

Advantages and disadvantages in teaching “History of Kazakhstan” in the second language (Kazakh L2)

Authour: Zukhra Shegenova
AEO “Nazarbayev Intellectual schools”

Trilingual education policy at the Nazarbayev Intellectual schools

From Grade 7 the subject “History of Kazakhstan” is taught in **Kazakh** (L2), regardless of the language of instruction

Research question

To what extent do learners acquire subject content studying the “History of Kazakhstan” in the second language ?

Methods/Methodology

- The observations of lessons

10 lessons

- The learner and teachers' questionnaires

Survey 1 - 2437 learners

Survey 1 (January) - 53 teachers

Survey 2 (April) – 29 teachers

- The summative works of learners

16 works

- The interviews with learners and teachers

24 learners and 14 teachers

Results of the observations of lessons

- + Many students have the **motivation** and **efforts** to acquire the subject content
 - + Non-Kazakh learners **understand the necessity** of studying the state language
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- Learners' language level **is not always appropriate** to the learning content
 - Language scaffolding **was not observed**
 - Teachers face the **challenges in the methodology** of teaching history in the second language

Results of interviews with learners

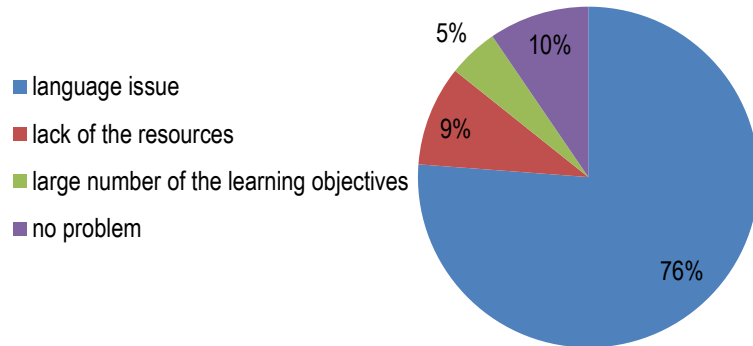
- + 10 learners noticed that learning history in second language (Kazakh) allows them to **learn official language** more **effectively**
 - + 4 learners mentioned that the study of the History of Kazakhstan in a second language makes it possible to **comprehend** the history of their country more **deeply**
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- Most learners are **struggling** with **writing, reading and speaking** in History lesson.
 - Level of **understanding** the texts is **very low**
 - Learners are not **interested in History** because they do **not understand** many issues

Results of interviews with teachers

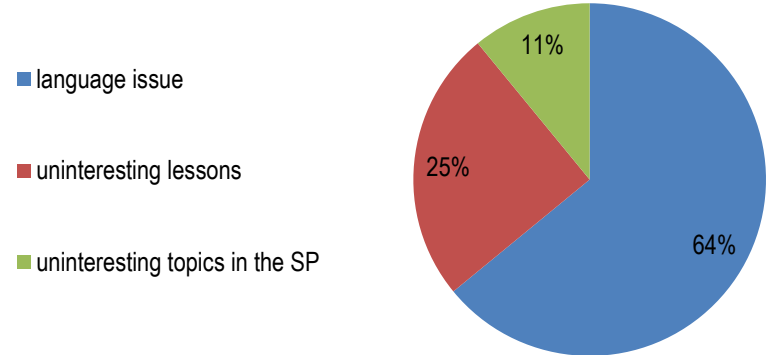
- + 9 teachers believe that the study of History of Kazakhstan in the second language **encourages** the **development** of learners' **language skills**
 - + Despite the problems in studying the History of Kazakhstan in the second language, teachers mentioned that **learners are motivated and make efforts** to learn the subject
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- Difficulties with **preparations** for the lesson
 - **Not all** of the students are **motivated** to study the History of Kazakhstan in the second language
 - **Not all** of the students are **able to pass** summative assessment

Results of analysis of the learners' questionnaire results (January, 2016)

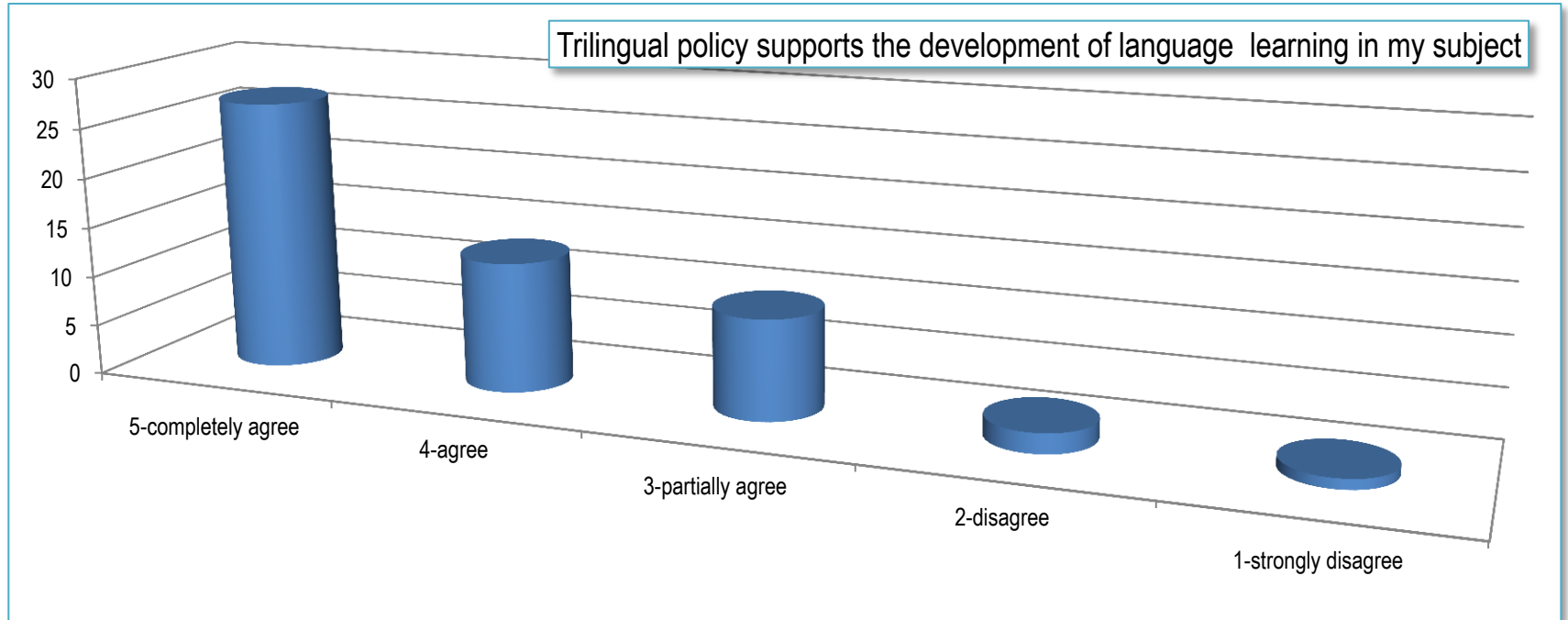
During the learning process learners faced following problems:



264 learners from 2437 defined History of Kazakhstan as the most uninteresting subject

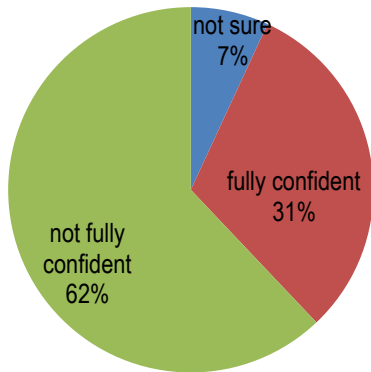


Results of analysis of the teachers' questionnaire (January, 2016)

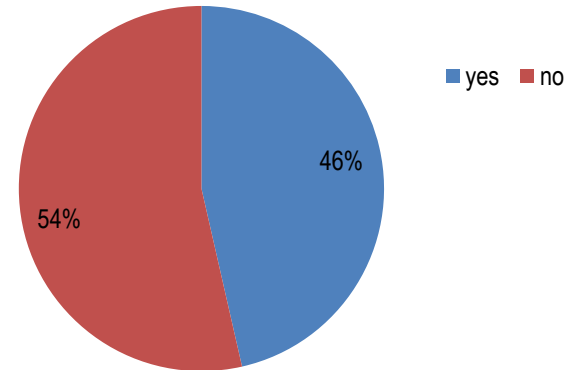


Results of analysis of the teachers' questionnaire results (April, 2016)

To what extent are you confident CLIL?

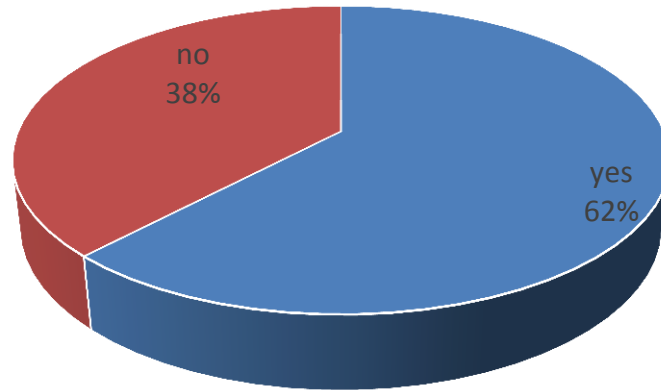


Did you face any problem in applying CLIL approach?



Results of the analysis of the teachers' questionnaire (April, 2016)

Do the learners fully acquire the content of the History of Kazakhstan when you're teaching them in Kazakh?



■ yes ■ no

Results of the summative works of learners

- The **main focus** was learners' **reflection** and **communication, comprehension** of the texts
- **6 learners** out of 16 showed **good content knowledge** and **writing** and **reading** skills
- + Despite the fact that learners had problems with the language skills, they were **trying to express** their thoughts and ideas in Kazakh

Results of the summative assessments of learners

The other 10 learners made the following mistakes:

- Purely developed structure in essay
- Students were not accurate in using historical facts
- Learners couldn't define clearly the causes and consequences of the historical events
- Vocabulary was very limited

Research findings

- + Most learners and teachers **perceive** the study of the subject “History of Kazakhstan” in the second language **positively**
- Only few learners have the appropriate level of language proficiency (**CEFR, B1 level**).
- Teaching History of Kazakhstan in second language (L2, Kazakh) directly influences their **interests to the subject**.
- Learning History of Kazakhstan in Kazakh (L2) **does not allow** to **acquire** subject **content** fully **enough**
- The language **scaffolding was limited**
- Teachers **do not use properly CLIL** (content and language integrated learning) approach

Suggestions

- **Continue** teachers' **trainings** on CLIL
- **Exchange** of the best **practices** between teachers of Nazarbayev Intellectual schools.
- **Review** of the assessment **requirements**
- Start **teaching** History of Kazakhstan from **Terms 2-3** in Grade 7
- **Decrease** the number of **Units** in Grade 7. The Units may be added in Grades 8-9

Further questions...

- How can teachers of the “History of Kazakhstan ” in the second language can ensure that the learners understand the learning content of the subject?
- How can teachers help learners learn not only the content of their subjects, but also the language which is necessary for them to demonstrate their understanding of the content?
- How can learners learn both the subject content and develop their language skills?

Thank you for your attention