

Innovation in Integrated Language Teaching: Present and Future

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ABSTRACT The article discusses innovative ideas and provides an in-depth overview of the investigations on research methods, theory and practice in the field. There exists a sufficient number of the works based on the European standard of integrated leveled state language teaching in the Republic of Kazakhstan. The article discusses the structure, contents, peculiarities and importance of those works. Integrated innovative teaching of Kazakh language in conditions of Kazakhstani multilingualism and national peculiarities; the assessment system in accordance with the international, European standards as TOEFL, DALF/DELF, ALTE, IELTS. The application of the works in the educational process served as the foundation of the present article. The article provides the description of the basic issues of the integrated language teaching in: Electronic textbook providing the acquisition on every level; the Kazakhstani pattern of the integrated language teaching according to the international standards; theoretical innovation of the syllabus; participative innovation of the syllabus; conceptual innovation of the syllabus; national innovation of the syllabus.

Keywords: *Kazakh language, integrated language teaching, innovation technologies*

Introduction

There are a sufficient number of works dedicated to teaching Kazakh to the speakers of other languages in Kazakhstan. And each of them represents a different approach of language teaching—because the issue gained importance only with the Kazakh language obtaining a status of the state language. From this time on all the institutions of higher and secondary education and other institutions in Kazakhstan started to toe the line in teaching Kazakh. This bore the need in new programs, textbooks, dictionaries and phrasebooks to pave the way to intensive teaching of Kazakh. And also there was a necessity of the investigations in this area done as soon as possible. There was no time for long-term research and profound preparation. This is why there appeared a lot of similar textbooks and study materials, which had positive sides as well. However, innovative ideas and original research and investigations, realization and application of those in practice are taking place in Kazakhstan in the field of the state language teaching. This fact puts forward the serious aims to scientists and practitioners. Language policy augmented to the state level gave rise to the number of various research and investiga-

tions. Thus, the issue of leveled Kazakh language teaching in the institutions of higher and secondary education is very urgent today.

Aims and objectives

The aim of the present paper is to introduce the novelty of the investigation of fresh ideas concerning the current state language teaching in Kazakhstan, analysis of the research of their applications and realization of the syllabus, textbooks and study materials. In order to achieve the aim the following objectives were set – to analyze the works dedicated to the history and the methods of the state language teaching, and to describe the works dedicated to the leveled Kazakh language teaching in Kazakhstan.

Review of the previous work

There exist multiple viewpoints and perspectives on the works and investigations dedicated to the issue of teaching Kazakh to the speakers of other languages. For example, their work of N. Oralbayeva and K. Zhaksilikova “Methodology of teaching Kazakh in the Russian schools” contains a chapter dedicated to the works on teaching Kazakh to the speakers of other languages called “The textbooks of teaching Kazakh to the speakers of other languages” (N. Oralbayeva, K. Zhaksilikova, 1996). Only little information of the textbooks on teaching Kazakh to the speakers of other languages is provided there. We can find the following opinion concerning the disadvantages of the books published in that period: ‘... we cannot say that there are no disadvantages, ... the reason for those disadvantages taking place is: the issue of teaching Kazakh language in Russian schools was taken in hand too late, it was not paid sufficient attention. Kazakh was taught from time to time, and similarly included or excluded from the schedule. Thus, there was no structured approach to textbook compilation. And all these factors had their impact on the quality of the textbooks’ (N. Oralbayeva, K. Zhaskilikova, 1996, 36). According to the plan approved by the Education Ministry of KSR, Kazakh language in Russian schools was made an elective course with the parents’ consent starting from the 1957-1958 academic year. Similarly it was taught as an elective subject in the syllabi of the Russian schools. Because Kazakh language was not obligatory, it was not taught at schools at all. There was no assessment, and no tests. The fact that there was no demand for Kazakh language at schools resulted in lack of quality textbooks.

The local scientist F. Orazbayeva in the chapter *Textbooks and study materials: the issue of teaching Kazakh to speakers of other languages* of her work *Linguistic relations: theory and methods* expressed special interest concerning the works dedicated to teaching Kazakh to speakers of other languages. In the work F. Orazbayeva pays attention to the textbook *Kazakh tili* (1988) by S. Zhiyenbayev, G. Begaliyev and I. Uikibayev, ‘40 lessons of Kazakh language’ (1989) by Kh. Kozhakhmetova, ‘Help for the learners of Kazakh language’ (1992) by B. Kulmagambetova and Zh. Yelemesova, and describes the textbooks of K. Moldabekov, K. Sariyeva, A. Zhunisbek, R. Abuniyazov, Sh. Bekturov and A. Bekturova and dwells upon several common advantages and disadvantages of these works. According to Orazbayeva, the main advantage of the works is that they identify the necessary proposals and techniques of language teaching, and provide an opportunity to know the drawbacks. And thus they have an impact on the appearance of the new practical ways, approaches and methods and assist the appearance of the methodology as a separate science (F. Orazbayeva, 2000). The scientist identifies the common disadvantages one of the most important of which in our opinion is the following: ‘One work attempts to embrace all the linguistic materials. There are no requirements for

the foreign language teaching approach, basic, intermediate and advanced levels are not taken into consideration, insufficient attention is paid to the integrated teaching system and integrated works' (F. Orazbayeva, 2000). This was a drawback characteristic of the language teaching. Despite all the advantages of the textbooks published during the period when the issue of leveled language teaching had not been established, the textbooks could not be applied in the teaching process as a whole unity. The necessary lesson materials could only be compiled only by choosing from various textbooks. The teacher had to sift through various sources in order to find prepare for a lesson. Another difficulty was providing the students with certain materials. Because the levels of the language mastery of the students were not similar, there was a lack of the textbooks appropriate to the students' levels. This was one of the determinative factors of the necessity of the leveled syllabus.

A brief overview of the works dedicated to the history of the state language teaching in Kazakhstan

In order to identify the current condition of the state language teaching innovation we need to make a brief overview of its past history. The issue of teaching Kazakh to the speakers of other languages similarly to the issue of teaching other subjects has its history. A local scientist N. Oralbayeva identifies the following stages of teaching Kazakh to the speakers of other languages as: the period before the October coup (till 1917); the period after the October coup (after 1917) and, the modern period (from 1990 to present). (N. Oralbayeva, 1996).

According to this division teaching Kazakh to the speakers of other languages started from the October coup. The officials Russian tsarist government in direct relationships with the local Kazakh people were required to learn Kazakh language in order to realize the colonial pressure. However, we cannot say that the language learning of those tsarist officials was very effective, because there were no conditions provided. The Russian children who attended local Russian schools did not learn Kazakh either. If we take into consideration these aspects, the Kazakh language teaching was not effective before the October coup. The issue of teaching Kazakh to speakers of other languages became urgent after the October coup and the establishment of Soviet government in Kazakhstan. 'The declaration of the workers' rights of Kazakh ASSR' adopted in 1920 announced the right of all the languages of the republic. In May of the same year the direction of 'Compulsory education of Kazakh language in the Russian schools, educational and other institutions' was approved – because, at that time, all the official papers were in Kazakh. This is why the direction had a strong impact on the teaching of the Kazakh language. The Zhetisu district education department introduced multiple courses of 'preparing the teachers of Kazakh (Kyrgyz) languages on the basis of this direction.

The teaching of Kazakh language was paid great attention in all of the short-term courses and at Russian schools. Because there were various directions concerned with teaching Kazakh adopted and realization arrangements undertaken. Later special resolutions of the government that all the institutions lead their business were carried. Due to this fact the statesman of the period Saken Seifullin published several articles: 'The Introduction into business in Kazakh', 'Become equal to the law commissariat', etc. In one of these articles Seifullin (1986) wrote: 'In the offices with many Kazakhs, they should assist and monitor the extent at which their co-workers run the office business in Kazakh. Only after full engagement of all the people in the realization of the issue will there be positive outcomes. And only then people savvy in running an office business in Kazakh with their skills underestimated so far will be appreciated and valued and that the people will also 'be eager to study more', according to

Seifullin (1986).

Kazakhstan underwent large-scale difficulties in the 1941-1957 due to the plans aiming to put in order the agriculture after the Great World War. This period had a strong negative impact on education as well. Numerous educators, teachers and students went to the front. The number of educational personnel lowered. During the war period a vast number of families from Leningrad and other cities of Ukraine, Belorussia, Northern Caucasus and Russia were evacuated to Kazakhstan. Due to this fact, many Russian schools were opened on the territory of Kazakhstan and special attention was turned to the issue of preparing the personnel able to teach in Russian and compiling textbooks in Russian. The issues of development of the Kazakh language, improvement of the secondary and higher education institutions, teaching Kazakh to speakers of other languages went to the backstage step by step.

Despite the fact that Russian was not the state language, regulations on obligatory learning of the Russian language were approved one after another in 1961, 1978, 1983 in Kazakhstan. The Communist Party Central Committee and the Ministers Board approved a special regulation on 'The improvement of teaching Kazakh and Russian' in the 1987. Then the special learning materials were compiled, new programs were introduced, dictionaries were published, short-term Kazakh language learning courses were established, the lessons of Kazakh language in the secondary and higher education institutions and other means were introduced. However, due to the absence of the personnel the lessons of Kazakh were not conducted in many schools. Only after passing the law On The Language in the 1990 the issue of teaching Kazakh language gained importance. In connection to this, I. Mamanov, G. Begaliyev, S. Zhiyenbayev, I. Uikbayev, N. Oralbayeva, Kh. Yessenov, S. Khairullina, B. Turganbayeva, T. Ayapova, K. Ayapbergenova, B. Kulmagambetova, Kh. Kozhakhmetova, Sh. Bekturov, A. Bekturova, E. Suleimenova, K. Kadasheva, A. Aldasheva, A. Kuryszhanova, Zh. Akhmedova, L. Yekshebayeva, A. Buldybayev, F. Agmanova, K. Moldabekov, K. Sariyeva, F. Orazbayeva, K. Beisenbayeva, G. Alimbek, Z. Kuzekova, A. Zhunisbek, etc. conducted various research in the area.

There are a plenty of works dedicated to teaching Kazakh, and one article will not be sufficient to describe all of them. This is why there are only a couple of works which need to be paid attention to. One of the textbooks dedicated to teaching Kazakh to speakers of other languages is *Let's learn Kazakh* by Oralbayeva, et al (1989). In *Let's learn Kazakh*, each lesson comprises all the skills: reading, writing, speaking and listening; provides an opportunity to teach speaking together with phonetic, lexical, grammatical materials; all the types of practical speaking exercises are realized through oral and written activities; the effective materials for improvement of speaking in Kazakh are the texts and the dialogues. A Kazakh language textbook by K. Beisenbayeva, for secondary vocational education institutions also deserves a special mention. The textbook is compiled specially for the secondary vocational education institutions. The textbook is targeted at Russian speaking learners who learned Kazakh in Russian schools. The special attention is paid to the peculiarities of Kazakh phonetics and grammar. Practical materials of the book are presented systematically. The author present speaking patterns, similarities and structured exercises aiming at the correct expression of one's opinion in Kazakh. The works published had advantages and disadvantages as well. The works contained unnecessary grammatical materials, numerous complex texts for general reading and translation instead of the ones presenting colloquial patterns, lack of attention to the integrated language teaching innovation. These and other reasons require broad application of innovative language teaching methods and approaches. #

Innovative integration of state language teaching in Kazakhstan

In order to identify and demonstrate the extent of application and realization of the integrated state language teaching in Kazakhstan today we need to describe the works dedicated to the issue. The primary work on the integrated teaching was the one of the teaching staff of the Modern Kazakh language theory and the methodology department of the Kazakh National Pedagogic University named after Abay compiled and published the syllabus on Kazakh language teaching in the 2006-2007 academic year. The work consists of 36 books and 6 electronic textbooks. They proposed 6 levels of Kazakh language mastery – and these six levels are basic, elementary, intermediate, upper intermediate, advanced and proficiency.

Significance of the leveled innovational teaching of Kazakh language

The significance of the leveled innovational teaching of Kazakh language technique is bearing in mind peculiar and characteristic multilingualism in Kazakhstan the levels are based on various international and European knowledge assessment standards like TOEFL, DALF/DELF, ALTE, IELTS. This kind of a syllabus has been compiled for the first time; it sets out the aim of integrated innovative teaching of the state language. The realization of leveled Kazakh language mastery including appropriate methods and contemporary technology, cohesive structured textbooks presented from a communications perspective, and learners of Kazakh language going upwards on qualitative scale autonomously (Orazbayeva, 2009, p.110). However, there are a number raised issues in the syllabus including:

An electronic textbook assisting in the realization of the on every level

(All educational and methodological instruments are combined in the electronic textbook). More specifically, the textbook, methodological instruction, lexical and grammatical minimum, compilation of exercises, reading textbook, control tests are presented separately on each of the 6 levels. The lessons are systematized in a way that they embrace everyday life issues, and the teaching language is regarded from a communication perspective. Methodical recommendations provide the aims of the exercises presented in the book, tasks and keys for the exercises are provided. Lexical and grammatical minimum contains the words and the phrases, their translations, categorized language units and grammar rules are presented. The exercises compilation contains exercises aimed at training and improving writing and speaking skills. It also contains a compilation of texts on various topics for reading out loud. Special attention is drawn to the control tests compiled in accordance with the materials covered (Orazbayeva et al, 2007)

Kazakhstani version of integrated language teaching in comparison with international standards

(1. Elementary → A1 Beginner mastery; 2. Basic → A2 Pre-established mastery; 3. Intermediate → B1 Established mastery; 4. Upper Intermediate → B1+ Expanded established mastery; 5. Advanced → B2 Advanced established mastery; 6. Proficiency → B2+ Expanded advanced established mastery, C1 Professional Mastery).

Theoretical innovation of the syllabus

(Theory of communication, terms and definitions, types of speaking, listening, reading, writing)

Participatory innovation of the syllabus

(1. Outlook → Able to use a range of vocabulary to describe themselves and the surrounding environment; 2. Accuracy → Masters the grammatical and syntactical structures presented in a simple form; 3. Agility → Aims at expressing their thoughts clearly and succinctly; 4. Action → Is able to answer the questions concerning themselves and can ask questions; 5. Interrelation → Uses familiar words and phrases properly and is able to present them systematically)

Conceptual innovation of the syllabus

(Directed at the acquisition of national values through the language. Here we can find the conceptual materials compilations under sections of Knowledge is power, Did you know? Find out! Golden chest)

Innovation of language syllabus

The national innovation is reflected through the following chapters: *The proverb is the father of the words* which contains the proverbs, *Social journalism* which contains famous sayings, *Think and find out!* which contains the riddles and tongue-twisters, *Exemplary personalities* contains the information of the portrayals of the great people, their biographies and their famous sayings, *Poem is the reflection of the soul (mood)* which dwells upon the poems of the great Kazakh poets, *Golden root* which contains the description of the state symbols and ethnographic names. The syllabus contents and structure are presented in accordance with the following regulations: a) the work presents Kazakhstani pattern of the new directions of teaching Kazakh with consideration of the peculiarities of Kazakhstani polynationalism and mentalities and the basis of the standards of European assessment (Orazbayeva F. et al.) b) the contents and structure of the syllabus present language acquisition pattern through active linguistic participatory approach c) the contents of the syllabus make up the textbook, students' book, methodical instructions, exercises compilation, test compilation for every level (basic, elementary, intermediate, upper-intermediate, advanced, proficiency), electronic book and corresponds all the proper requirements.

Integrated language teaching syllabus corresponds the requirements of international standards like flexibility, structure, concepts, effectiveness, informativeness taken as a basis for the universal knowledge (Zhaksilikova K.) For instance: a) the syllabus contents flexibility. It should be pointed out that the contents of the syllabus are combined in the way that it is easy to remember and to adapt the materials on every level according to the learners' needs. B)

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educational content of the syllabus. The effectiveness of the syllabus consists of convenience of students' autonomous work, and completion of the tasks. The tasks require wide application of interactive techniques e) cognitiveness of the educational content of the syllabus. The syllabus is targeted at the Russian-speaking citizens of Kazakhstan, especially for Russian-speaking Kazakhs. This is why the syllabus is directed at development of friendly relationships in polylingual Kazakhstan and of the familiarisation with Kazakh mentality. The language learner has an opportunity to widen their outlook by gathering additional information on Kazakh rites and traditions, history, culture, national values and all those in the close relationships with other nations and nationalities. These correspond to the requirement of the cognitiveness of the six-level syllabus.

Objectives of identification of content knowledge of integrated Kazakh language teaching

Objectives of identification of content knowledge of integrated Kazakh language teaching are the following:

- accordance with content knowledge teaching
- the connection of content knowledge with real life, with its practical side highlighted. The language learner in every stage is reminded that they will use the communication patterns in everyday life
- content knowledge corresponds the level of language learners
- the exercises are presented systematically, with various characters of tasks
- content knowledge and methodology are aimed at forming an individual
- all the types of practice activities (writing, speaking, reading, listening, linguistic) have to be interrelated and unified
- integrated presentation of language materials

The syllabus is compiled in accordance with the participatory, informative, motivational and tolerance-breeding relation on every level as well.

Also worth noting is the participatory function of the syllabus—that each level is supplied with exercises and tasks aimed at various speaking skills practice and improvement. The texts, sentences, phrases, linguistic units, words of edification provided are aimed at improving the way the learners express their opinions in Kazakh and breed the culture of speaking Kazakh. In this perspective linguistic competence, lingua-social competence, discourse competence, strategic competence, cultural and social competence mastered through the participatory approach are taken into consideration. All these are aimed to develop the following of the language learner including:

- Linguistic competence the language learner is assessed by their ability to produce a grammatically correct piece of writing and communicate freely according to the lexical grammar, phonetic, syntactic, stylistic standards.
- Socio-linguistic competence the level of ability of the target language users to arrange professional and other various relationships with others.
- Discourse competence emphasizes the ability to compose texts and sentences correctly and cohesively.
- Strategic competence is assessed by ability to identify the mistakes in the assessment through the autonomous research aimed at improving drawbacks.
- Socio-cultural competence an ability to portray cultural and national peculiarities with the help of the target language.

- Informative function demonstrates the contents of linguistic country-specific studies texts (sayings, proverbs, riddles, national ethnographic names, songs, poems) .
- Motivational function is reflected in the fact that materials have interesting contents, engaging tasks and exercises are presented structurally in each level

The learner is also expected to adapt to 'tolerance interactive function'. Language learner becomes familiar with spiritual values, western and general human civilizations and as a result friendly relationships are strengthened, tolerance function aimed at establishing international interaction is strengthened as well.

Results of integrated Kazakh language teaching at all levels

At elementary level the language learner on the primary level masters linguistic habitat of oral Kazakh language. At a basic level the language learner on the basis of linguistic units is able to speak and write correctly. At an intermediate level the language learner is able to convey their opinions, ask questions, answer them, and masters literary language. At an upper-intermediate level the language learner acquires professional language and gets acquainted with various areas of linguistic environments. At advanced level the language learner masters various styles and becomes able to present scientific reports. At proficiency level the language learner is able to express their opinions in written and in spoken forms, can prove their opinion, able to accept criticism and share opinions.

This work is one of the pioneers in the field of the new trend in the state language teaching because it corresponds to the requirements of the leveled language teaching by providing the structured materials for every level. In later years there were published numerous textbooks and teaching aids dedicated to the teaching of the Kazakh language. The majority of those was targeted at the learners of elementary, intermediate, upper intermediate, advanced and proficiency levels. There are also the teaching aids dedicated to the basic level. However, in comparison to the other levels, the amount of textbooks and teaching aids for the basic level is comparatively small. There are the ones which are founded on communicative or on the grammatical materials basis among those. We cannot claim that the research in this direction was absolutely ineffectual. Despite the fact that the teaching aids published correspond the needs of language teaching, there is no doubt that development of the quality of the teaching aids and textbooks is still required (G. Alimbek).

Conclusion

The levels conforming to the world standards and polishing the works of the authors of the textbooks on teaching the state language to speakers of other languages and refining the methodology they proposed were introduced for the first time in the history of Kazakhstan. One of the most important issues is the application of the 6-leveled syllabus in the state language teaching in education system in Kazakhstan. In addition, the innovation of the leveled state language learning conforming to the world standards is being established. This is the reason why the works like that raise the status of the state language, strengthen its social role, and corresponds the language learners' needs.

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