachers’ experiences. In regards to this, McNamara (n.d.) claimed that interviews are a useful tool to reveal the description of the interviewees’ experiences as the interviewer asks the participants to reflect back on their actions, behaviours, feelings, and attitudes.

The intent of this research is to explore and understand what experiences and challenges teachers encountered while participating in CLIL programs, and based on the teachers’ responses, propose recommendations for improvements in CLIL policy in order to make it more responsive to the diverse students’ needs. Creswell (2014) stated that phenomenological study does not only allow the researcher to describe the phenomenon but also to interpret it. Therefore, the possible explanations of the emerged data can be made. This develops an understanding of the studied issues and allows the researcher to present suggestions and recommendations for further research.

Research Participants

To investigate the research question, a total number of 10 CLIL teachers from different schools were interviewed during the data collection process. The schools are located in Atyrau, Kyzylorda and Nur-Sultan cities. The method of purposeful sampling was applied to select the participants. The first step of the recruitment process was the visit to the school’s principal in Atyrau and emails to the principals of two schools in Kyzylorda and two schools Nur-Sultan. The researcher introduced the topic of the study, research purpose and its relevance, as well as asked the principals to invite the CLIL teachers to participate in the study on the voluntary basis. Within two weeks, the principals provided the researcher with the list of emails of teachers who demonstrated the desire to take part in the interviews.

Participants were purposefully selected based on the existence of CLIL programs among the courses they teach. The rationale for the use of this method is based on the researcher's a-priori knowledge and understanding of the research topic as well as the assumption that the participants have similar working experience (Robinson, 2013). In the case of the present study, the researcher could obtain the relevant data from the CLIL teachers only. The rationale for the approach was that in the similar contexts of teaching CLIL in diverse classrooms in Kazakhstan, teachers might demonstrate different practices. According to Mason (2002), individuals belonging to a certain category may have different perceptions and attitudes to the phenomenon that are important due to their uniqueness, and, therefore, should be presented in the final sample. The eligibility criterion for the participation was the presence of the experience in teaching CLIL program in a secondary school in Kazakhstan.

One month later, after the recruitment of the participants for the interviews, an English native-speaking CLIL teacher from one of the contacted schools emailed the researcher. The teacher had heard about the study from a colleague and expressed their desire to participate in the study. Initially, the researcher was not sure if the data gained would be valid for the study, however, it was concluded to make a decision after the interview. Eventually, the obtained information was considered to be important as the experiences of this participant were quite similar and sometimes complementary to the experiences of the local teachers. This participant provided an interesting insight into the situation of inclusion in Kazakhstani CLIL classrooms from the perspective of a foreigner. As the participant does not have difficulties in their command of the English language, they still need to adapt the language of instruction to deliver the subject matter to all students.

The teachers constituting the research sample work in the fields of Chemistry, Biology, Physics, Information Technologies and Academic English, and educate students in 7-11th grades. The table below presents information about the research participants. Due to the ethical considerations of the study, the participants were coded by assigning the codes (P1 to P10). Therefore, these codes will be used in the subsequent chapters to protect the confidentiality and the interviewees' identities.

Table 1

Participants of the Study

Participant code	Discipline	Grades	Years in CLIL teaching
P1	Information Technology	11-12	3
P2	Physics	6-8	4
P3	Chemistry	9-10	1.5
P4	Chemistry	11-12	5
P5	Physics	11-12	6
P6	Chemistry	7-8	7 months
P7	Physics	9-10	1.5
P8	Biology	8-10	1
P9	Chemistry	9-12	5

Note. Created by the author

Data Collection Instruments

To collect the data, individual semi-structured interviews with the participants were conducted. The interviews consisted of 15 questions and the follow-up questions were asked to gain the extended and/or additional information on specific responses. The interview questions could be classified into two groups. The first group of questions constitutes the “introduction” part of the interview, ask the interviewees about their

demographic information. The main body of the study which aims at answering the research questions consists of the open-ended “core questions” (Creswell, 2014, p. 248) and constitutes the second group of questions.

As suggested by McNamara (n.d.), open-ended questions are important to ask as they allow the respondent to reflect on his or her experience. Being flexible with the interview questions and prepared to ask the follow-up ones helps to obtain the optimal responses and keep the participant focused on the topic (Creswell, 2014). A couple of questions for the interview guide in this research were borrowed from the freely available Benito Jiménez’s (2014) questionnaire for teachers used for the evaluation of the implementation of CLIL program in inclusive classrooms. These questions were adapted for the use in the context of Kazakhstan. They were “Do all students participate in the educational process during your lesson?” and “In your opinion, do you think that there is a good coordination between the school staff?” The interview protocol was piloted with the researcher’s colleague who teaches CLIL prior to the data collection process. Several corrections and amendments in the interview protocol were made based on the results of piloting the interview protocol.

Taking into account the epidemiological situation in the country due to COVID-19 pandemic at the time of the data collection process, physical personal meetings could bring health hazards to people, therefore the data gathering of the study was executed online via Zoom platform where the sessions were recorded. The permission for the recording was obtained from the participants at the beginning of the meeting.

Data Collection Procedures

After obtaining the Ethical Approval from the NUGSE Research Committee of Nazarbayev University, the participants were contacted and a convenient time for the introductory meetings between the researcher and the interviewee was arranged. During

the individual online meetings, the researcher explained to the participants the purpose of the study and highlighted that participation was voluntary. The researcher discussed the consent form, explained the relevant confidentiality and anonymity issues and the participant's rights. Once the participant had voluntarily with full consent agreed to participate in the study, a time for the interview was arranged. The participants received the links to the Zoom meetings to their emails 10 minutes before the arranged interview time.

During the initial meeting, permission to record the interview was obtained from the participants first. The purpose of the study and participant's rights were reviewed, and the researcher started the interview. In order to document the important responses, a researcher made notes, highlighting the relevant and useful findings throughout the data collection process.

Data Analysis

The interview recordings were subsequently transcribed into an MS Word document. All the names of individuals mentioned in the interview were replaced with the pseudonyms to ensure the anonymity and confidentiality of the study. The research presented a minimal risk of a confidentiality breach for participants. Thus, all the interview transcripts were kept in the encrypted files under different passwords for each participant on the researcher's personal computer.

While working with the interview transcripts and notes, the researcher analyzed the responses by reducing the gained data to significant statements or quotes. Statements were then combined into themes or categories according to the similarities and differences (Creswell, 2007). A textual description of the experiences of the CLIL teachers to convey the essence of their experiences of the phenomenon was presented. In order to "make

sense” (Turner III, 2010, p. 759) of the data collected, the findings are discussed in the subsequent chapter.

Chapter 4. Findings

Introduction

The present chapter describes the findings revealed from the semi-structured interviews with CLIL teachers. The data will be presented under the main themes, which are: CLIL teachers' training to teach in diverse classrooms, perceived teachers' and students' challenges in CLIL program participation, teachers' perception of diversity and inclusion, teachers' practices in scaffolding their students' learning, experiences in the online learning environment, and teachers' suggestions and recommendations for further improvements in adapting CLIL policy to the diversity of students.

CLIL Teachers' Training

Based on the interviewees' responses, nine out of 10 teachers have professional experience in teaching CLIL subjects of no more than five years. With the implementation of the CLIL programs into the secondary educational curriculum, the growing demand for CLIL teachers necessitated the institutions to organize training for their teachers. However, only a few participants agreed that they received sufficient training to improve their Kazakh, Russian, and English language skills and knowledge of CLIL methodology.

The duration of the received training is presented in Table 2. As one of the participants is a native speaker of English with a preliminary preparation for teaching CLIL, they are not included in the table.

Table 2

Duration of the Participants' CLIL Training

Participant	P1	P2	P3	P4	P5	P6	P7	P8	P9
Duration	16 weeks	5 days	2 days	18 weeks	5 days	2 weeks	1 week	16 weeks	2 weeks

Note. Created by the author

The participants P1, P4, and P8 shared that they spent about four months learning the CLIL approaches. The organizers of their CLIL training for teachers were the NIS and British Study Centre in Nur-Sultan city. Additionally, P1 and P4 took a course offered by Oxford International Group in London, Great Britain. The teacher P8 elaborated on the training content. According to him, the course consisted of three modules: theory, practice, and reflection. All of them mentioned that the courses were quite helpful as the participants had an opportunity to receive the necessary assistance and resources. P1 said:

After training in London in 2018, after seeing the benefits and advantages of CLIL technology, I immediately started using it in my lessons. First of all, all trained teachers established a network and shared experiences. We brought with us all the useful equipment [books, websites, etc.] that we will need for the lesson. Secondly, during the 4-month course in 2019, we held special workshops, received feedback from our colleagues and coaches on a special website for each lesson, and received a certificate in December.

The rest of the participants gained much shorter training. For example, P9 received a 2-week training in London, where the first week was devoted to teaching methods, which P9 mentioned were *“the same as we apply in teaching in our native language [Russian, Kazakh]”*. And during the second week, there were lesson observations in London’s mainstream schools, *“in which we could not see CLIL itself as English is the first language of those students”* as P9 said. The teacher also highlighted that Alan Crawford, the specialist in CLIL, has visited their school to share his vision of the program, which was mostly motivating rather than educating.

Two of the study participants (P2 and P5) received a 5-day training by Peeter Mehisto, a researcher in the area of bilingualism, the author of numerous work-plans and teacher training programs for CLIL and NIS in Nur-Sultan respectively. P5 explained that

they had been familiar with CLIL before the school required the teacher to teach the subject in English. Moreover, apart from the training, the school organizes the internal CLIL workshops. This made it slightly easier to be acquainted with the program. The participant P3, who was obliged to teach Chemistry in English said: *“I attended a two-day training only and still do not know much about CLIL.”*

Some participants also mentioned that they use the Internet to find useful resources for their professional development in the area of CLIL. P5 responded they participate in many seminars and webinars to improve their methodology for teaching CLIL since the Internet provides an opportunity for such participation.

Perceived Challenges in CLIL

Teachers' Challenges

Almost all the participants mentioned the language-related problems in CLIL teaching. As their pre-service training implied using their first language as the language of instruction, the most common answers that emerged were related to their limited command of a foreign language, which resulted in longer lesson preparation and organization. Insufficient language training was considered the biggest issue. The following statements of participants illustrated this issue. Participant P2: *“I cannot operate English fluently. It is difficult for me to test students' speaking and writing skills in a second or third language.”* Participant P6: *“The problem here is that my level of language proficiency is lower than that of some students.”* Participant P8: *“My lack of knowledge of the English language is still a problem.”*

One of the teachers participating in the study was an English native speaker. Their responses regarding the challenges they face in the classroom were related to the linguistic matter as well. However, if for Kazakhstani instructors, the difficulty was in teaching content in English, when their language skills are not developed enough, the native speaker

teacher has to achieve the sufficient output from students, who do not always understand their explanations in the foreign language. P10 said: *“My problem sometimes is the inability to explain the abstract concept to the students in their first language. Some of the youngsters haven’t developed the language skills enough yet to understand the word without translation”*.

Language proficiency problems interfere sometimes with content learning and affect the educational process, said participants P5 and P9. In the words of the participants P5:

The main problem is in teachers’ and students’ knowledge of the English language. However, in our school, the language level [of students] is higher than intermediate, hence the problem is to explain the subject content in English and make students understand the content.

Participant P9 said:

The main finding that came with experience was that you cannot teach others what you do not know perfectly yourself. Therefore, I had to improve my English language skills. Moreover, some students’ excuses that they do not understand the tasks in English [although the result in their mother tongue was the same] were another problem. In my opinion, the minimal knowledge of the language, some academic terms in particular, plus content knowledge is enough for understanding tasks. Sometimes even students with the advanced language command switched to their mother tongue because it is faster. I had to interrupt them and encourage them using English.

Another common issue that caused challenges for the teachers was the amount of time required for lesson preparation. P7 noticed that the adaptation of the teaching methods is needed according to the content matter. The preparation procedures were described as

studying the theme by educators themselves first, then selecting the material and tasks appropriate for the classroom level of English, simplifying the information that would be difficult for students is the next step. Lack of experience and knowledge of effective CLIL methods, as well as the shortage of provided guiding material, make this process two-three times longer than preparing the teaching for regular subjects. As P7 mentioned: *“The adaptation of the teaching strategies to the CLIL depending on the specifics of the subject takes a long time. ... There should be more resources or at least samples [of lessons and unit plans].”*

Nevertheless, some participants replied that they did not have any difficulties in teaching CLIL programs other than those in teaching subjects in the mother tongue. P1 said: *“I try to use the studied [during the training] CLIL elements in my lessons as much as possible in order to improve students' speaking, listening, writing and reading skills. There are no significant obstacles during my work.”*

The presence of SEN children in the classroom is a great challenge for teachers involved in the inclusive CLIL program. P5 replied that those students *“require extra attention”* and special adaptation of the material, as a consequence, more time for the lesson preparation and huge energy and patience. Taking into account belonging to different cultures (American – Kazakhstani) and different linguistic backgrounds (English – Russian or Kazakh) of the teacher and students, P10 highlighted that it is *“almost impossible”* to enable a 100% participation of *“special children”* in the educational process.

Students' Challenges

Concerning students' difficulties in participating in CLIL programs, teachers' observations revealed the same challenges as teachers experience. These are language proficiency and the time-consuming nature of the task completion. Studying in a foreign

language brings the necessity to operate the language of science to meet the demands of school environments. The participants P5, P7, P9, P10 called this “*requirement to use academic language*” the most challenging for students, as it is different from the general everyday language and is absolutely new for most of them. P9 also highlighted the writing problems: “*The most difficult thing is the combination of words. [Students] Can use completely incompatible words. For example, “Horse vehicle was popular in the past.”*”

Participant P4 noticed some difficulties are based on the updated curriculum, as not all students have developed the ability to think critically and analyzing skills yet, therefore not always meet the requirements of the task. The updated curriculum in Kazakhstan was implemented in 2016. Previously the country used the Soviet model of the curriculum; however, in order to meet the demands of the 21st century, such as critical thinking, creativity, and collaboration, the educational plan was re-organized to focus on the development of students’ ability to use knowledge in practice (Yakavets & Dzhadrina, 2014).

According to the responses of teachers in this research, 80-90% of students participate actively during the lesson and have no significant problems with their learning. The reason for reluctance in participation was described to be “*due to the peculiarities of student’s behavior*”. The interest in the topic being studied, students’ confidence in their content knowledge and language skills, and personality were mentioned to play a general role in the participation and involvement that students demonstrate in the class.

The presence of special educational needs influences the rate of participation of a student quite a lot, participants in this study acknowledged. Participant P10 discussed the controversial nature of “challenge” amongst students with autism spectrum disorder (ASD) in their class:

I would want to say they have challenges in the acquisition of content through a foreign language, but I am not sure if it is actually a “challenge” for them. You know, it is more difficult to understand what is in the mind of those special kids. Whether they do experience challenges as they want to learn but it is difficult, or they just remain indifferent to their academic faults.

With this, the interviewee expressed their confusion about the interpretation of the ASD student’s low achievement. It was not clear whether it was difficult to learn for the student with ASD, or the student was just not interested. As a result, it was unclear for the teacher what actions to take to scaffold the teaching for improving this learner’s academic performance.

Teachers’ Experiences of Diversity and Inclusion

When the interview reached the question of inclusivity in CLIL, the researcher sometimes had to explain the meaning of the concept of inclusion in education. The researcher elaborated:

Inclusive education embraces the diversity of human beings. It welcomes all individuals as equal members of a society. It values and supports the differences in personalities, SES, abilities and so on. The inclusive education strives to eliminate the discriminatory beliefs and attitudes and nurtures the social just.

More than half of the participants admitted the presence of SEN children among the students they teach (see Table 3).

Table 3

Number of SEN Students Taught by the Participants in CLIL Classrooms

Participant	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
SEN students number	n/a	1	n/a	2	n/a	3	2	n/a	3	5

Note. Created by the author

For example, the teacher P10 noted that they had three ASD students, an epileptic student and a student with limited hearing in different classrooms. P9 had a student with stuttering and two students with heart-related health problems. Other responses included asthmatic students, students with strong allergies, and students with poor eyesight. Some teachers replied they were not sure if there were any SEN learners in their classes. The interviewees mentioned that all the SEN students in their classrooms required extra attention; nevertheless, only a few of them demanded from the teacher a different approach to teaching them.

To the question “In what way do students in your classrooms differ from each other?”, all the interviewees reported the differences in linguistic skills level, learning styles, and abilities in material perception and acquisition. P1 divided his class into three categories of students: “*active – passive, high – low language level, high – low interest in the subject*”. P1 explained:

... There are students who are quick and talkative. They can always find what to answer, or what to say, just not to be silent. On the other hand, there are students of a low pace. You sometimes need to pull the answers out of them. Also, students' English in one classroom varies from the pre-intermediate to upper-intermediate level. ... And of course, those who like the subject and those who is not interested. The interest is the best motivation, I think.

P2 highlighted the uniqueness of each student's way of thinking: “*All students have their own opinion on the issue. The reasons are different. The “Why?” question is very interesting to ask. They also perform the tasks differently ... in their own way.*”

Participants P9 concluded: “*They are different in every way. Each [student] is individual.*” This perspective was echoed by the participant P10: “*Different people – different personalities. Some are a bit more different than others, let's say, special.*”

By these quotes, all students were understood to be unique as individuals in terms of their personalities, experiences, and abilities. Interestingly, almost all the participants supported the idea of inclusive education as an independent path; however, half of them stated that CLIL and inclusive education policies should go in parallel but not interfere. In other words, inclusion in mainstream schools is necessary, but the inclusion of children with learning difficulties in CLIL classrooms was perceived skeptically.

The participant P6 formulated it in this way: *“Inclusion is a good idea, but we cannot expect students with learning difficulties to struggle even more by including them into a classroom with a foreign language of instruction. They will fall behind even more.”*

The participant P10 echoed the skepticism about the applicability of CLIL for students with disabilities:

My opinion is that CLIL is for those, whose learning abilities are above the average. The child has to learn two fields at once – language and content. It is possible to get a satisfying result from an under-performing student using this method if you do not have to follow the timing mentioned in syllabuses strictly. But I doubt it will work for students with disorders or more severe learning problems.

Participant P4 stated that integration of inclusive education and CLIL might not be successful on more senior education levels: *“Inclusive CLIL environment is possible in the primary school. In senior classes, the level of the information that students have to acquire is too heavy for students with serious learning difficulties. It is useless, in my opinion.”*

Another participant mentioned that he is positive about the policies implementation in terms of the linguistic diversity:

Firstly, it will develop a better sense of community in our culture. Secondly, it will bring up children speaking in three languages. For example, I sometimes have

students who speak either Russian or Kazakh only and English is the language they use to communicate. English brings people together.

One of the teachers revealed their positive attitude to the issue, however, added that educators must be very well trained prior to their practice because otherwise, they know how challenging it is “*not by a hearsay*”. Besides, participants highlighted the high workload on teachers teaching CLIL to SEN students, calling it “*too much*” work to do.

Overall, most teachers tend to hold negative or skeptical opinions about CLIL in the inclusive education setting. Negative perceptions of using CLIL to teach students with learning difficulties are justified as CLIL being:

- “*too difficult*” for a student whose learning abilities are lower than average because they have to acquire content subject and foreign language simultaneously;
- “*too much*” for teachers’ responsibilities at work as, apart from teaching, they have to enhance their own linguistic knowledge and adapt it to the target subject.

A positive attitude, in its turn, is based on the connections and relationships an inclusive CLIL environment might establish. According to the participants, students communicate and cooperate more while learning in a foreign language. The communication gaps caused by low knowledge of Kazakh or Russian among students are sometimes filled with English. P9 mentioned that students learn to be patient and tolerant as all of them sometimes experience difficulties.

Teachers’ Practices in Scaffolding Students’ Learning

The findings confirm that all teachers find it necessary to support their students’ learning. Modifying activities and tasks in accordance with the learning objectives was the most common answer to the question “What do you do to scaffold your students’ learning?” With experience and practice, each participant has developed their particular method of scaffolding that they find effective. “True or False” questions, “Sentence

Completion” exercises, transliteration methods, and some other interesting tasks were among the applied techniques that help students understand and perceive the material better. The participant P5 described it in the following way:

I believe that one of the effective methods is the “Question Loop” or “Loop of Questions”. All students receive flashcards with a question on a particular topic on one side of the sheet, and the answer to the other question on the other side. The first student reads the question, and the other student, who has an answer to it, raises his hand and answers. Then this student reads the question, and so on until all the questions are sorted out.

The use of ICT resources, visual material, and graphic organizers also appeared throughout the data collection process as an effective way to scaffold the educational process. The participant P5 shared their experience:

To support students, I use a variety of audio and video materials that make it possible to better prepare for speaking. Let me give you one example. This teaching technique is called "dictation". I show the students a small piece of video and ask them: "What is this?" All kids say it is an AC transformer. Then I divide the students into groups, and each group discusses the device and principle of operation of the transformer. Then each group speaks to the others. This approach improves vocabulary and grammar skills.

Communication between peers was considered to be essential in successful learning. As the respondent P4 explained:

I often use scaffolding when students’ English is significantly lower. Here, during group or research work, I make sure to group this student with a “critical friend”, who is a student with a higher level of language. Or the other way round, the

students with good English but weak content understanding are grouped with the discipline knowledgeable ones. It is very effective.

Smaller class size and the division of the students according to their linguistic abilities were reported as positive practices. Participant P9 shared: *“Dividing students into smaller groups helps very much. This ensures participation of every student and even those who are weak or reluctant to become engaged.”*

Participant P10 also stated:

When students are grouped according to the level of their language skills, it is much easier to adapt the material and organize the lesson. It is easier to identify where and why students need help, what can be done to scaffold their learning.

According to the interviewees, although there is a long way ahead towards the establishment of the right direction in the spheres of CLIL and inclusion, the initial steps have already been taken. To prove this, one of the participants highlighted: *“Haven’t met [students with disabilities] in my practice, but the CLIL curriculum is adapted to inclusive education.”*

By the phrase “inclusive education” here, the teacher implied the presence of students with disabilities in the mainstream classrooms. Asked to elaborate on what kind of adaptations he means, the interviewee responded that the curriculum allows extra time and extra equipment (such as calculators or dictionaries/translators) for task completion, and it involves a peer tutor assigned to assist the SEN student learning.

Experiences in the Online Learning Environment

The COVID-19 outbreak in the world and the introduction of the quarantine regime in the country fostered significant changes in the education system of Kazakhstan to adapt to the pandemic situation. Distance learning with the use of various educational online

platforms, media, and other digital resources became a safer analog to traditional learning, as it allowed to minimize the risk of getting infected with the novel virus.

The interview in this research contained questions connected to the online education experience in order to collect data on the inclusive aspects of CLIL affected by the pandemic. The rationale for including this section in the interview was that the switch to an online educational format caused by the lockdown in Kazakhstan might allow obtaining perspective on how teaching in CLIL in the inclusive education framework takes place online in general.

Challenges of Teaching/Learning in Online CLIL Classrooms

Based on the interviewees' responses, online schooling has noticeably affected the educational process and academic performance of students. The participants shared that the reduction of the class time and, as a result, the decrease in teacher-student interaction time were the most significant drawbacks of distance learning. The participant P5 highlighted that there was not enough time in an online lesson to engage every student in communication:

The online format has reduced the time of the lesson, and in this regard, we have to place great emphasis on the content of the subject. Lesson time has decreased, so the teacher does not have time to communicate with all students.

Another participant P6 recognized: *"The short duration of online classes has lessened the use of several elements of CLIL technology in the classroom."* Participant P1 added that the diversity of activities to engage students had become more limited: *"Some activities are not available online. For example, the implementation of active forms of learning that require face-to-face or close contact with students is carried out only in the classroom. The shortage of time does not allow communicating much."*

Most participants agreed that they had to concentrate on the content rather than on the linguistic matter of the program, therefore, the English language was used rarely, as participant P8 acknowledged:

Time is tight, so we use a second language only after mastering the content when performing tasks. The level of material to be mastered is very high, but I do not think that the knowledge is given at the appropriate level due to the lack of time.

This statement demonstrates that the very essence of the CLIL program, which is using a foreign language as a language of instruction, is sidelined due to the time shortage. The content of the subject matter is prioritized over the use of English. The teachers highlighted that they had to decide whether the language or the content was more important to be studied. They also agreed that “*understanding content is more essential for students at this point*”, because the language matter “*could be studied independently, as translators and dictionaries are available almost for everyone*”. Another point was that the presence of the WhatsApp classroom chats makes it possible to assist students if they have difficulties with their studies, but the teacher is expected to be “*available twenty-four seven*”, i.e., round the clock. The reported cases were when students texted the teacher at 11 pm or even after midnight to ask for clarification or assistance.

The teachers also highlighted that students’ participation had decreased. As there was much less control from the teacher’s side, children were not fully engaged and sometimes even absent from the class. According to the participant P3: “*Assignments are not completed on time, and some students' attendance has decreased. The performance of lagging students worsened more.*”

When asked the question “What students fall behind in online CLIL classrooms?” and the follow-up question on the factors influencing that, the emerged answers were: passive or shy students; those who are not interested in the subject; students with technical

problems such as poor internet connection or lack of ICT resources. The participant P4 elaborated:

I think that due to the reduction of class time, students who are introverts and shy by nature may not be able to express themselves clearly. Currently, some students are not provided with technical means [such as a computer], because there are several school-age children in one house and the slow speed of the Internet.

Participant P5 shared about facing similar issues while teaching online:

Students mostly have technical problems: poor internet, lack of computers, and housing conditions. In online learning, children who spend a lot of time thinking about the answer to a question lag behind because active learners answer the question faster. ... It is difficult to monitor the classroom participation as the online classroom is different in structure and organization as well as visually.

Another significant factor affecting the academic performance of students was the level of their development of self-regulated learning (SRL) skills. SRL skills imply the ability to organize one's learning by setting goals and objectives, managing time and information, persisting learning through self-motivation (Zimmerman, 2011). Online learning requires students the ability to monitor and adjust their learning strategies in order to achieve the successful outcome of their studies (Cheng, 2011). When speaking about SRL, the participant P5 noted: *"It is just that some students who are not quite ready for independent learning because it requires perseverance and organization and responsibility of each student."* On the other hand: *"For those who are eager to learn, it does not matter if the lesson is online or offline. It is difficult to remotely monitor students who are not interested in learning."*

Given the inclusive nature of the classrooms, some participants concluded that without parental participation during the online class, the SEN students are most difficult

to engage in the process, control, and monitor. As one of the participants described the experience with teaching a SEN student online:

My lovely Katya keeps talking and telling me the story she has invented. Sometimes she turns off her camera and microphone and does not react at all. Sometimes she is one of the most diligent students. It is hard to predict. I received some training on how to attract her attention; however, they are not always applicable online. Especially when the other 15 students are waiting for my assistance. It is a shame, but sometimes all you can do is ignore such students.

Participant P10 described Katya's behavior as "in a mood" and "under the weather". During the traditional lessons, when the student is passive and "lazy", the teacher can engage her by sitting next to her, talking to her, or holding her hands. Sometimes it is necessary to just listen to the girl's story and communicate on her task, while others are engaged in the reading activity. Online learning deprives such an opportunity because the lesson must be brief but informative, says the teacher.

Perceived Benefits of the Online Educational Format

Although the new educational format caused by the coronavirus pandemic has brought some significant challenges for both teachers and students, teachers admit that there is a series of advantages, which facilitated the learning process and developed teaching/learning skills for CLIL and IE.

According to the participants' answers, the following benefits of online learning were defined:

1. High efficiency of the information delivery thanks to the use of convenient tools. These are presentations, videos, chat, screening, and the ability to record and review the lesson.

2. It is easier to trace the progress of each student. Training programs offer convenient tests and statistics for students' assessment.

3. E-learning saves time, money and energy, and is great for staff training or meetings.

4. The opportunity to conduct a lesson from anywhere and look professional.

Other responses referred to the personal development of the ICT skills. Teachers admitted that they had mastered various online programs and now are better able to use electronic devices for communication and other tasks. The experience in e-learning also helps children to develop their SRL skills and is effective in organizing independent learning.

In conclusion, although there are significant benefits of online learning, the challenges teachers and students face, if not tackled, can considerably deteriorate the quality of received education.

Teachers' Suggestions and Recommendations for Improvements in CLIL Policy to Address the Diversity of Students

Based on the participants' experiences in the inclusive CLIL environment, several recommendations on how to improve the inclusive environment within the CLIL program were proposed. The most frequent issue that participants noted was the teacher training both in the areas of CLIL and inclusion. Participant P8 stated:

First of all, I hope that teachers will be 100% ready to teach in a foreign language. Secondly, hope that they will be able to teach all students in that foreign language. Because there is a huge difference between teaching the class of gifted students and the class of mixed-abilities students. Especially when there are those [students] with learning difficulties.

One of the participants mentioned the necessity to prepare the subject teachers to teach in a foreign language, starting from their pre-service training. The key elements of the inclusive educational instructions also should be integrated into the training.

The participant P2 said: *“How to organize lessons suitable for all children should be explained to the teachers.”*

P10 mentioned:

I am not much aware of how I can tailor my teaching to a particular group or class. I do my best, but I lack the knowledge, and there is no one who can evaluate my efforts from this perspective. At least I need some materials or documents that I can rely on.

In relation to the participant P10's answer, P4's suggestion seemed to be complementary: *“I think that the annual pedagogical conferences should be organized for all school teachers to share their experiences in CLIL, inclusion, and the inclusive CLIL.”*

Another suggestion to ensure equal access to knowledge in schools was to develop a proper curriculum appropriate for all students. More attention on the lesson content and organization, the amount of the material studied in accordance with the level of their foreign language skills should be drawn. Based on the interviewees' responses, the lesson and course objectives should be set, taking into account the individual abilities of a student. Thus, instead of the minimum passing score of 60% on the test, the score of 40% should be considered as the lower threshold point for a student whose skills are inferior, as one of the teachers mentioned. If the student is willing to learn but experiences hardship in learning, his efforts should be appreciated rather than downplayed. This approach could combat the demotivating practices when a “fail” mark discourages students, who at least tried to learn something. Another suggestion was to reduce the number and length of assigned tasks for weaker learners.

Decreasing the class size in order to increase the time to work with an individual student and scaffold their subject learning was proposed. Interviewee P7 mentioned the practicality of bringing more assistants who can help teachers in monitoring the class performance.

An Overview of Major Findings on Experiences of the Mainstream School CLIL Teachers Teaching Diverse 6-12-grade Students in Kazakhstan

The current chapter presented the major findings that the researcher revealed from the semi-structured interviews. The findings were organized under six themes. Table 4 summarizes the themes and sub-themes constituting the findings in this study that emerged during interview data analysis with CLIL teachers.

Table 4

Themes and Sub-themes of the Findings of the Study

CLIL Teachers' Training	
Perceived Challenges in CLIL	
Teachers' Challenges	Students' challenges
Teachers' Experiences of Diversity and Inclusion	
Teachers' Practices in Scaffolding Students' Learning	
Experiences in the Online Learning Environment	
Challenges of teaching/learning in online CLIL classrooms.	Perceived benefits of the online educational format.
Teachers' Suggestions and Recommendations for Improvements in CLIL Policy to Address the Diversity of Students	

Note. Created by the author

CLIL Teachers' Training

The training that the teachers received in order to teach CLIL programs was not sufficient, and not all aspects of the implemented program were covered.

Perceived Challenges in CLIL

The teachers' command of the foreign language caused trouble for both teachers and students. Language-related difficulties were considered to be the biggest challenge for the CLIL teachers. The presence of SEN children in the inclusive CLIL classroom requires a good understanding of how to approach this type of student. Not all the participants are aware of how to react, manage their behavior, and how to teach them effectively.

Teachers' Experiences of Diversity and Inclusion

The general perception of inclusive education was defined as positive. However, much controversy aroused around the concept of inclusion in the context of CLIL. The participants were convinced that CLIL is targeted at students whose academic performance is above the average.

Teachers' Practices in Scaffolding Students' Learning

Teachers understand the importance of scaffolding students' learning and attempt to support the students who fall behind or experience difficulties. Smaller class size, the division of students into different foreign language level groups, the use of ICT resources, and peer communication facilitate the success and effectiveness of the educational process.

Experiences in the Online Learning Environment

According to the data revealed from the interviews, the online educational format challenges students' ability to manage their independent learning. Less interaction between the educator and students, as well as between peers themselves during the online classes, makes the lessons content-instructions oriented. The linguistic aspect of the CLIL program is neglected due to the density of instruction, practice tasks, and time allocated to the lesson. A poor internet connection and other IT-related issues could seriously affect the quality of the learning process.

From the inclusive education perspective, distance learning can both facilitate and deteriorate the educational process. On the one hand, lack of control and assistance from the teacher's side, the physical absence of a teacher next to a student during the lesson reduce the learners' engagement in the process, especially of those who are less active and resourceful. On the contrary, the message abundance, due to the wide range of resources and information delivery means (audio-visual material, quizzes, and physical actions), caters to students' various educational needs. This form of learning is time and money-saving; more material is available through the Internet. It is generally cheaper and convenient as one can access knowledge at any place in comfortable conditions.

Teachers' Suggestions and Recommendations for Improvements in CLIL Policy to Address the Diversity of Students

Suggestions for improvement that the participants shared include the full-fledged teacher training which would cover the key aspects of working in both areas of CLIL and inclusive education and sufficient methodological support, such as regular workshops and the syllabus adapted for teaching in diverse classrooms.

To sum up, the findings in this research provided insight into the daily teachers' practices in inclusive CLIL classrooms in Kazakhstan. The present chapter described the challenges teachers experience at work, their understanding of inclusive education, the successful teaching methods they incorporate, and recommendations for improvements they suggest. The next chapter presents an interpretation of these findings engaging broader literature that addresses the issues of CLIL and inclusive education and their intersection.

Chapter 5. Discussion

Introduction

The previous chapter presented the findings revealed from the data collection process. The current section discusses these findings. The research questions aimed to examine the teachers' experiences and practices of teaching CLIL in diverse classrooms, in order to understand how they recognize the diversity of students, what challenges they face, and what kind of support should be provided, both for teachers and students, to cater to their educational needs. As the study was conducted during the Covid-19 pandemic, the traditional educational format was switched to online schooling; therefore, an additional question on the impact of distance learning on CLIL teaching in diverse classrooms was asked. The semi-structured interviews were conducted with 10 mainstream school CLIL teachers to get insights into their classroom experiences of teaching various subjects in grades 6-12. The discussion chapter provides possible explanations and interpretations of their responses in alignment with the research questions and the existing body of related literature. The discussion of findings is organized by the research questions guiding the study.

RQ 1. How do CLIL teachers in mainstream classrooms recognize diversity?

During the interviews, some of the teachers asked the researcher to explain the meaning of the term "inclusion". This might indicate low awareness about the concept among Kazakhstani society. Some answers of the teachers who did not ask for term clarification also demonstrated that the term "inclusive education" is misunderstood and often used to rename special education. Makoelle (2020) elaborates on this issue and concludes that the conceptualization of inclusive education in Kazakhstan is problematic and not clear. It is crucial to raise awareness of the concept to shape a better understanding

and to improve attitudes to the phenomenon and to transit from the “medical model” of inclusive education to the education-for-all definition, i.e. from focusing on students with physical and mental developmental issues to addressing the needs of all students (Grenier, 2007).

The participants in the current study acknowledged the diversity of their classrooms as all their students differ from each other in different ways and require a unique approach. Mostly, the differences the teachers could observe were related to the foreign language level, active-passive participation, the quality of academic performance, and the level of interest in the subject, as well as the functional abilities of a student.

The linguistic differences between students were mentioned by almost all the teachers. According to their answers, all students have different levels of Russian, Kazakh, or English, and their language skills are not always developed equally. Students with high verbal abilities might experience problems with writing and vice versa. The explanation of the frequency of these answers might be the two-focused nature of CLIL programs, where the rates of language and content acquisition depend on one another. The higher level of the medium-of-instruction language can ensure a better understanding of the content, and the content learning facilitates the development of the language skills (Van de Craen, 2007).

Another point most of the participants mentioned was that the “*outgoing*” and “*shy*” students perform differently in terms of active participation. Usually, a teacher needs to involve introverts by specifically asking those students, as they show no enthusiasm or confidence in answering in a foreign language themselves. As was reported by teachers, the quality of the academic performance, participation in particular, of shy students highly depends on the student’s confidence, interest and motivation in learning the subject. Although shyness is not perceived as a special educational need, it still presents

the vulnerability of a student's personality (Mjelve, 2019). Mjelve (2019) concluded that shy students require teachers to support them, not only academically, but also psychologically, as they usually have a lower self-esteem and it is more difficult for them to communicate. Therefore, more attention should be drawn on this aspect while designing CLIL programs.

Other interviewees' responses on the question of classroom diversity included the presence of SEN students, such as students with ASD, limited hearing or eyesight, health issues and allergies. In addition, some teacher responses included "*gifted and underachieving students*", "*students of various ethnos*", and "*diverse learning styles*". The participants agreed that the diversity of learners in classrooms demands professional skills and preparedness to alternate their methodology.

RQ 2. What challenges do teachers face while teaching in a CLIL classroom in Kazakhstani schools?

The interview responses demonstrated that with the implementation of CLIL, the need to address clear instruction to all students has become crucial. Linguistic gaps affect the low absorption of the content matter; moreover, understanding the language itself does not guarantee that the subject topic is acquired. The quality of teachers' linguistic preparation does not always allow them to use various methods of comprehensive input, which was concluded to be significant in learning success (Wilson & Komba, 2012).

Based on the teachers' responses, the skepticism towards the simultaneous implementation of CLIL and inclusive education in mainstream schools was explained by the very demanding nature of the CLIL programs. The perception of CLIL subjects as "*too difficult*" for students with learning difficulties is again based on the content-language interrelationship. The necessity to operate a foreign language well enough to understand the subject is a double pressure on the academic abilities of students. Those who

experience learning difficulties might struggle with such a form of learning which will result in gaps in both areas. Teachers' responses support Pokrivcakova's (2013) and Díaz and Requejo's (2008) conclusions, where the inclusivity of the CLIL classroom was considered to be the bilingual educational policy's weakness as per the participants' experiences. As the researchers report, teachers perceive CLIL as not suitable for SEN children because such students tend to fall behind even more due to the complexity of the program. These findings and the findings of the current study might indicate that teachers do not expect underachieving students to cope with the CLIL program's academic requirements. Nevertheless, Frizen (2018) called the low expectations from students who underperform part of the social mindset that needs to be eliminated in order to welcome inclusivity in education. Therefore, the CLIL program should be adapted to make it more accessible to students with learning difficulties, rather than ignoring them.

In contrast to the skeptical perceptions, some teachers supported inclusivity in CLIL classrooms as the common language brings students together and fosters more effective communication between them. Back in 1978, Vygotsky (1978) mentioned the necessity for a collaborative learning environment to ensure the success of the educational process. As has been found by the current study, CLIL enables communication by providing an opportunity to speak a common language. Moreover, it manifests its applicability in various ways: it values more than one language during the process of education, and it enables the students' participation, as was also highlighted by Hornberger (2009).

Some other information the interviewees shared about their challenges was that they are extremely busy working. The "*too much work*" responses are explained by the increased workload on teachers. According to the most of participants' responses, that was due to the fact that the teacher training that they received did not provide the educators

with the necessary knowledge of effective CLIL instructions. Teachers mentioned that poor methodological guidelines and the absence of professional assistance are a challenge, as they do not know much about CLIL and inclusive education. Moreover, since teachers' foreign language skills were not always at a sufficient level. They had to prepare for the lessons themselves, then adapt the material for their students prior to the lesson. These findings align with Zhetpisbayeva's et al., (2018) study, in which she highlighted the importance of the development and availability of methodological resources among teachers to assist in their jobs. This necessity was previously stated by Pérez Cañado's (2016a, 2016b) findings.

As the participants in this research said, the presence of SEN children makes it extremely difficult to address the needs of all students in the classroom, as those children require extra attention and special adaptation of teaching material. The findings correspond to Fernández and Halbach's (2011) quantitative research, where the data collected indicated the inclusive classrooms to be challenging to teach.

The updated curriculum in Kazakhstan, which requires students to use critical thinking, sometimes causes difficulties for teachers, as they have to teach students to analyze and argue their answers and it is not always clear what strategies to use. Baikenov (2020), who investigated teachers' perceptions and challenges of the updated curriculum implementation in Kazakhstan, presented similar observations. These again show how a lack of the methodological base and teacher training make this process more time-consuming and not always effective (Díaz & Requejo, 2008; Fernández & Halbach, 2011; Yeskeldiyeva & Tazhibayeva, 2015). All teachers in this study commented that they have to surf the Internet for useful teaching strategies and would be glad if the guidelines for professional development in CLIL and inclusive education was introduced.

RQ 3. What practices do teachers consider to be successful in accommodating diversity in a CLIL classroom?

Talking about successful practices, teachers mentioned that they learn from their experience. They use various methods of scaffolding students' learning which have proved their effectiveness in practice. The findings of the present study align with the findings of Wilson and Komba (2012), Gibbons (2015) and Madrid et al. (2019). According to these findings, the use of ICT resources and various methods of explaining the material (message abundance) play a great role in successful material acquisition. Differentiated instruction, or differentiation, is a relevant framework for interpreting these findings. The idea of differentiation traces to Gardner's theory of Multiple Intelligences, according to which different students have different needs in teacher instructions (Gardner, 1993; Roiha, 2014). According to multiple studies, differentiated instruction has a positive influence on all students' achievements (DeBaryshe et al., 2009; Ernest et al., 2011; Roiha, 2014). As the study participants answered, it is crucial to employ such kind of instruction to teach the mixed-ability CLIL classes.

While five out of 10 teachers mentioned differentiated instruction as an effective teaching strategy, three of them considered the smaller flexible groups and ability grouping to be effective. However, if the smaller class-size enables the active engagement of all students, assigning learners into clusters according to their learning ability evokes controversy around the equity of the practice. As was mentioned in Gamoran (1992), Gamoran et al. (1995), and Francis et al. (2019), the division of students into groups according to their ability leads to segregation on both academic and non-academic criteria. According to the studies, practice observes that high-ability groups are mostly in favor with teaching staff, while the low-ability groups' students face labeling by their peers and teachers, and that they do not always receive high-quality instructions from educators. On

the contrary, Rogers (2007) presented an empirical study where he concluded that ability grouping could be beneficial for special talented learners. The remit of the benefit though depends on the way the ability grouping is organized. For instance, it was reported to be stimulating for motivated students, and should be organized in respect of ability. Given the critical perspective of a democratic equity, it is of a need to understand the reasons underpinning the choice of ability grouping in schools and in CLIL classrooms, in particular.

One more successful practice that the participants mentioned was peer assistance. The presence of the “critical friend”, who is a peer with a higher level of academic performance, also results in skills improvements. Assigning pairs according to the principle of “*a discipline-knowledgeable student plus a language-knowledgeable one*” proved to show very noticeable progress. Group tasks facilitate collaboration and cooperation, and collaboration results in linguistic development (Muntaner, 2014).

The interviewees provided some helpful examples of the curriculum adaptations the participants have encountered in their practice. Allowing low-ability students to use dictionaries or calculators for complex tasks, or giving extra time for task completion and less strict assessment criteria, can significantly simplify the learning process. Neary (1992) suggested some scaffolding practices for inclusive education in his book “Curriculum Adaptation for Inclusive Classrooms”. In this book, the researcher presented a manual for redesigning programs’ curriculums to address the diversity of learners in accordance to various cases described by the practitioners throughout the USA. Consulting that book might be very useful in adapting CLIL policies to inclusive environments and diverse students’ needs.

RQ 4. What special educational needs should be taken into consideration in CLIL programs to make it effective and responsive to students' diverse needs?

All teachers agreed that the linguistic aspect of students' preparation should be taken into account prior to their exposure to CLIL learning and while designing CLIL programs. Children should have at least basic knowledge of the language of instruction. According to the updated curriculum in Kazakhstan, children start learning Kazakh, Russian and English as a foreign language from the first year at school (Yakavets & Dzhadrina, 2014). However, Zhetpisbayeva and Shelestova's (2018) research findings show that the situation of the English language teaching in the country faces difficulties due to the poor organization of the first year program and weak teacher preparation. The attention to the conscious and cognitive ability, as well as the physiological development of the first-grade school children, (6-7 years) is not sufficient. As a result, the effectiveness of the implementation of the foreign language from Year 1 is not always high. Therefore, more attention should be drawn to the quality of language teaching in schools.

Another suggestion expressed by participants in this research was to pay more attention to different students' personalities and learning styles. Since all students have their own way of thinking, teachers should be aware of more than one method of material explanation, as well as the fact that tasks and exercises should vary in nature. Being an extrovert or an introvert influences the student's performance very much, especially while speaking a foreign language. Mjelve (2019) regarded shyness as a student's need for psychological support in addition to academic scaffolding. Shy students tend to have less developed linguistic skills and their academic achievement might be lower than that of their more talkative and sociable peers (Evans, 2010 as cited in Rudasill & Kalutskaya, 2014, p. 270). Sometimes, it is not an appropriate task for a shy student to sing or to

perform a play, as mentioned by a participant, as this could lead to the wrong evaluation of their abilities, increased low self-esteem, and even foreign language anxiety.

Foreign language anxiety is a relatively new phenomenon in foreign language research due to the recent differentiation of the general concept of anxiety (Suleimenova, 2013; Zheng, 2008). It has been defined as the type of anxiety connected to the foreign language acquisition process, and is a predictor of success in foreign language learning or learning in a foreign language (Horwitz et al., 1986; MacIntyre & Gardner, 1989, 1991). According to Horwitz et al. (1986), a student experiences language anxiety when they lack confidence in their foreign language speaking skills. These students are less likely to participate in classroom activities and the level of their achievement is incompatible with their efforts (Price, 1991). In other words, foreign language anxiety could explain the low academic participation in content and language integrated learning by some categories of students, as the present study findings show.

Some participants reported that they have students with ASD in their classrooms. As for them, if the program welcomes inclusivity, it should be designed as a response to the needs of this category of learners. One teacher said that ASD students require extra attention and their tantrums might lead to the complete disruption of the lesson, or their “flat affect” (lack of reaction) might cause ignorance from the teacher’s side. They concluded that an assistant teacher would be of great benefit, as the assistant could help to control the discipline and scaffold students who experience difficulties.

Galiano-Carrión (2020) in her work “Implementation of attention to diversity in CLIL: Attention to students with autism” proposes several adaptations of the CLIL program to make it responsive to the needs of ASD children. The researcher highlights the importance of the assistant in the educational process, who will collaborate with such students and support their learning and peer communication. The program has to take into

consideration the language and communication related special needs of autism students, such as the need to learn to understand and react to the environmental demands through a language, or the need for a balance between collaborative and individual work (Galiano-Carrión, 2020). This would address the needs of SEN students in CLIL and might result in significant student progress.

Overall, closer attention to the linguistic preparation of students, their various personalities, their learning preferences and their physical and mental capabilities should be considered as these factors influence the learners' achievements when studying using CLIL methodologies. A traditional educational format allows teachers to vary their teaching methods widely, however, once the study occurs online, and the physical teacher-student interaction is not possible, so the necessity of the program design to facilitate students' learning is of a greater importance.

RQ 5. How did the online educational format influence CLIL teaching in diverse classrooms?

The switch to online learning due to the COVID-19 pandemic in 2020 has brought both positive and negative results in the CLIL learning in Kazakhstan. Mostly, participants' responses included rather negative perceptions of the online educational format. Positive aspects of this change were less frequently mentioned. This could be explained by the sudden and radical change in the working environment and responsibilities. As the educational system and its stakeholders were not prepared for this rapid transformation, a lot of shortcomings and obstacles that hindered schooling, such as reduced lesson time, digital illiteracy, lack of ICT resources and teacher training, emerged and caused a wave of anxiety (Bokayev, Torebekova, Abdykalikova, et al., 2021).

Data in this research showed that the reduced lesson time made teachers concentrate on the content matter of a subject, thereby neglecting the linguistic aspect.

Moreover, not all the activities were available online; therefore, they were omitted during the lessons. As a result, students were expected to work on the language aspect independently. This meant more challenges for students as well as for their parents in supporting them. However, as was revealed from the interviews, parents could not always help their children due to their educational backgrounds or workload. Consequently, the teachers observed that the gaps in students' knowledge usually remained unfilled. As was reported in Gerber and Popp's (1999), Madrid and Pérez Cañado's (2018), and later Madrid and Julius's (2017) research, parental involvement plays a crucial role in the academic success of a student. The present findings also correspond to Anghel, Cabrales, and Carro's (2016) data on the interdependence of the parents' educational backgrounds and their children's achievements in CLIL subjects.

The study by Bokayev, Torebekova, Abdykalikova, et al. (2021) reports that low SES, a lack of ICT resources, unpleasant housing conditions, as well as poor internet connection negatively affected students' learning during the pandemic. The current research demonstrated similar findings.

Another serious drawback of online education was the decreased amount of teacher–student interaction. Teachers did not have enough opportunities to control, assist and engage all students, which led to lower attendance and commitment among students. Cheng (2011) explains the effectiveness of distance learning by the ability of students to regulate their independent learning, monitor their progress, discipline, and motivate themselves. According to the interviewees, not all students have mastered these skills. Therefore, they failed to submit the assignments in time; they did not work independently to master the studied material. Accordingly, there was no progress in their understanding of the subject matter and no increase in their vocabulary bank.

Regarding the SEN students, the teacher P10 described a case of one autistic student in their CLIL classroom. The teacher lamented that online learning made the lesson participants in some way ignorant to the ASD students when they did not react to what others said, and when their parents were not available to assist. As per the participant, it is not clear how to engage the student when teaching remotely. When Katya, one of the P10's ASD students, did not react or, otherwise, interrupted the lesson process, the teacher started worrying about the other students, because all of them deserve attention and teacher assistance. The words, "*It is a shame but sometimes all you can do is to ignore such students,*" represents the struggles the teacher experiences while trying to support inclusivity. Again, the absence of physical interaction could result in exclusion of autism children and negatively affect their future in the area of mental and physical health, their social life and their career (Brede, 2017; Henninger & Lounds-Taylor, 2012). Katya's case has shed light on the underdevelopments in online inclusive practice.

Another observation was that passive students usually fall behind academically, as they require more time to think about their answers, which is not available given the reduction of the lesson duration due to the pandemic. This again shows that more attention to the CLIL assignments design transformation is needed, which takes into account the diverse individuality traits.

On the contrary, the pluses of online learning exist. The use of various ICT resources in the CLIL classroom makes it easier for teachers to differentiate their teaching. More assessment instruments and student progress tracking facilitates the regulation of the academic pressure on students, as teachers can observe whether the learner has achieved the lesson objectives and can move further, or needs additional academic practice and support.

The interviewees in this research shared a point of view that online education saves money, as there is no need to pay for transport and that the helpful resources for CLIL learning are usually available in an electronic format. In addition, their responses indicate that distance learning develops digital literacy, which is especially important for teachers in their practice. The benefits of increasing digital literacy among practitioners are explained by the wider range of teaching methods, which in its turn develops students' academic and social skills. It gives opportunities for self-expression in a way that fits a student best, and prepares them to life in the 21st century (Price-Dennis et al., 2015).

The use of various digital tools can serve as “a mediator between individual and collective knowledge” (Price-Dennis et al., 2015, p. 199) in the context of distance learning. As the study participants said, collaborative work in WhatsApp chats helps students to share, discuss and reflect on what they understood individually. Another point is that almost all the participants mentioned that recording teaching sessions helps students a lot because it gives them the opportunity to re-watch lessons.

To sum up, the teachers' practices and experiences of teaching CLIL in diverse classrooms indicated some strong and weak points of the CLIL policy. The study findings mostly support the findings of the previous literature on the topic of CLIL and diversity. Collectively, the information gained from the existing research indicates the necessity to set a focus on diverse students' backgrounds while developing and improving CLIL policy. The study participants suggested some recommendations that could be useful for policymakers and practitioners.

Chapter 6. Conclusion

Inclusive Education in CLIL Programs: Experiences of Teachers in Kazakhstan

The Ministry of Education and Science of the Republic of Kazakhstan has taken some radical steps to introduce multilingual and inclusive education policies in the country. In the Kazakhstani context, the implementation of these reforms has become an educational doorway towards global citizenship. The country's modern education system is in the grip of various factors that must be taken into consideration. Ethnolinguistic diversity, inequality, and trilingualism are among the issues that the policies have to address.

Despite the implementation of the CLIL policy in Kazakhstani schools, the practice shows that the program and CLIL teachers' preparation lack sufficient base to address the needs of all learners and scaffold the educational process of those who experience difficulties in content and/or language acquisition. The current research aimed to explore the teachers' experiences and practices in diverse CLIL classrooms in order to understand what kind of scaffolding students' learning is needed to ensure them equal access to quality education.

By examining the teachers' practices in diverse CLIL classrooms, this study revealed that not all teachers receive the appropriate training in CLIL and its strategies to address all students' needs, and the notion of inclusive education is not fully understood. The most common challenges that teachers and, based on their responses, students experience are related to the level of their foreign language command and the students' ability to master the subject matter in that language. In this relation, the CLIL program was considered to be too demanding for students with learning difficulties and the workload on teachers to be too high.

Since CLIL is not fully adapted to cater to diverse students' needs (Durán-Martínez & Beltrán-Llavador, 2016), the study revealed that the CLIL curriculum should undergo transformations, taking into account different learning styles and individual peculiarities of students. In addition, a better methodological base for teachers should be developed. The study findings also demonstrated how online education during the COVID-19 pandemic affected CLIL teaching in diverse classrooms. According to the collected data, the switch to distance learning led to the minimization, or sometimes elimination, of the linguistic aspect from CLIL subjects due to the lesson time shortage and occasional technology malfunction. Another disappointing yet important finding was the increased segregation of SEN students because of the inability of teachers to fully control, monitor, and assist learners in the digital environment.

Research-based Recommendations for Advancing Inclusive Teaching in CLIL Programs

The findings of this study provide useful insights for building an understanding of how CLIL teaching occurs in diverse classrooms, what are the challenges of the process, and what can facilitate the success of both inclusive and multilingual educational policies. The study provides insight into the daily teachers' practices that might be useful for policymakers in improving the CLIL programs with approximations to inclusive education.

The quality of teaching is very much dependent on the educators' ability to address the needs of all learners. Since the study revealed that there are significant gaps in CLIL teachers' training and the methodological guidelines are scarce, the recommendation for the policy could be the proper provision of the necessary resources and instructions for teachers. The offered training should be lengthy and more insightful. Regular teacher workshops, where they can exchange their successful practices and share the difficulties they encounter, would be extremely useful for their professional development. As CLIL

implies the use of the Kazakh, Russian, and English languages as mediums of instruction, students should operate them at least at the elementary level. Therefore, closer attention should be drawn to language teaching at schools.

Another useful suggestion based on the study findings was to take into account the diverse needs and personalities of students while designing the assessment criteria and the requirements for task completion. The examples are shorter exercises, more time for the task performance, lower threshold score for students with learning difficulties. “Work in pairs or groups” exercises, which include assigning students into collaborative clusters, proved to be beneficial both academically and socially, as they foster communication and collaboration (Lo, 2014; Davison, 2006). The practical recommendation by Leon et al. (2016) to organize more extra-curricular sessions for foreign language development, thematic games for interest shaping can also result in more enthusiastic learners. Therefore, more tasks encouraging learners to cooperate should be included in the program.

As for practitioners, the study participants shared some effective classroom activities, for example, “Question Loop” or “dictation”, which might be a useful addition to the arsenal of teaching techniques for language and content teaching. They help to involve all students, encourage them to participate, and help to memorize vocabulary and subject theory. The use of technology in the teaching practice is also in favor as it serves the principle of multiple intelligence and diverse learning styles.

Limitations of the Current Research and a Way Forward

The limitation of the study is that the qualitative approach alone does not provide an understanding applicable to all sample population due to the small number of participants (Queirós, 2017). The data gained from the bigger sample size would be more credible and will allow more generalization to other teachers’ practices in Kazakhstan. Another limitation is that the study focuses on teachers and their experiences; it interprets

the findings in accordance with their perspective, which might not accurately reflect the experiences of other CLIL program participants.

Since the study findings demonstrate the relevance of the research topic, it is important to investigate the phenomenon of the inclusiveness of CLIL further. A larger sample will ensure a better understanding of the challenges of CLIL in an inclusive environment. Applying different methodology might emerge other types of data. A large-scale survey incorporating the quantitative approach would complement the findings of the current study. In addition, focus on other CLIL program stakeholders within the same context would provide a more holistic picture of this situation. It would be more insightful to explore the effect of CLIL implementation on inclusive education practices and vice versa from the perspective of students and their parents. Overall, further research in this area will contribute to the research body globally and in Kazakhstan in particular.

References

- Agbo, S. A., & Pak, N. (2017). Globalization and educational reform in Kazakhstan. *International Journal of Educational Reform*, 26(1), 14–43.
<https://doi.org/10.1177/105678791702600102>
- Aimin, L. (2013). The study of second language acquisition under socio-cultural theory. *American Journal of Educational Research*, 1(5), 162–167.
<https://doi.org/10.12691/education-1-5-3>
- Aimoldina, A. A. (2018, October 20). *Features of the functioning of the English language in the modern Kazakhstani business community*. Scientific articles of Kazakhstan.
<https://articlekz.com/article/6458>
- Ainscow, M. (2001). Developing inclusive schools: implications for leadership. *Extraído el*, 25, 1-6.
- Ainscow, M. (2002). *Understanding the development of inclusive schools*.
<https://doi.org/10.4324/9780203016619>
- Ainscow, M., Dyson, A., & Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. CfBT Education Trust.
- Anghel, B., Cabrales, A., & Carro, J. M. (2016). Evaluating a bilingual education program in Spain: The impact beyond foreign language learning. *Economic Inquiry*, 54(2), 1202-1223.
- Araque, N., & Barrio, J. L. (2010). Atención a la diversidad y desarrollo de procesos educativos inclusivos. *Prisma Social*, 4, 1–37.
- Ayubayeva, N. (2018). *Teacher collaboration for professional learning: Case studies of three schools in Kazakhstan* (Doctoral thesis, University of Cambridge).
<https://doi.org/10.17863/CAM.20729>

- Baikenov, K. (2020). *Teachers' perceptions and challenges of implementing updated curriculum reform in a secondary school in Central Kazakhstan* (Doctoral dissertation, Nazarbayev University Graduate School of Education).
<http://nur.nu.edu.kz/handle/123456789/4834>
- Baker, C. (2017). *Foundations of bilingual education and bilingualism*. Multilingual matters.
- Balli, D. (2016). Importance of parental involvement to meet the special needs of their children with disabilities in regular schools. *Academic Journal of Interdisciplinary Studies*. <https://doi.org/10.5901/ajis.2016.v5n1p147>
- Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Sage Publications.
- Beardsmore, H. B. (1993). *European models of bilingual education*. Multilingual matters.
- Benito Jiménez, I. (2014). *On the use of CLIL at inclusive education*. Universidad de Valladolid.
- Bokayev, B., Torebekova, Z., Abdykalikova, M., & Davletbayeva, Z. (2021). Exposing policy gaps: the experience of Kazakhstan in implementing distance learning during the COVID-19 pandemic. *Transforming Government: People, Process and Policy*.
<https://doi.org/10.1108/TG-07-2020-0147>
- Bokayev, B., Torebekova, Z., Davletbayeva, Z., & Zhakypova, F. (2021). Distance learning in Kazakhstan: estimating parents' satisfaction of educational quality during the coronavirus. *Technology, Pedagogy and Education*, 1-13.
- Booth, T., & Ainscow, M. (2002). *Index for inclusion: developing learning and participation in schools*. CSIE.
- Booth, W. C., Colomb, G. G., Williams, J. M., (2008). *The craft of research*. University of Chicago press.

- Brede, J., Remington, A., Kenny, L., Warren, K., & Pellicano, E. (2017). Excluded from school: Autistic students' experiences of school exclusion and subsequent re-integration into school. *Autism & Developmental Language Impairments*, 2, 2396941517737511.
- Burgess, S., & Sievertsen, H. H. (2020, April 1). *Schools, skills, and learning: The impact of COVID-19 on education*. VoxEU & CEPR. <https://voxeu.org/article/impact-covid-19-education>
- Cannata, M. A., Smith, T. M., & Taylor Haynes, K. (2017). Integrating academic press and support by increasing student ownership and responsibility. *AERA Open*, 3(3), 2332858417713181.
- Carter, A. (2013). *The political theory of global citizenship*. Routledge.
- Cheng, C. K. E. (2011). The role of self-regulated learning in enhancing learning performance.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543–562. <https://doi.org/10.2167/beb459.0>
- Coyle, D. (2011). Teacher education and CLIL methods and tools. *Unpublished seminar presented in Milan, Italy*. <http://win.cremit.it/public/documenti/seminar.pdf>
- Coyle, D., Hood, p. and Marsh, D. (2010): *CLIL: Content and language integrated learning*. Ernst Klett Sprachen.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Sage Publications.
- Creswell, J. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research: International edition* (4th ed.). Pearson Education International.

- Cummins, J. (2005). Using information technology to create a zone of proximal development for academic language learning: A critical perspective on trends and possibilities. *Information technology and innovation in language education*, 105-126.
- Daniel, J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96.
- Dautova, I. (n.d.). *COVID-19 and education: How does Kazakhstan face the pandemic?* ERI. <https://eurasian-research.org/publication/covid-19-and-education-how-does-kazakhstan-face-the-pandemic/>
- Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right?. *International Journal of Bilingual Education and Bilingualism*, 9(4), 454-475.
- DeBaryshe, B. D., Gorecki, D. M., & Mishima-Young, L. N. (2009). Differentiated instruction to support high-risk preschool learners. *NHSA DIALOG*, 12(3), 227-244.
- Denivarova, N. V., & Abdresheva, M. K. (2015). Some peculiarities of inclusive education in Kazakhstan. *Voprosy sovremennoi nauki I praktiki [The questions of modern science and practice]*. *Vernadsky University*, (3), 162-166.
- Díaz, C. P., & Requejo, M. D. P. (2008). Teacher beliefs in a CLIL education project. *Porta Linguarum: Revista Internacional de Didáctica de las lenguas extranjeras*, (10), 151-161.
- Durán-Martínez, R., & Beltrán-Llavador, F. (2016). A regional assessment of bilingual programmes in primary and secondary schools: The teachers' views. *Porta Linguarum*, 25, 79-92.
- Edwards, V. (2008). *Multilingualism in the English-speaking world: Pedigree of nations* (Vol. 5). John Wiley & Sons.

- Edwards, V. (2009). *Learning to be literate: Multilingual perspectives*. Multilingual Matters.
- Ene, F. N. (2017). The English language as a tool for enhancing employability in the 21st century: Focus on the reading skill. *Journal of Qualitative Education*, 12(1), 130-137.
- Ernest, J. M., Thompson, S. E., Heckaman, K. A., Hull, K., & Yates, J. (2011). Effects and social validity of differentiated instruction on student outcomes for special educators. *Journal of the International Association of Special Education*, 12(1), 33-41.
- Rudasill, K. M., & Kalutskaya, I. (2014). Being shy at school. *Sex roles*, 70(7), 267-273.
- Fernández, R., & Halbach, A. (2011). Analysing the situation of teachers in the CAM bilingual project after four years of implementation. *Content and Foreign Language Instructed Learning. Contributions to Multilingualism in European Contexts*. Peter Lang.
- Francis, B., Taylor, B., & Tereshchenko, A. (2019). *Reassessing ability grouping: Improving practice for equity and attainment*. Routledge.
- Frizen, D. Y. (2018, October 20). *Казахстанское высшее образование сегодня и завтра. [Kazakhstani high education today and tomorrow]*. Scientific articles Kazakhstan. <https://articlekz.com/article/20661>
- Fürstenberg, U., & Kletzenbauer, P. (2012). CLIL: From online sources to learning resources. In *International Conference ICT in Language Learning*.
- Gajo, L. (2007). Linguistic knowledge and subject knowledge: How does bilingualism contribute to subject development?. *International Journal of Bilingual Education and Bilingualism*, 10(5), 563-581.

- Galiano-Carrión, M. (2020). *Implementation of attention to diversity in CLIL: Attention to students with autism* (Master's dissertation, Universidad de Jaén).
<https://hdl.handle.net/10953.1/13086>
- Gamoran, A. (1992). Synthesis of research: Is ability grouping equitable?. *Educational Leadership*, 50, 11-11.
- Gamoran, A., Nystrand, M., Berends, M., & LePore, P. C. (1995). An organizational analysis of the effects of ability grouping. *American Educational Research Journal*, 32(4), 687-715.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. Basic Books.
- Gerber, P. J., & Popp, P. A. (1999). Consumer perspectives on the collaborative teaching model: Views of students with and without LD and their parents. *Remedial and Special Education*, 20(5), 288-296.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning* (2nd ed.). Heinemann.
- Grenier, M. (2007). Inclusion in physical education: From the medical model to social constructionism. *Quest* (00336297), 59(3), 298–310.
- Grima-Farrell, C. R., Bain, A., & McDonagh, S. H. (2011). Bridging the research-to-practice gap: A review of the literature focusing on inclusive education. *Australasian Journal of Special Education*, 35(2), 117-136.
- Hanesová, D. (2015). History of CLIL. *CLIL in Foreign Language Education: E-textbook for Foreign Language Teachers*, 7-16.
- Hendrich, U., & Schepers, J. (2004). Locus of control and learning strategies as predictors of academic success. *South African Journal of Higher Education*, 18(2).
<https://doi.org/10.4314/sajhe.v18i2.25466>
- Henninger, N. A., & Taylor, J. L. (2013). Outcomes in adults with autism spectrum disorders: A historical perspective. *Autism*, 17(1), 103-116.

- Hornberger, N. H. (2009). Multilingual education policy and practice: Ten certainties (grounded in indigenous experience). *Language Teaching*, 42(2), 197–211.
<https://doi.org/10.1017/s0261444808005491>
- Hornby, G., Witte, C., & Mitchell, D. (2011). Policies and practices of ability grouping in New Zealand intermediate schools. *Support for Learning*, 26(3), 92-96.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125–132.
- Kao, Y. T. (2020). Understanding and addressing the challenges of teaching an online CLIL course: a teacher education study. *International Journal of Bilingual Education and Bilingualism*, 1-20.
- Karabassova, L. (2018). Teachers' conceptualization of content and language integrated learning (CLIL): Evidence from a trilingual context. *International Journal of Bilingual Education and Bilingualism*, 1-13.
- King, L. (Ed.). (2003). *Education in a multilingual world: UNESCO education position paper 2003*. UNESCO.
- Koh, D. (2020). COVID-19 lockdowns throughout the world. *Occupational Medicine*, 70(5), 322-322.
- Kovács, J. (2014). CLIL – Early competence in two languages. *The World at Their Feet: Children's Early Competence in Two Languages through Education* (p. 15–97). Eötvös József Könyvkiadó.
- Kusmangaliyeva, Z., Serikbayev, A., Shokamanov, Y. (2009). *National human development report 2009. From exclusion to equality: Realising the rights of disabled people in Kazakhstan*. UNDP Kazakhstan.
<http://hdr.undp.org/en/content/exclusion-equality>

- Lasagabaster, D. (2015). Different educational approaches to bi-or multilingualism and their effect on language attitudes. *Content-based Language Learning in Multilingual Educational Environments* (pp. 13-30). Springer, Cham.
- León, M. J., Estévez, B., & Crisol, E. (2017). Atención a la diversidad en Educación Primaria. *Granada: Editorial Avicam*.
- Lo, Y. Y. (2014). Collaboration between L2 and content subject teachers in CBI: Contrasting beliefs and attitudes. *RELC Journal*, 45(2), 181-196.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education: A practical guide to supporting diversity in the classroom*. Psychology Press.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 39, 251–275.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning*, 41, 513–534.
- Makoelle, T. M. (2020). Language, terminology, and inclusive education: A case of Kazakhstani transition to inclusion. *Sage Open*, 10(1), 2158244020902089.
- Makoelle, T. M., & Burmistrova, V. (2021). Teacher education and inclusive education in Kazakhstan. *International Journal of Inclusive Education*, 1-17.
- McNamara, C. (n.d.). *General guidelines for conducting interviews*. Free management library. <http://managementhelp.org/evaluatn/intrview.htm>
- Madrid, D., & Julius, S. M. (2017). Quality factors in bilingual education at the university level. *Porta Linguarum: Revista Internacional de Didáctica de las Lenguas Extranjeras*, (28), 49-66.

- Madrid, D., Ortega-Martín, J. L., & Hughes, S. P. (2019). CLIL and language education in Spain. *Content and Language Integrated Learning in Spanish and Japanese Contexts* (pp. 11-35). Palgrave Macmillan, Cham.
- Madrid, D., & Pérez Cañado, M. L. P. (2018). Innovations and challenges in attending to diversity through CLIL. *Theory Into Practice*, 57(3), 241–249.
<https://doi.org/10.1080/00405841.2018.1492237>
- Marsh, D. (2002). CLIL/EMILE-The European dimension: Actions, trends and foresight potential.
- Mason, J. (2002). *Qualitative researching* (2nd ed.). Sage.
- Mcdill, E. L., Natriello, G., & Pallas, A. M. (1986). A population at risk: Potential consequences of tougher school standards for student dropouts. *American Journal of Education*, 94(2), 135–181. <https://doi.org/10.1086/443841>
- Mehisto, P., Marsh, D., & Frigols, M. J. (n.d.). *Uncovering CLIL : Content and language integrated learning in bilingual and multilingual education*. Macmillan
- MoES (Ministry of Education and Science of the Republic of Kazakhstan). (2010). *State programme of education development in the Republic of Kazakhstan for 2011-2020*. <https://iqaa.kz/en/normative-legal-documents/state-programs>
- MoES (Ministry of Education and Science of the Republic of Kazakhstan). (2014). *Road map of trilingual education development in Kazakhstan for 2015-2020*.
<http://umckrg.gov.kz>
- MoES (Ministry of Education and Science of the Republic of Kazakhstan) & National Academy of Education named after Altynsarin. (2015). *Konceptualniye podhody k razvitiyu inklusivnogo obrazovaniya v Respublike Kazakhstan. [Conceptual approaches to inclusive education development in the Republic of Kazakhstan]*.
<http://special-edu.kz/normativno-pravovaya%20baza/4/mat002.pdf>

- Mittler, P. (2012). *Working towards inclusive education: Social contexts*. Routledge.
- Mjelve, L. H., Nyborg, G., Edwards, A., & Crozier, W. R. (2019). Teachers' understandings of shyness: Psychosocial differentiation for student inclusion. *British Educational Research Journal*, 45(6), 1295-1311.
- Muntaner, J. J. (2017). Prácticas inclusivas en el aula ordinaria. *Revista de Educación inclusiva*, 7(1).
- Murphy, J. F., Weil, M., Hallinger, P., & Mitman, A. (1982). Academic press: Translating high expectations into school policies and classroom practices. *Educational Leadership*, 40(3), 22-26.
- Nazarbayev, N. (2004). *State program for development of education of the Republic of Kazakhstan for 2005-2010. Decree of the president of the Republic of Kazakhstan*. Adilet.zan. <http://adilet.zan.kz/rus/docs/U040001459>
- Nazarbayev, N. (2010). *The State program of education development in the Republic of Kazakhstan*. Akorda.kz. http://www.akorda.kz/en/official_documents/strategies_and_programs.
- Nazarbayev, N. (2011). *Decree of the government of the Republic of Kazakhstan No. 160*. Akorda.kz. https://www.akorda.kz/en/official_documents/constitution.
- Nazarbayev, N. (2011). *The State program for the development and functioning of languages in the Republic of Kazakhstan*. Akorda.kz. http://www.akorda.kz/en/official_documents/strategies_and_programs.
- Nazarbayev, N. (2012). *Address of the president of the Republic of Kazakhstan N.Nazarbayev to the nation*. Akorda.kz. http://www.akorda.kz/en/speeches/internal_political_affairs/in_speeches_and_addresses/address-of-the-president-of-the-republic-of-kazakhstan-nnazarbayev-to-the-nation-january-17-20142?q=Kazakhstan+-+2050.

- Neary, T. (1992). Curriculum adaptation for inclusive classrooms.
- NIS, A. (2013). Trilingual Education Policy for Nazarbayev Intellectual Schools.
- Pérez Cañado, M. L. P. (2016a). Teacher training needs for bilingual education: In-service teacher perceptions. *International Journal of Bilingual Education and Bilingualism*, 19(3), 266–295. <https://doi.org/10.1080/13670050.2014.980778>
- Pérez Cañado, M. L. P. (2016b). Are teachers ready for CLIL? Evidence from a European study. *European Journal of Teacher Education*, 39(2), 202–221. <https://doi.org/10.1080/02619768.2016.1138104>
- Pokrivcakova, S. (2013). Quality survey of Slovak teachers' personal views on content language integrated learning (CLIL). *International Journal of Liberal Arts and Social Science*, 1(1), 83-93.
- Price-Dennis, D., Holmes, K. A., & Smith, E. (2015). Exploring digital literacy practices in an inclusive classroom. *The Reading Teacher*, 69(2), 195–205.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. *Language anxiety: From theory and research to classroom implications* (pp. 101–108).
- Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*.
- Radoman, V., Nano, V., & Closs, A. (2006). Prospects for inclusive education in European countries emerging from economic and other trauma: Serbia and Albania. *European Journal of Special Needs Education*, 21(2), 151–166. <https://doi.org/10.1080/08856250600600794>
- Ramberg, J. (2015). *Special education in Swedish upper secondary schools: Resources, ability grouping and organisation* (Doctoral dissertation, Stockholm University).

- Rascón, D., & Bretones, C. (2018). Socioeconomic status and its impact on language and content attainment in CLIL contexts. *Porta Linguarum*, 29, 115–136.
- Robinson, O. C. (2013). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25–41.
<https://doi.org/10.1080/14780887.2013.801543>
- Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted child quarterly*, 51(4), 382-396.
- Roiha, A. S. (2014). Teachers' views on differentiation in content and language integrated learning (CLIL): Perceptions, practices and challenges. *Language and Education*, 28(1), 1–18.
- Rotgans, J. I., & Schmidt, H. G. (2014). Situational interest and learning: Thirst for knowledge. *Learning and Instruction*, 32, 37–50.
<https://doi.org/10.1016/j.learninstruc.2014.01.002>
- Sánchez, P. A. (2009). Análisis de las medidas de atención a la diversidad en la Educación Secundaria Obligatoria [Analysis of measures for attention to diversity in Compulsory Secondary Education]. *Consejo De Dirección/Managing Board*, 349, 203-223.
- Shamshidinova, K., Ayubayeva, N., & Bridges, D. (2014). Implementing radical change: Nazarbayev intellectual schools as agents of change. *Educational reform and internationalisation: The case of school reform in Kazakhstan*, 71-82.
- Sheets, R. H. (2009). What is diversity pedagogy? *Multicultural Education*, 16(3), 11–17.
- Shegenova, Z. (2016). *Advantages and disadvantages in teaching History of Kazakhstan in Kazakh (L2)* [PowerPoint slides].
http://conferences.nis.edu.kz/?page_id=3306&lang=en

stat.gov.kz. (2020). *Demographic situation of the Republic of Kazakhstan for 2020*.

<https://stat.gov.kz/>

Stubbs, S. (2008). Inclusive education. *Where there are few resources*. The Atlas Alliance Publ.

Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Procedia-Social and Behavioral Sciences*, 93, 1860-1868.

Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The qualitative report*, 15(3), 754.

UNESCO. (2005). *Guidelines for inclusion: Ensuring access to education for all*. ERIC Clearinghouse.

UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Adopted by the World Conference on Special Needs Education: Access and Quality in Salamanca, Spain.

UNESCO, I. (2008). Inclusive education: The way of the future. In Conclusions and recommendations of the 48th session of the International Conference on Education (ICE), (págs. 25-28). Geneva.

Van de Craen, P., Mondt, K., Allain, L., & Gao, Y. (2007). Why and how CLIL works. An outline for a CLIL theory. *Views*, 16(3), 70-78.

Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy*. Routledge.

Vázquez, V. P., & Ellison, M. (2018). Examining teacher roles and competences in content and language integrated learning (CLIL). *Linguarum Arena: Revista de Estudos em Didática de Línguas da Universidade do Porto*, 4, 65-78.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard university press.

- Wilson, J., & Komba, S. C. (2012). The link between English language proficiency and academic performance: A pedagogical perspective in Tanzanian secondary schools. *World Journal of English Language*, 2(4). <https://doi.org/10.5430/wjel.v2n4p1>
- Warnock, M., & Norwich, B. (2010). *Special educational needs: A new look*. Bloomsbury Publishing.
- World Bank. (2020). *The COVID-19 pandemic: Shocks to education and policy responses*. World Bank Group. <https://doi.org/10.1596/33696>
- Yakavets, N., & Dzhadrina, M. (2014). Educational reform in Kazakhstan: Entering the world arena. In D. Bridges (Ed.), *Educational reform and internationalisation: The case of school reform in Kazakhstan*, (28-52). Cambridge University Press.
- Yeskeldiyeva, B. Y., & Tazhibayeva, S. Z. (2015). Multilingualism in Modern Kazakhstan: New Challenges. *Asian Social Science*, 11(6). [10.5539/ass.v11n6p56](https://doi.org/10.5539/ass.v11n6p56)
- Zharkynbekova, S., Aimoldina, A., Akynova, D., Abaidilda, A., & Kuzar, Z. (2014). The role of multilingual education in the process of Kazakhstani identity formation. *Procedia - Social and Behavioral Sciences*, 143, 217–221. <https://doi.org/10.1016/j.sbspro.2014.07.391>
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheurs et chercheurs en education*, 1(1).
- Zhetpisbayeva, B. A., Kitibayeva, A. K., Kazimova, D. A., Akbayeva, G. N., & Zatyneiko, M. A. (2018). Assessment issues in content and language integrated learning (CLIL). *Journal of Advanced Pharmacy Education and Research*, 8(4), 32-38.
- Zhetpisbayeva, B. A., & Shelestova, T. Y. (2018). Methodical support of Early English language teaching: Practice of education in Kazakhstan. *Хабаршысы*, 8.

Zholtayeva, G., Stambekova, A., Alipbayeva, A., & Yerzhanova, G. (2013). Inclusive education in Kazakhstan: Selected issues. *CBU International Conference*

Proceedings 2013 - Integration and Innovation in Science and Education.

<https://doi.org/10.12955/cbup.2013.34>

Zimmerman, B. J., & Schunk, D. H. (2011). Self-regulated learning and performance. In B.

J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and*

performance (pp. 1-12). Routledge/Taylor & Francis Group.

Appendix A**Interview Protocol**

Interview Protocol (English Version)

Date: _____ Participant № _____ Location: _____

[introductions]

[thanking the participant for agreeing to meet /take part in the research]

[going over the consent form, explaining confidentiality and anonymity issues as explained on the consent form]

[signing and collecting the form]

[recorder test]

[start the interview]

Interview questions:

1. Could you briefly introduce yourself?

Probe: What subjects do you teach? How long do you work in CLIL?

2. Was the training in CLIL part of your pre-service education or professional development? (RQ2)

Probe: How did you receive training in CLIL?

Probe: When was the training conducted?

Probe: Who organized the training?

3. How frequently were the training sessions conducted?

4. Describe your experience of teaching CLIL in school. (RQ2)

Probe: What are the challenges you face in your daily teaching practice?

5. In what way do students in your classrooms differ from each other? (RQ1)

6. What is the place of CLIL in the context of inclusive education? (RQ1)

7. Do all students participate in the educational process during your lesson? (RQ1; RQ2)

Probe: If no, do you think that it is CLIL that discourages the students from participation?

8. What aspects of the CLIL program do you consider to be difficult for your students? (RQ2, RQ4)

9. What do you do to scaffold your students' learning? How do you differentiate your teaching instructions? (RQ3)

10. Which of the techniques you applied to your practice do you find effective for every student's learning? Why? (RQ3)

11. How do you improve your methodology of teaching CLIL to diverse classrooms? (RQ3)

12. What recommendations for policymakers can you give for the further development of the CLIL program? (RQ3; RQ4)

Probe: What can ensure the better content and language acquisition by different students (e.g. classroom size; organizing classrooms according to the foreign language level, etc.)?

13. How does online educational format influence your CLIL teaching? (RQ5)

Probe: What difficulties do you face during the online CLIL teaching?

Probe: What difficulties do your students face during the online CLIL learning?

14. What students fall behind in online CLIL classrooms? (RQ5)

Probe: What are the reasons of the academic performance deterioration of some students?

15. Are there any good sides of online educational format? (RQ5)

Probe: If yes, what are they?

Протокол интервью (русская версия)

Дата: _____ Участник № _____ Место нахождения:

[введение]

[поблагодарить участника за согласие встретиться / принять участие в исследовании]

[просмотреть форму согласия, объяснить вопросы конфиденциальности и анонимности, как описано на форме согласия]

[подписание и получение формы]

[тест записывающего устройства]

[начать интервью]

Вопросы интервью:

1. Не могли бы вы вкратце рассказать о себе?

Доп. вопрос: Какие предметы вы преподаете? Как долго вы работаете в CLIL?

2. Было ли преподавание CLIL частью вашего основного профессионального образования или частью профессионального развития? (ВИ2)

Доп. вопрос: Как вы проходили обучение в CLIL?

Доп. вопрос: Когда проводилось обучение?

Доп. вопрос: Кто организовал обучение?

3. Как часто проводились тренинги? (ВИ2)

4. Опишите свой опыт преподавания CLIL в школе. (ВИ2)

Доп. вопрос: С какими проблемами вы сталкиваетесь в своей повседневной педагогической практике?

5. Чем студенты в ваших классах отличаются друг от друга? (ВИ1)

6. Какое место занимает CLIL в контексте инклюзивного образования? (ВИ1)

7. Все ли учащиеся участвуют в учебном процессе во время урока? (ВИ1; ВИ2)
Доп. вопрос: Если нет, как вы думаете, является ли CLIL причиной нежелания студентов принимать участие в уроке?
8. Какие аспекты программы CLIL вы считаете трудными для ваших студентов?
(RQ2, ВИ4)
9. Что вы делаете для поддержки обучения своих учеников? Как вы дифференцируете свои инструкции по обучению? (ВИ3)
10. Какие из методов, которые вы применяли в своей практике, вы считаете эффективными для обучения каждого ученика? Почему? (ВИ3)
11. Как вы улучшаете свою методологию преподавания CLIL в разнообразных классах? (ВИ3)
12. Какие рекомендации для политиков вы можете дать по дальнейшему развитию программы CLIL? (ВИ3; ВИ4)
Доп. вопрос: Что может обеспечить лучшее усвоение предметного и языкового содержания разными учащимися (например: размер класса; организация классов в соответствии с уровнем иностранного языка и т. д.)?
13. Как образовательный онлайн-формат влияет на ваше преподавание CLIL?
(ВИ5)
Доп. вопрос: С какими трудностями вы сталкиваетесь во время онлайн-обучения CLIL?
Доп. вопрос: С какими трудностями ваши ученики сталкиваются во время онлайн-обучения CLIL?
14. Какие ученики отстают в онлайн CLIL-классах? (ВИ5)
Доп. вопрос: Каковы причины ухудшения успеваемости некоторых студентов?

15. Есть ли хорошие стороны онлайн-формата обучения? (ВИ5)

Доп. вопрос: Если да, то какие?

Сұхбат хаттамасы (қазақша нұсқасы)

Күні: _____ Қатысушы № _____ Орналасқан жері:

[кіріспе]

[зерттеуге қатысуға / қатысуға келіскені үшін қатысушыға алғыс айту]

[құпиялық пен жасырындық мәселелерін түсіндіргендей келісім формасын қарап шығу келісім формасы]

[формаға қол қою және жинау]

[жазба сынағы]

[сұхбатты бастау]

Сұхбат сұрақтары:

1. Өзіңіз туралы қысқаша айтып бере аласыз ба?

Қос. сұрақ: Сіз қандай пәндерден сабақ бересіз? CLIL-де қанша уақыт жұмыс істейсіз?

2. CLIL-ді оқыту сіздің негізгі кәсіби біліміңіздің бір бөлігі ме немесе сіздің кәсіби дамуыңыздың бөлігі ме? (3С2)

Қос. сұрақ: Сіз CLIL-де қалай оқыдыңыз?

Қос. сұрақ: Тренингті қашан өттіңіз?

Қос. сұрақ: Тренингті кім ұйымдастырды?

3. Тренинг қанша рет өткізілді? (3С2)

4. CLIL-ді мектепте оқыту тәжірибеңізді сипаттаңыз. (3С2)

Қос. сұрақ: Сіз CLIL сабақ беру практикасында қандай проблемаларға тап болдыңыз?

5. Сіздің оқушыларыңыз бір-бірінен несімен ерекшеленеді? (3С1)

6. Инклюзивтік білім беру жағдайында CLIL қандай рөл атқарады? (3С1)
7. Сабақ барысында барлық оқушылар оқу процессіне қатыса ма? (3С1; 3С2)
Қос. сұрақ: Егер олай болмаса, CLIL бағдарламасы оқушылардың сабаққа қатысуға құлықсыздығына себебі деп ойлайсыз ба?
8. Сіздің студенттеріңізге CLIL бағдарламасының қандай аспектілері қиын тиді? (3С2, 3С4)
9. Оқушыларыңыздың оқуын қолдау үшін не істеп жатырсыз? Сіз өзіңіздің оқыту нұсқауларыңызды қалай ажыратасыз? (3С3)
10. Сіз өз тәжірибеңізде қолданған әдістердің әр студентті оқыту үшін қайсысын тиімді деп санайсыз? Неліктен? (3С3)
11. Инклюзивтік сыныптарда CLIL оқыту әдістемесін қалай жетілдіресіз? (3С3)
12. CLIL бағдарламасын одан әрі дамыту бойынша саясаткерлерге қандай ұсыныстар бере аласыз? (3С3; 3С4)
Қос. сұрақ: Әр түрлі оқушылардың пәндік және тілдік мазмұнын неғұрлым жақсы игеруін не қамтамасыз ете алады (мысалы: сынып мөлшері; сабақтарды шет тілінің деңгейіне сәйкес ұйымдастыру және т.б.)?
13. Онлайн білім беру форматы сіздің CLIL-дегі оқытуыңызға қалай әсер етеді? (3С5)
Қос. сұрақ: CLIL-ді онлайн режимінде оқып-үйрену кезінде қандай қиындықтарға тап боласыз?
Қос. сұрақ: CLIL-ді онлайн оқуда сіздің оқушыларыңыз қандай қиындықтарға тап болады?
14. CLIL-дің онлайн сабақтарында қандай оқушылар артта қалып отырады? (3С5)
Қос. сұрақ: Кейбір оқушылардың үлгерімі нашарлауының себептері қандай?

15. Онлайн оқыту форматының жақсы жақтары бар ма? (3С5)

Қос. сұрақ: Иә болса, қандай?

Appendix B

Informed Consent Form

INFORMED CONSENT FORM

Attending to Diversity through Content and Language Integrated Learning (CLIL) in Kazakhstan: Teachers' Experiences and Practices in Diverse CLIL Classrooms

DESCRIPTION: You are invited to participate in a research study on the way CLIL policy accommodates diversity of students in schools offering CLIL programs in Kazakhstan. The purpose of this study is to build a better understanding of what kind of pedagogical support is required in order to provide Kazakhstani students with appropriate and effective instruction in diverse CLIL classrooms. The interview will be audio recorded with your permission for the purpose of having an exact record. You will be sent a copy of the transcription prior to the analysis to confirm that data is accurate. Your name and any other details that can identify your personality will not be revealed. The audio recording will be deleted upon the completion of the research and the de-identified transcripts will be retained by the researcher in a password protected folder on a password protected computer. Only the researcher and the research supervisor will have access to the data. The results of the study will be used for scholarly purposes only.

TIME INVOLVEMENT: The interview will last approximately 40 min. Your overall participation will take no more than 60 minutes.

RISKS AND BENEFITS: There is a minimal risk of breaching confidentiality. To minimize this risk the transcriptions will be kept electronically in an encrypted folder in the researcher's password protected personal computer. To protect anonymity numbers will be assigned to each transcript instead of their names. The identity of participants and their assigned numbers will be stored separately in a password protected file on the researcher's laptop and the cloud. This will minimize the risk of identification of the participants in case of theft or loss of the device. The benefits which may reasonably be expected to result from this study are that as a participant you will have a chance to bring changes in the educational policy. The research could be useful for developing an effective curriculum for "inclusive" CLIL programs taking into account the difficulties students might face during the educational process. The good understanding of key factors taking place in foreign language acquisition of Kazakhstani people will ensure a better quality of teaching service in content and linguistic settings. This research will advance the general knowledge of this phenomenon and contribute to the future development and improvement in this area.

PARTICIPANT’S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master’s Thesis Supervisor for this student work, Rita Kasa at rita.kasa@nu.edu.kz or by phone +7 7172 704956.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- I understand that I do not have to answer any question that makes me uncomfortable
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ Date: _____

I agree for the researcher to audio record the interview.

Signature: _____ Date: _____

Researcher:

Signature: _____ Date:

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Внимание к инклюзии через предметно-языковое интегрированное обучение (CLIL) в Казахстане: опыт и практика преподавателей в инклюзивных CLIL-классах

ОПИСАНИЕ: Вам предлагается принять участие в исследовании, посвященном тому, как политика CLIL учитывает разнообразие учащихся школ, предлагающих программы CLIL в Казахстане. Целью данного исследования является достижение лучшего понимания и выявления педагогической поддержки, которая требуется для того, чтобы обеспечить казахстанским ученикам надлежащее и эффективное обучение в инклюзивных классах CLIL. Интервью будет записано на аудиозаписи с вашего разрешения, чтобы иметь точную запись. Вам будет отправлена копия транскрипции перед анализом, чтобы подтвердить точность данных. Ваше имя и любые другие данные, которые могут идентифицировать вашу личность, не будут раскрыты. Аудиозапись будет удалена по завершении исследования, а неопознанные стенограммы будут сохранены исследователем в защищенной паролем папке на защищенном паролем компьютере. Только исследователь и научный руководитель будут иметь доступ к данным. Результаты исследования будут использованы только в научных целях.

ВРЕМЯ: Интервью продлится около 40 минут. Ваше общее участие займет не более 60 минут.

РИСКИ И ПРЕИМУЩЕСТВА: риск нарушения конфиденциальности минимален. Чтобы минимизировать этот риск, транскрипции будут храниться в электронном виде в зашифрованной папке на персональном компьютере исследователя, защищенном паролем. В целях защиты анонимности каждой транскрипции будут присвоены номера, а не их имена. Идентификационные данные участников и присвоенные им номера будут храниться отдельно в защищенном паролем файле на портативном компьютере исследователя и в облаке. Это минимизирует риск идентификации участников в случае кражи или потери устройства. Выгоды, которые можно разумно ожидать в результате этого исследования, заключаются в том, что, как у участника, у вас будет возможность внести изменения в образовательную политику. Исследование внесет вклад в существующие знания и обогатит литературу по этой теме. Исследование может быть полезно для разработки эффективной учебной программы для «инклюзивных» CLIL программ с учетом

трудностей, с которыми студенты могут столкнуться в процессе обучения. Хорошее понимание ключевых факторов, имеющих место при овладении иностранным языком казахстанцами, обеспечит лучшее качество услуг преподавания в предметной и лингвистической среде.

ПРАВА УЧАСТНИКА: Если вы прочитали эту форму и решили участвовать в этом проекте, пожалуйста, помните, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафа или потери преимуществ. Вы так же можете не участвовать в проекте. Вы имеете право отказаться отвечать на конкретные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с руководителем магистерской диссертации по поводу этой студенческой работы, Ритой Каса, по электронной почте rita.kasa@nu.edu.kz или по телефону +7 7172 704956.

Независимый контакт: если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения, жалобы или общие вопросы относительно исследования или ваших прав как участника, пожалуйста, свяжитесь с исследовательским комитетом NUGSE, чтобы поговорить с кем-либо, независимым от исследовательской группы по телефону +7 7172 709359. Вы также можете написать письмо в исследовательский комитет NUGSE по адресу gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите это согласие, если вы согласны участвовать в этом исследовании.

- Я внимательно прочитал предоставленную информацию;
- Мне предоставили полную информацию о цели и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому;

- Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;
- Я понимаю, что мне не нужно отвечать на вопросы, которые вызывают у меня дискомфорт
- С полным знанием всего вышеизложенного я согласен по своей доброй воле участвовать в этом исследовании.

Подпись: _____ Дата подписания:

Я согласен, чтобы исследователь записал интервью на аудио.

Подпись: _____ Дата подписания:

Исследователь:

Подпись: _____ Дата подписания:

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

**Қазақстандағы мазмұны мен тілді кіріктірілген оқыту (CLIL) арқылы
инклюзияға қатысу: инклюзивті CLIL сыныптарындағы мұғалімдердің
тәжірибесі мен практикасы**

СИПАТТАМА: Сізді CLIL саясатының Қазақстандағы CLIL бағдарламаларын ұсынатын мектептердегі оқушылардың алуан түрлілігін қалай қамтамасыз ететіндігі туралы зерттеуге қатысуға шақырамыз. Бұл зерттеудің мақсаты - қазақстандық оқушыларға инклюзивті CLIL сыныптарында сәйкес және тиімді оқуды қамтамасыз ету үшін қандай педагогикалық қолдау қажет екенін жақсы түсінуге қол жеткізу. Сұхбат нақты жазбаны алу үшін сіздің рұқсатыңызбен аудио жазба түрінде болады. Сізге транскрипцияның көшірмесін талдаудың алдында деректердің нақты екендігін растау үшін жібересіз. Сіздің атыңыз және сіздің жеке басыңызды анықтайтын кез-келген басқа мәліметтер ашылмайды. Зерттеу аяқталғаннан кейін аудио жазба жойылады және анықталмаған транскриптор зерттеушіде парольмен қорғалған компьютерде парольмен қорғалған папкада сақталады. Тек зерттеуші мен ғылыми жетекші мәліметтерге қол жеткізе алады. Зерттеу нәтижелері тек ғылыми мақсатта қолданылады.

УАҚЫТҚА ҚАТЫСУ: Сұхбат шамамен 40 минутқа созылады. Сіздің жалпы қатысуыңыз 60 минуттан аспайды.

ҚАУІПТЕР МЕН ПАЙДАСЫ: Құпиялылықты бұзудың ең аз қаупі бар. Бұл қауіпті азайту үшін транскрипциялар зерттеушінің құпия сөзбен қорғалған дербес компьютеріндегі шифрланған папкада электронды түрде сақталады. Анонимді қорғау үшін әрбір транскрипцияға олардың аттарының орнына нөмірлер беріледі. Қатысушылардың жеке куәлігі және оларға берілген нөмірлер зерттеушінің ноутбугында және бұлтта парольмен қорғалған файлда бөлек сақталады. Бұл құрылғы ұрланған немесе жоғалған жағдайда қатысушыларды анықтау қаупін барынша азайтады. Зерттеу нәтижелері бойынша күтілетін артықшылықтар - қатысушы ретінде сіз білім беру саясатына өзгерістер енгізуге мүмкіндік аласыз. Зерттеулер бар білімге ықпал етеді және осы тақырыптағы әдебиеттерді байытады. Зерттеулер студенттердің оқу процесінде туындауы мүмкін қиындықтарды ескере отырып, инклюзивті CLIL бағдарламалары бойынша тиімді оқу жоспарын құруда пайдалы болуы мүмкін. Қазақстандықтардың шет тілін меңгеруінде болатын негізгі

факторларды жақсы түсіну пәндік және лингвистикалық ортадағы оқыту қызметтерінің ең жақсы сапасын қамтамасыз етеді.

ҚАТЫСУШЫНЫҢ ҚҰҚЫҚТАРЫ: Егер сіз осы форманы оқып, осы жобаға қатысуға шешім қабылдаған болсаңыз, сіздің қатысуыңыз ерікті екенін түсініңіз және сіз өз келісіміңізден бас тартуға немесе кез келген уақытта қатысуға қатысуды тоқтата тұруға құқысыз, егер сіз басқаша болған жағдайда жеңілдіктер мен жеңілдіктерсіз құқылы. Балама - қатыспау. Сіздің нақты сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Осы зерттеу жұмысының нәтижелері ғылыми немесе кәсіби отырыстарда ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтар: Егер сізде осы зерттеулерге, оның процедураларына, тәуекелдері мен артықшылықтарына қатысты сұрақтарыңыз, мазасыздықтарыңыз немесе шағымдарыңыз болса, магистранттың дипломдық жұмыс жетекшісіне осы студенттік жұмыс үшін хабарласыңыз. Рита Каса, email: rita.kasa@nu.edu.kz, телефон: +7 7172 704956.

Тәуелсіз байланыс: Егер сіз осы зерттеудің қалай жүргізіліп жатқанына қанағаттанбайтын болсаңыз немесе сізде қандай да бір алаңдаушылық, шағым немесе зерттеу сұрақтары немесе сіздің қатысушы ретіндегі құқықтарыңыз болса, NUGSE зерттеу комитетіне хабарласып, тәуелсіз адаммен сөйлесуіңізді өтінеміз. +7 7172 709359 бойынша зерттеу тобы. Сіз сондай-ақ NUGSE зерттеу комитетіне gse_researchcommittee@nu.edu.kz электронды пошта арқылы хат жаза аласыз.

Егер сіз осы зерттеуге қатысуға келіссеңіз, осы келісімге қол қоюыңызды сұраймыз.

- Мен берілген ақпаратты мұқият оқып шықтым;
- Маған зерттеудің мақсаты мен рәсімдері туралы толық ақпарат берілді;
- Мен жиналған деректердің қалай қолданылатынын және кез келген құпия ақпаратты зерттеушілер ғана көретінін және басқа ешкімге ашылмайтынын түсінемін;
- Мен кез-келген уақытта себепсіз оқудан шығуға еркін екенімді түсінемін;
- Мен өзімді ыңғайсыздандыратын кез-келген сұраққа жауап берудің қажеті жоқ екенін түсінемін
- Жоғарыда айтылғандарды толық біле отырып, мен өз еркіммен осы зерттеуге қатысуға келісемін.

Қолы: _____ Күні: _____

Мен зерттеушінің сұхбатты аудиожазбаға түсуіне келісемін.

Қолы: _____ Күні:

Зерттеуші:

Қолы: _____ Күні:
