

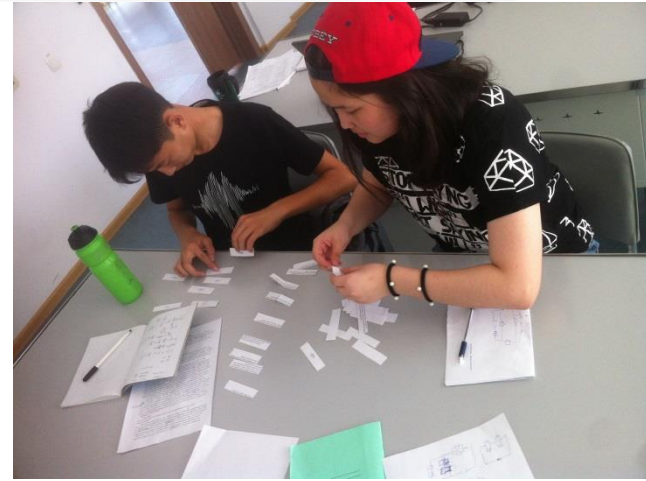
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# **Role of the Teacher in Teaching Physics in the Third Language (L3) According to the CLIL Methodology**

**October 2019, Nur-Sultan**

## Context

- **Region:** Kazakhstan
- **School:** Private school funded by government
- **Admission requirements:** entry exams
- **Focus group:** Physics teachers , Kazakhstan
- **Number of teachers:** 4 local and 2 foreign
- **Language of instruction:** English
- **Problem:** Teaching physics in English when both students and teachers have limited English abilities



# Outline

- Background of the study
- Methodology
- Research findings
- Recommendations
- Conclusion

**The purpose of this research** is to report the results of a study on the role of the teacher in teaching physics in the third language according to the CLIL methodology of the NIS PhM (Nazarbayev Intellectual School of Physics and Mathematics) Taraz

The research was conducted in high school in Nazarbayev Intellectual Schools, where subjects such as: physics, chemistry, biology and computer science in high school are taught in English. Once the content and language goals were chosen, the collaborative planning of the lessons was held under the supervision of international colleagues who are language experts

Through CLIL, teachers help learners to develop intercultural awareness: they learn about ideas and communicate with people from other cultures. Learners can develop and explore different, international perspectives on the subjects they are learning. Material in the target language may contain cultural information or attitudes which are new to the learners and the teachers (CLIL Activities with CD-ROM A Resource for Subject and Language Teachers. AUTHORS Liz Dale, Rosie Tanner, Cambridge University press, 2013).

# Methodology

- This study followed a design of **EXPLORATORY RESEARCH** and the following methods were used for data collection:
  - questionnaire
  - semi-structured interviews
  - document analysis

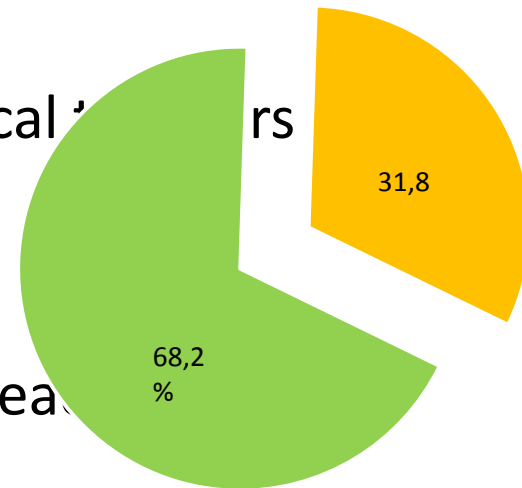
# Participants

- Questionnaire:

- 34 teachers: 12 foreign and 22 local teachers

- Interview:

- 6 teachers: 2 foreign and 4 local teachers
- 4 graduates of NIS in Taraz



■ non-Native English Speaker

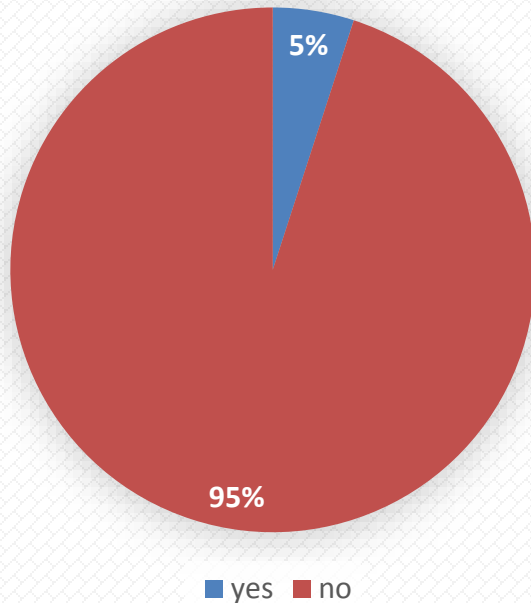


# Research findings

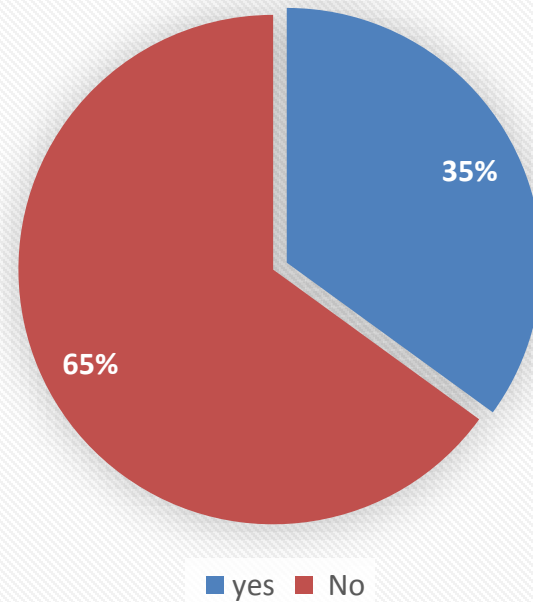
Teachers' background and experience in team teaching before NIS?

- Almost 90% of foreign teachers obtained at least a

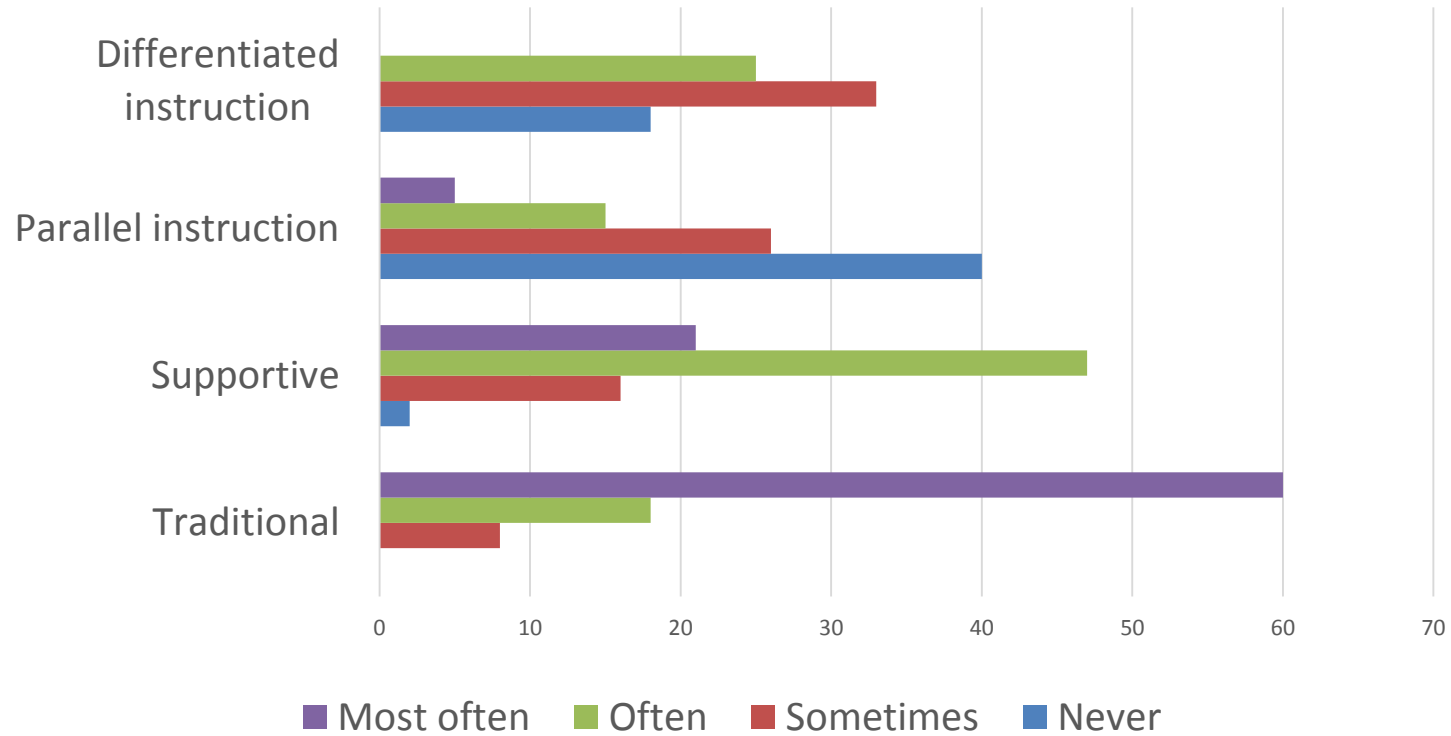
Local teachers



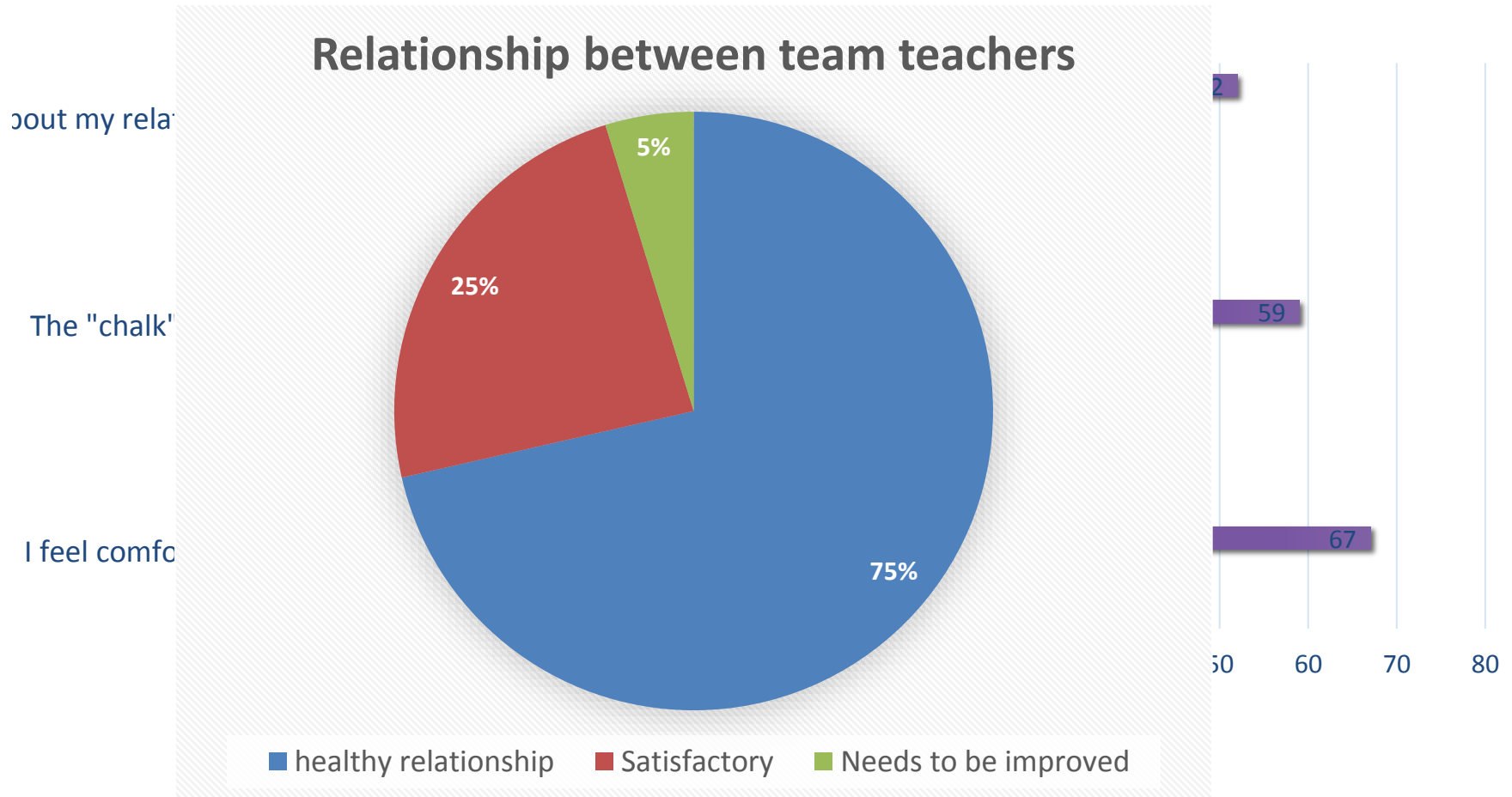
Foreign teachers



# Team teaching models

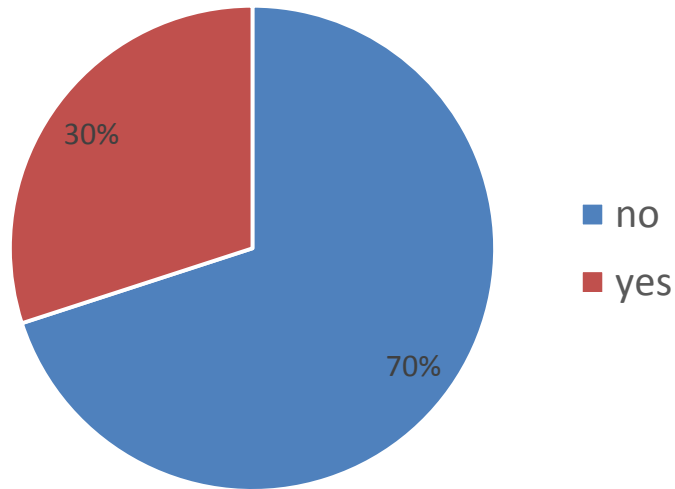


# Team teachers' relationship



# Does gender play a role?

Team teachers



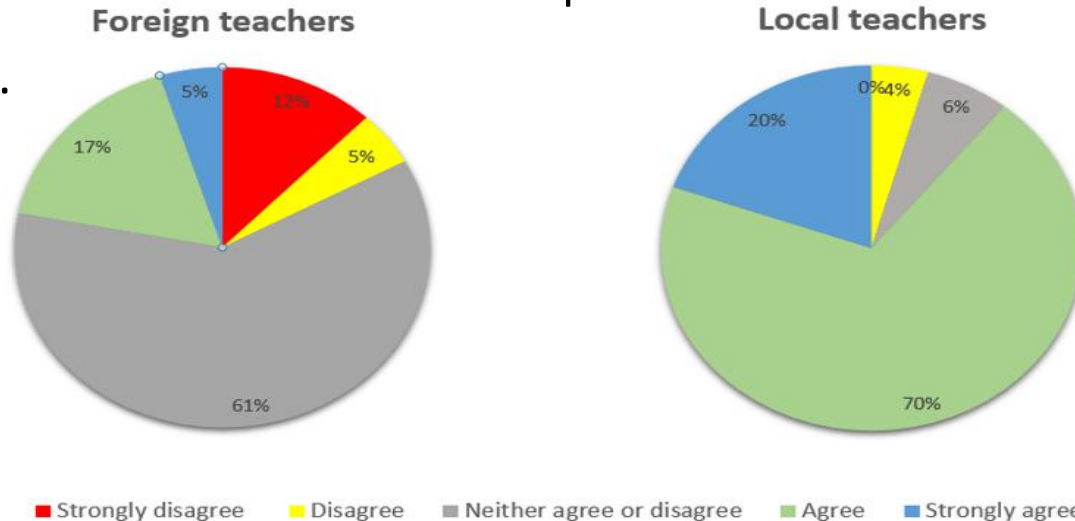
**However, one of the local teachers responded:**

“For me personally, it is easy to establish a good relationship with male teachers rather than female. Women are usually difficult”

# Teaching training

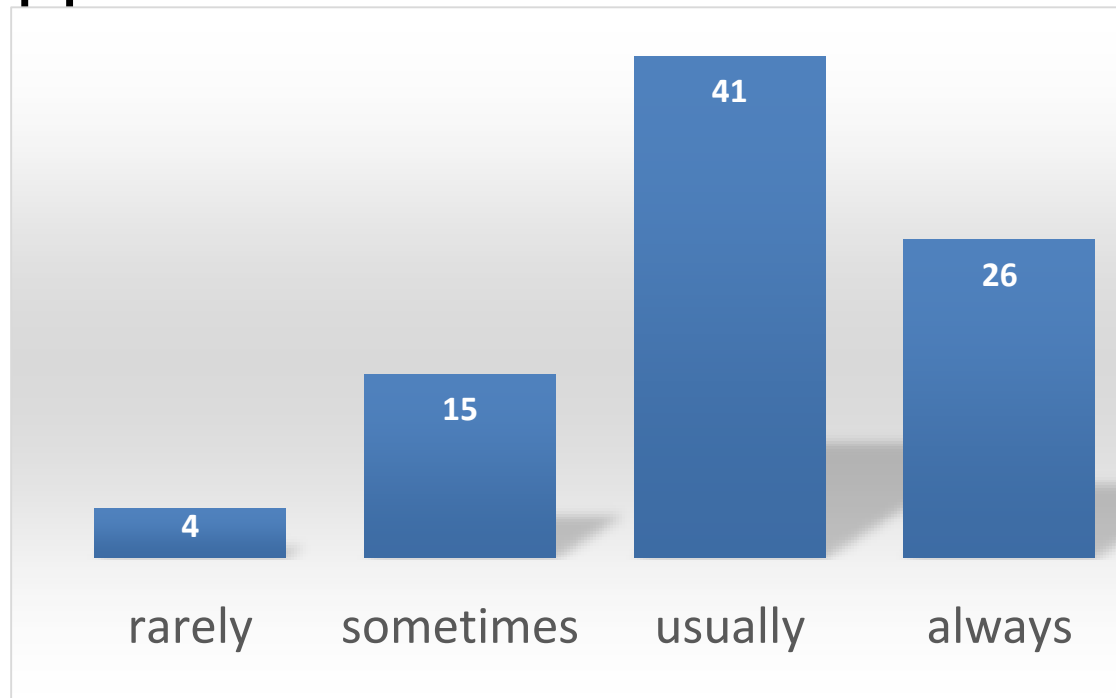
- Q. I received an adequate professional development for teaching in English while working at NIS.  
According to team teachers, training were mostly in the form of *workshops* and *seminars*. Twice a year experienced team teachers organize workshops to share knowledge and experience with colleagues.

These workshops last 45 minutes where teachers are welcome to hold follow-up discussion in order to ask questions and overcome possible challenges.



# The school administration

Q. Does the school administration encourage and support teachers?



# The school administration

- However, the foreign teacher argues that support is received from the department, not from the administrative level:
  - “Teachers try to allocate time for planning and discussions, however, their
  - schedule had already been set by the administration. This caused problems
  - for them to find the common time and availability of everyone”.

# Positive experience

Positive experience took place when teachers had:

- careful planning.
- a clear view of the roles in the classroom
- mutual understanding
- differentiated team teaching models



# Benefits

The data from the questionnaire shows that 60% of foreign teachers were not sure that they have improved their expertise whereas 82% of local teachers agreed with the statement “I feel I have improved my knowledge and skills through this experience”.

# Benefits for teachers

## **For local teachers:**

- enhanced their ability in the English language;
- grew academically;
- has changed their view and attitude toward teaching.

## **For foreign teachers:**

- cultural understanding;
- interaction with people;
- planning;
- assessment.

# Some comments of local teachers on benefits..

- “By working with my partner I grew academically...”
- “I think teaching in English is itself a professional development.”
- “We constantly discover new things, new innovations. We learn in action, we learn from each other...”
- “I feel I have improved my knowledge and skills through this experience”.

# Benefits for students

- The students admitted that they benefited from CLIL teaching. The most common benefits are:
  - enhanced English (writing and speaking skills) and knowledge;
  - developed critical thinking through two different methods and approaches;
  - became more exposed to different challenges.

# Challenges

- This study revealed the major challenges:
  - Time constraints/Planning
  - Personality
  - Teaching styles
  - Assessment
  - Language barrier

# Assessment

- The issue related to assessment was commented by the foreign teachers as:
- “When it comes close to the exams, local teachers start focusing more on
- Kazakh and Russian material in subject rather than in English. And they want
- to teach with the very little help of foreign teachers”.

- All interviewed teachers agreed that they need to improve the English language proficiency of the teachers themselves, as well as students. Teachers participating in CLIL recognized the need to change the familiar teaching methods that can be used in L1 (Kazakh Language) when learning the same content in L3 (English Language).