
ТИЛ МЕН ӘДЕБИЕТТИ ОҚЫТУ ӘДІСТЕМЕСІ МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ METHODS OF TEACHING OF LANGUAGE AND LITERATURE

UDC 372

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Terms of realization of the language immersion program

Multilingualism enhances mutual understanding and facilitates the formation of respect for cultural differences. The language immersion program has come a long way of development and become a natural part of the Estonian education system. The article describes the experience of Estonian kindergartens and schools on the implementation of the language immersion program and the results of using the methods of the content and language integrated learning. The conditions for successful implementation of the language immersion program are observed here, and some guidelines for teachers on how to create these conditions are given.

Key words: language immersion, the target language, content and language integrated learning, early and late immersion, cooperation.

Language immersion is a form of education designed to enrich the multilingual education and targeted to the successful acquisition of non-native, so-called target language. The aim of the language immersion program is to achieve equally high quality learning outcomes in the mother tongue, and in the target language, as well as in other languages. Immersion program got its start in Montreal, Canada. In the province of Quebec, programs that allow English-speaking children to learn both official languages of Canada, i.e. English and French, were created [1; 33].

Estonian language immersion program is based on the idea that multilingualism is a key to success in a multicultural society. Students enrolled in the immersion program successfully cope with their life in the society and retain their cultural identity.

The goals of immersion programs are that students would:

- achieve age appropriate levels of knowledge in all subjects;
- understand and speak, read and write in Estonian, be able to continue their studies in Estonian as well as in Russian;
- have proficiency in the Russian at the age appropriate level;
- preserve their national identity and respect for other cultures.

The immersion program is in accordance with the national curriculum, and the participation in it is voluntary for parents, children and the educational institution. Schools and kindergartens working in language immersion program, guided by common methodological principles of the program. Three main components are important for immersion programs: the subject, the language and learning skills.

Along with the phrase «language immersion», another concept, i.e. Content and Language Integrated Learning (CLIL) is used in the immersion program. Language immersion is a type of Content and Language Integrated Learning. The differences among various types of CLIL are determined by duration and intensity. However, all kinds of this learning are focused on acquisition of both language and subject matter knowledge as well as on development of learning skills and, ultimately, functional literacy.

Estonian language immersion program started in 1998, when the joint Estonian-Canadian project for the implementation of language immersion methodology was launched. Based on the Implementation Plan for

the years 1999–2003, in the year of 2000 selection of schools for participation in the project was made as well as the teacher training courses and the creation of educational material for 1st grades were organized.

In 2000, the immersion program began in four schools, and in 2015, 55 kindergartens and 36 schools have language immersion programs with over 7000 students and over 1000 teachers participating in the program (in total, there are 653 kindergartens and 528 schools in Estonia). In spring 2012, the first cohort of early-year immersion students graduated from high school. 25 % of the 82 graduates received gold or silver medals. These youngsters were the first group, who participated in the Language Immersion Program for the whole 12 years in school.

Immersion program in kindergartens started in 2003, and the number of children participating in the program is growing every year. Former Minister of Education Tõnis Lukas in one of his statements said about immersion, it is a kind of educational system in a nutshell: «... the Estonian language immersion program is suitable for students of any age. The development of teaching and learning materials held in groups like the Russian-speaking and Estonian-speaking schools. The result of this collaboration were the results of the PISA-test, where students from Estonia showed very good knowledge» [2].

In 2000, the Estonian Language Immersion Centre was opened, and the main tasks of the Centre were as follows:

- introduction and development of immersion programs in schools with Russian language of instruction;
- planning and coordination immersion programs;
- the development of curriculum, study materials and monitoring questionnaires;
- the exchange of information between schools and institutions;
- teacher training.

Since 2013, the activities of the Language Immersion Centre includes additional tasks:

- to describe the situation of transition to Estonian-medium subject teaching at the upper secondary school stage in order to make suggestions for improvement to schools, municipalities, teacher trainers, and the ministry;
- to support the study of the Estonian language in kindergartens and teaching subjects in Estonian in basic schools;
- to give advice and guidance to schools, which educate children who lived abroad and returned to Estonia, and provide them with the necessary materials, etc. [3; 29].

Estonian language immersion program is implemented mainly in kindergartens and schools with Russian language of instruction.

The concept of the language immersion method may be defined by three maxims:

1. At least 50 % of subjects are to be studied in the target language.
2. One teacher — one language.
3. Education is based on interdisciplinary integration and collaboration among teachers.

Educational institutions can join the language immersion program at three levels:

- I (early immersion) — since the last years of kindergarten.
- II (early immersion) — since the first grade.
- III (late immersion) — since the sixth grade or earlier.

In Estonia, kindergartens implement one-way total or partial language immersion; and school curricula aim at implementing total language immersion. In addition to one-way language immersion (focused on Estonian as a second language), Estonia is on the way to implementing two-way immersion: Estonian and Russian are the target languages in groups that include children with both Russian and Estonian home languages. In 2013, the preparatory work for the implementation of two-way immersion model started.

The two-way language immersion is organized in a group with the equal number of Estonian and Russian-speaking children. One half a day the educational and play activity is conducted by one teacher in the Estonian language, and the other half of the day is organized by the other teacher in the Russian language.

The knowledge that the children gain with one teacher in one language is revised with the other teacher in the other language, but through different activities. While playing, the child communicates in the language of his/her choice. The knowledge that the children gain with one teacher in one language is revised with the other teacher in the other language, but through different activities. While playing, the child communicates in the language of his/her choice. Five municipalities and six preschool children's institutions have joined the two-way language immersion programme. For the sake of guaranteeing sustainability of the new programme,

the local governments also chose schools that are ready to enroll children from two-way immersion kindergarten groups and to provide them with the possibility to continue studying in the two languages. The first two-way language immersion groups in preschool children's institutions were opened in September of 2015.

In the case of the early total language immersion program, pupils are taught only in the Estonian language in the beginning. The study of the Russian language as the mother can begin in the first class in the second half, when it comes to children, also taught the language immersion program. In other cases, the beginning of the teaching of the Russian language should be postponed until the second half of the second class. The role of Russian-medium teaching increases gradually, until Russian becomes the language of instruction of 40 % of subjects in the 6th form. (In the early language immersion programme a pupils has acquired at least 60 % of studies in the Estonian language by the end of the basic school).

In schools, that chose late language immersion, the list of subjects and the amount of the teaching time in the Estonian language are determined by the language level needed by students to continue their education after primary school. In the 9th grade, the proportion of the hours for the Estonian language and subjects taught in Estonian should be at least 60 % of the total amount of hours.

Methods of the Content and Language Integrated Learning (CLIL) used in the immersion program is suitable for all students; it makes it possible to form multilingualism, and to achieve objectives according to the national curriculum.

CLIL gains special relevance in the conditions of realization of policy of trilingual education at comprehensive schools of Kazakhstan by creation of necessary conditions for the organization of educational process in the Kazakh, Russian and English languages and teaching separate subjects on one of them.

Integrated subject and language training should be carried out in accordance according to the methodological principles of conceptual bases of polylingual education considered in scientific literature:

- the principle of a continuity as communication, coherence and prospects of all components of system (the purposes, tasks, the contents, methods, means, forms) between levels of polylingual education (down);
- the principle of continuity as the factor providing integrity of all components of system (the purposes, tasks, the contents, methods, means, forms) at each level of polylingual education (across);
- the principle of «double occurrence of knowledge» provides parallel acquisition of languages through studying of language disciplines and through language of not language disciplines training (for example, the chemistry, physics are studied in English, history of Kazakhstan, the Kazakh literature — on Kazakh, the Russian literature, a world history — in Russian, etc.);
- the principle of functional activity of the languages contacting in ethnocultural educational space which means creation of conditions for active use of various languages according to needs and interests of society for the institutional sphere, and with interests and needs of the personality and separate social groups in extra institutional and informal spheres [4; 27].

Treat the private principles of the integrated training in a subject and language: threefold focus (training in a subject, development of speech activity in nonnative language, development of abilities to study); the safe and enriching educational environment; authenticity of the used materials; active training; cooperation [5; 16].

Feature of this technique consists in that, it can be used in various educational contexts when the knowledge of language becomes the instrument of studying of the maintenance of a subject. Thus language is included in the program of training, and need of immersion on language environment for possibility of discussion of subject material considerably increases motivation of use of language in the context of the studied subject.

Basic principles of language immersion coincide with other modern principles of learning a second language, that are often associated with the integrated, based on the contents, communicative, or functional language learning. These principles differ from traditional methods when learning a second language is limited to the study of new words, grammar and thematic conversations.

For the successful implementation of the immersion program, researchers recommend the following rules:

1. Learning environment should be safe for both mental and physical health of children.
2. The teacher should always speak the target language.
3. At the beginning of learning, the children are allowed to speak their native language.
4. Since the beginning of the second year of studies in the frame of the immersion program, communication among children in the classroom should be fully (100 %) in the target language.

5. At the beginning of learning, it is necessary to speak slowly, with clear articulation; teacher's speech should be understandable and learnable for students.

6. For anchoring knowledge, it is necessary to use visual aids, including gestures, facial expressions.

7. Repetition should be used: it helps children to absorb the meanings of words and feel safe.

8. It is necessary to give children different examples of using the target language and to find as many as possible opportunities of using it.

9. It is necessary to read aloud to children and give them the opportunity to read aloud to each other.

10. It is necessary to consider the goals of learning the target language and methods of assessment [6; 108].

The technique of CLIL assumes careful selection of training materials for reading. Training materials have to intend not only for studying of a concrete subject, but also for training in language — to mastering lexical and grammatical units and structures, development of all types of speech activity. The teacher has to think over the subject maintenance of a lesson, coordinate with the training program carefully to select material. At material selection to address to various resources that the offered material could add or sposobstvovat to deepening of the understanding studied.

When reading the following fragment of the text the pupil gains a certain knowledge of a subject or fixes already passable material and thus at different stages of work with the text is focused on the academic lexicon of a subject, on contents of the text, and then on concrete grammatical material:

Kazakhstan's geographical remoteness from oceans and its vast territory affect the climatic conditions in the region. Kazakhstan's territory is located in the central and southern latitudes of temperate climate zone, whereas its distant southern regions are close to subtropics. Kazakhstan's climate is sharply continental, with cold winters and hot summers. Temperatures are very different depending on the region; these differences are especially evident between steppe and mountainous regions. Southern regions differ from northern and central regions for milder and warmer winters and hot summers. Annual amount of precipitation varies within 8–12 inches (200–300 mm) in the northern and central regions of the country and within 16–20 inches in southern mountain valleys. In winter, vast territories are covered with snow, although, in steppes, frequent and strong snowstorms sometimes sweep it away. Strong thunderstorms bring most rains in steppes and cause freshets and floods.

In the given fragment we can consider the following units:

- object-language: latitudes, climate zone, subtropics, sharply continental, snowstorm, thunderstorm, freshets, flood, northern and central;
- phrases: in the region, on the region, close to subtropics, between steppe and mountainous regions;
- preposition of» the English language;
- compound sentence.

At the stages while-and post-reading independent and creative tasks are used (to describe, compare, ask a question, to state the point of view, to make presentation, etc.) for development of skills of oral and written language.

Within CLIL of approach cognitive function of nonnative language as the perception and understanding of the maintenance of the studied subject improves is realized: the teacher uses various strategy of material supply: repetition, frequent use of examples, synonyms, an expanded explanation, rephrasing, an accurate articulation, various intonational structures, etc. Besides, at the trained responsibility for the text reproduced in nonnative language as the main emphasis is placed, first of all, on the contents, and then on a material supply form grows. Development of cognitive abilities is a priority at CLIL: finding of interrelations, comparison, comparison, systematization, classification, justification, etc. When training in nonnative language also discursive abilities that promotes their improvement and in the native language develop.

Among the main factors affecting the development of children enrolled in the language immersion program, it may be mentioned the use of the target language in the process of mutual communication and obtaining the knowledge of the world. Researchers explain the good academic performance of language immersion pupils with child-centered pedagogy as well as the possibilities for practical and experience-based learning that the environment provides [7; 41]. In order to make the language learning process clearer to learners, it is necessary to find immediately a positive and developing environment for using the target language. The agreement on the use of first and second language outside the school can help all interest groups to understand that the language used by teacher is «symbolic, cultural and linguistic» capital [8].

The same important is the cooperation with parents. A child learns the first language as a rule without purposeful learning. A family is the main keeper of the language and culture, and passes traditions and customs from generation to generation. For children enrolled in the language immersion program, the support

from the parents is extremely important. Since 2004, The Parents' Union of the Language Immersion Program provides such support in Estonia. Parents who already have experience with language immersion help those who recently joined the program and cooperate closely with schools and kindergartens.

The quality of implementation of the immersion program largely depends on the creation of favorable conditions for professional development of teachers. For schoolteachers working within the immersion program, the following measures are being taken:

- *Methodological courses for kindergarten teachers and assistant teachers, primary school teachers, subject teachers and vice principals.* Close attention is paid to the principles of learning through practice: a teacher who participates in courses obtains experience and skills in teaching, creating the learning environment and implementing the ideas of language immersion while developing teaching materials and planning educational process. One important precondition is inviting all teachers to participate in professional development courses. The training program for primary school teachers and subject teachers consists of six continuing training courses with the total capacity of 275 hours.
- *Teamwork trainings.* The main direction of the training is planning and developing as a team, so that the school would be aware of how to develop curricula, development strategies and compose documentation for internal evaluation so that the school would be successful and meet expectations for 21st century schools.
- *Short observation trainings.* Short observation means frequent visiting of lessons that is focused on one stage or topic of the lesson and lasts for 3–5 minutes. The observer (head teacher, members of the school leadership team, form-master, or the head of the subject teachers group) acts as a mentor who collects data. One of his/her tasks is to give an impartial description of the observed lesson. This description, no evaluation, then becomes the basis for the feedback interview and for reflective questions. The main idea of short observation is to activate teacher's reflection, which results in the teacher's professional growth and development. A greater frequency turns short observation into a natural part of the school culture, a stage in development of the school team.
- *Visiting of schools by specialists of the Language Immersion Centre, local governments, heads of schools, and teachers.* They include visits to lessons and discussions with school administration, and sometimes the analysis of school documentation. Such visits must inspire, encourage and support teachers and pupils, recognize pupils' achievements; visitors are to learn about expectations of the teachers and school administration, as well as plan further cooperation, including training.
- *Coaching the immersion teachers.* Coaching is organized by three regions: 1) Northern Estonia, 2) North-Eastern Estonia, and 3) Western and Southern Estonia. All counsellors have completed corresponding training. There are different forms of coaching available: group and individual coaching, coaching as training-follow up, and coaching with and without observation. Coaching is targeted conversation aimed at making a change. It is not a one-time activity, but a continuous process consisting of several meetings, which can, in total, last over a study year. A special kind of coaching is thematic group coaching. For example, for teachers who work with children with special educational needs. The teachers of kindergartens and schools should be able to create for these children a special learning environment. Coaching is free of charge for teachers.
- *Creating cooperation networks.* Participation in them provide access to new ideas and resources, provides the support of colleagues, creates the conditions for increasing the level of professional development, which is accompanied by the development of the network itself. It expands opportunities for self-realization, increases levels of self-analysis (both individual and collective). The basis for cooperation networks in the frame of language immersion program is the willingness for mutual learning and sharing of knowledge. Immersion teachers need a lot of training, teaching materials, and each of them has a large number of materials produced by them.
- *The Content and Language Integrated Learning (CLIL) month* is a series of events in April. For five years already, this month is the time when events of the institutional, regional, and national level introduce implementation of language immersion principles and programme achievements. CLIL month aimed at propagating of multilingual learning and learning in a second language. International cooperation is also widely represented in the frame of the CLIL month.
- *Practical seminars «Priks-praks»:* sharing of experience and introducing to colleagues methodological materials and solutions. Seminars that last for three or four hours are held in the afternoon. The introductory topic of the seminar unites teachers of different subjects and at different school stages.

Work in sections is based on the subject or subject area. Materials presentations can be developed into discussions. According to Silja Risti, Immersion teacher from Maardu Gymnasium: «If teachers are constantly sharing their material with others, it would not have to separately each year to invent and invent games and educational materials. I believe that everyone has the skills and practices that facilitate the work of teachers and school life saturating» [9; 75].

– *Summer and winter schools* for teachers, principals, vice principals, trainers, consultants. Besides professional self-improvement these annual meetings also play an important role in establishment and maintenance of cooperation as well as development of the language immersion network.

To date, the immersion program has a strong place in the educational system in Estonia. The notions of «content and language integrated learning» and «language immersion» have been included in the national curricula; and they are applicable in the context of learning not only Estonian, but other target languages as well.

Systematic studies of implementation of the immersion program were conducted since 2001. Thus, the Ministry of Education and Science ordered 10 different scientific studies and 40 thematic papers were prepared at Estonian universities. According to researchers from Tallinn University, kindergarten graduates trained within the immersion program are well prepared for school and successful in learning, regardless of the language of instruction. In the research report on the immersion program for years 2011–2012 published by the Centre of Educational Research of Tallinn University, it was indicated that the majority of students (86 %–91 %) and parents (82 %) of the immersion program were satisfied with the choice of immersion classes. In addition, the exam results of these students in the Estonian language are higher than that of their peers from regular classes, and studies of mathematics in the Estonian language do not adversely affect the quality of knowledge in this subject [10; 67].

Estonian model of the immersion program and its dissemination are of great interest to Kazakhstan. Today, Kazakhstan is developing its own immersion program and a network of schools working on this program (Nazarbajev Intellectual Schools). Kazakhstan is undergoing massive changes in education, aimed at providing school pupils with possibilities for acquisition of the Kazakh, Russian, and English Languages. Representatives of the Estonian Language Immersion Program conducted several training and counseling courses for teachers of Nazarbajev Intellectual Schools. Teachers from Kazakhstan visited Estonian kindergartens and schools, some workshops on cooperation were carried out for heads of educational institutions and authors of learning materials for language immersion. Educators in Kazakhstan are more interested in the practical side of the program's implementation: how the program was developed, how the choices were made, how the learning materials were created, what were the tasks and how they were handled. Estonian experts often visit Kazakhstan for training and coaching experts there, e.g. in the field of development of study materials and curriculum for kindergartens.

Knowledge of the languages, along with entrepreneurial and digital literacy are among the main key competencies needed in life. In order to improve language skills, the state and the education system should ensure the unity, stability and consistency of language education policy.

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Тілге ену бағдарламаларының жүзеге асу шарттары

Мақалада көптілділік өзара түсіністікті ұлғайтуға және мәдени ерекшеліктерге құрметпен карауды қалыптастыруға ықпал ететіндігі жайлы айтылған. Тілдік жақындастыру бағдарламасы дамудың үлкен жолынан өтті және Эстонияның білім беру жүйесінің табиғи бөлігіне айналды. Авторлар тілдік бату, тілге ену бағдарламасын жүзеге асыру және пәндік-тілдік ықпалдастыра оқыту әдістемесін пайдалану нәтижелері бойынша эстондық балабақшалар мен мектептердің тәжірибесін зерделеген. Сондай-ақ тілдік жақындастыру бағдарламаларын сәтті енгізу шарттарын қарастырып, осындай жағдайларды жасау бойынша мұғалімдерге бірқатар ұсыныстар берген.

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Условия реализации программ языкового погружения

В статье отмечено, что многоязычие увеличивает взаимопонимание и способствует формированию уважительного отношения к культурным различиям. Программа языкового погружения, подчеркнута авторами, прошла большой путь развития и стала естественной частью системы образования Эстонии. В статье представлены опыт эстонских детских садов и школ по реализации программы языкового погружения и результаты использования методики предметно-языкового интегрированного обучения. Рассмотрены условия успешного внедрения программы языкового погружения, а также даны некоторые рекомендации для учителей по созданию таких условий.

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