

*Badanbekkyzy Z.<sup>1</sup>, Seidaliyeva G.O.<sup>1</sup>*

*<sup>1</sup>Abay Kazakh National Pedagogical University,  
Almaty, Kazakhstan*

## **METHODS OF COMPILING TEXTBOOKS USING THE CONTENT AND LANGUAGE INTEGRATED TEACHING APPROACH**

### *Abstract*

Modern higher education has always been relevant in improving interdisciplinary communication and integration. The essence of integration is determined in the creation of an inseparable whole. CLIL-integrated subject-language approach is used quite often to describe the method of teaching a subject using a foreign language tool, the main purpose of which is to master the subject and improve language skills in a foreign language. In accordance with the requirements of the time, the education system is being improved, giving a comprehensive picture of new facets, and the content of education is being updated and complicated every day. This innovative approach requires the ability to supplement the content of education, develop the education system in accordance with modern requirements, and transform various methods and methods of organizing training. CLIL technology allows you to conduct classes by combining a number of theories and approaches used in different educational contexts. Using some elements of the CLIL approach, a professionally -oriented English textbook was compiled. The paper presents a model of the lesson, how to create it and evaluates the scope of the model of action research. Using the textbook students will be able to learn the target language more effectively and apply in practice.

**Keywords:** subject and language integrated teaching, CLIL technology, CLIL approach, lesson model, organization of training.

*З. Баданбекқызы<sup>1</sup>, Г.О. Сейдалиева<sup>1</sup>*

*<sup>1</sup>Абай атындағы Қазақ ұлттық педагогикалық университеті,  
Алматы қ., Қазақстан*

## **ОҚЫТУДЫҢ ПӘН МЕН ТІЛДІК КІРІКТІРІЛГЕН ТӘСІЛІН ПАЙДАЛАНА ОТЫРЫП ОҚУЛЫҚ ҚҰРАСТЫРУ ӘДІСІ**

### *Аңдатпа*

Заманауи жоғары білім беру әрдайым пәнаралық байланыс пен кіріктіріп оқытуды ұйымдастыру бойынша жетілдірілуде өзекті болып саналады. Кіріктіріп оқытудың мәні бөлінбейтін ажырамас бір бүтін нәрсе құруда айқындалады. CLIL – кіріктірілген пәндік-тілдік білім беру шетел тілі құралының көмегімен пәнді оқыту әдісін сипаттау үшін айтарлықтай жиі қолданылады, Оның басты мақсатына пәнді меңгеру және шет тіліндетілдік дағдыларды жақсарту жатады. Заман талаптарына сай білім беру жүйесі жетіліп, жаңа қырларынан жан-жақтыкөрініс беріп, білім берудің мазмұны да күн өткен сайын жаңартылып әрі күрделеніп келеді. Бұл жаңашыл көзқарас білім беру мазмұнын толықтырып, білім беру жүйесін қазіргі заман талабына сай дамыта оқытуды ұйымдастырудың түрлі әдіс-тәсілдерін түрлендіре алып отыруды қажет етеді. CLIL технологиясы әртүрлі білім беру мәнмәтінінде қолданылатын бірқатар теориялар мен тәсілдерді біріктіріп сабақ өтуге мүмкіндік береді. Бұл мақалада CLIL тәсілінің кейбір элементтерін қолдана отырып, Кәсіби бағытталған ағылшын тіліндегі оқулықты құрастырудың алғышарттары берілді. Мақалада сабақтың моделі, оны құру әдістері ұсынылған және іс-әрекетті зерттеу моделінің көлеміне баға берілген. Оқулықты қолдана отырып, студенттер үйренген тілді тиімді оқып, оны іс жүзінде қолдана алады.

**Түйін сөз:** пән мен тілді кіріктіріп оқыту, CLIL технологиясы, CLIL тәсілі, сабақтың моделі, оқытуды ұйымдастыру.

Баданбекқызы З.<sup>1</sup>, Сейдалиева Г.О.<sup>1</sup>

<sup>1</sup> КазНПУ им. Абая, Алматы, Қазақстан

## МЕТОДЫ СОСТАВЛЕНИЯ УЧЕБНИКОВ С ИСПОЛЬЗОВАНИЕМ ПРЕДМЕТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ПОДХОДА К ОБУЧЕНИЮ

### Аннотация

Современное высшее образование всегда является актуальным в совершенствовании по пути межпредметных связей и интеграции. CLIL-интегрированное предметно-языковое образование достаточно часто используется для описания метода изучения дисциплины с помощью инструмента иностранного языка, главной целью которого является освоение дисциплины и улучшение языковых навыков на иностранном языке. Современная система образования совершенствуется, приобретает все новые и новые грани, с каждым днем обновляется и усложняется содержание образования. Этот новаторский подход должен дополнять содержание образования, преобразовывать различные подходы к организации развивающего обучения в соответствии с современными требованиями системы образования. Технология CLIL позволяет проводить занятия, сочетая в себе ряд теорий и подходов, используемых в различных образовательных контекстах. С использованием некоторых элементов подхода CLIL был составлен профессионально-ориентированный учебник английского языка. В статье представлена модель урока, как ее создать, и дана оценка масштабов модели исследования действий. С помощью учебника студенты смогут более эффективно учить целевой язык и применить его на практике.

**Ключевые слова:** интегрированное обучение предмета и языка, технология CLIL, подход CLIL, модель урока, организация обучения.

**Introduction.** Communicative knowledge of languages can be achieved in teaching a language in many ways. One of the methods is the content and language integrated teaching [1, p.49]. The paper discusses various areas of support for integrating an approach known as form-oriented teaching within the framework of communicative language teaching [2, p.110]. The paper reports on the results of a pilot study that examined the impact of the process approach genre on the academic performance of basic students at Shinas College of Technology, Oman, during the third semester (April-July) of 2013 [3, p.93]. This study included intervention program, in which the study group was trained using a context-based materials using a process approach of the genre. The researchers encourage, self-esteem and overall uses the case studies, immediately to answer the question and how to apply the recommended methods to content audience [4, p.68]. The article emphasizes the need of greater attention to the intercultural communicative competence in teaching aviation English [5, p.100]. The article presents the historical background and safety justification of introducing the ICAO language to qualification requirements [6, p.84]. In the work, teaching methods are presented in teaching English which are associated with other languages of the world [7, p.66]. The article discusses the history and development of ESP, the concept of needs analysis in an ESP conditions, and some important components of ESP analysis of needs [8, p.122]. Theoretical models are considered to some extent similar to the fact that they are aimed at identifying students' needs in English. This document provides readers with a comprehensive overview of some ESP needs assessment models. The article discusses the development of video narratives for contextualizing content for ESL students: an example of a development process in an interactive learning environment [9, p.49].

The Kazakhstani teachers in the secondary and high schools are implementing CLIL approach at their lessons. It is known that language teachers want to teach more about subject content and subject teachers want to teach the language skills. They have different purposes. If the subject teachers and language teachers will cooperate with each other in learning and teaching the students with CLIL they will find an effective way. We are teachers of English, but the seminars which we were taught to CLIL approach methodology represent the attempt to improve skills for the CLIL lessons. In addition, there is a lot of literature about CLIL. And we had an opportunity to attend CLIL teachers' lessons (the biology subject, mathematics was conducted in English) at Abai Kazakh National Pedagogical University and lessons of CLIL teacher in the Civil Aviation Academy. Taking into consideration these experiences some elements of CLIL are used at the English lessons of the second-year students of Civil Aviation Academy on the subject

professionally-oriented English language. They were taught by the textbook which was compiled by us. We would like to share with the experience in compiling this textbook, if it helps to some authors, we would be very happy. And we would like to mention that this is the first kind of Kazakhstani authors of compiling such types of textbooks. The purpose of the textbook is to use content and language integrated learning methodology and teaching the students on the basis of development of four types of speech activity: speaking, listening, reading, writing to form students professionally- oriented knowledge and skills in the field of Civil Aviation. The textbook consists of an introduction, 6 modules, and texts for the SIW, glossary and English-Kazakh-Russian aviation dictionary and grammatical databases. The topics such as history of aviation, types of airlines and airplanes, components of airports, ICAO, IATA and the safeguarding of civil aviation were included in the models. The textbook is intended for practical classes. The texts are taken from Internet sources. Before each text the objectives of the topic and the tasks that contribute and organize the understanding of the text, brainstorming questions in order to give impetus to the preparation of students for mastering the material are given. The texts are accompanied by illustrations and videos. Each module is completed by revision tests to control and self-control of mastering the educational material.

A positive aspect is the clear structure of step-by-step training of students in communicative strategies of intercultural professional communication in English. The formation of intercultural competence takes place in accordance with the main methodological principles: from performing a variety of various speech and communicative exercises on the conceptual-cognitive and information-accumulative stages of working with the presented linguistic material to solving pragmatic professional assignments and final video projects at a pragmatic-representative stage. Using of the problematic presentation of educational material, communication and creative tasks, authentic communication situations aimed at the formation and development of critical thinking skills of the students, communicative and interdisciplinary approaches in organizing the structure and content of the textbook.

**Materials and methods.** Currently there are three main methods of compiling textbooks. The first method is the impressionistic method; it includes the analysis of the textbook based on the general impression. The general impression is understood what you can get by reading the ad and the content of a page, and then flipping through the textbook to get an idea of the organization, topics, layout and visual effects. The impressionistic method is not purely adequate, but it is combined with other methods, such as the checklist method. The checklist method is a systematic method in which the criteria in the list are marked in a specific list and order. Using this method, it is very easy to compare different materials, and it does not take much time compared to other methods. The third method is an in -depth method, which involves a thorough study of representative functions, it enters as a design of one specific block or exercise, or processing certain language elements. There are drawbacks of this method - the selected section in the textbook may not be generally representative of the book. In this study, the first and second methods were used. In two types of material evaluation were investigated, namely: forecast assessment and retrospective assessment [10, p.92]. To make decisions about what materials were used, a predictive assessment is used. In order to which materials are best suited for certain purposes, they must conduct a predictive assessment. After the materials have been used, a retrospective assessment is used, in which a further evaluation is carried out to find out if the materials were developed for specific purposes. From the two assessments, we can conclude that they are aimed in making the learning environment more effective, but the second type is accepted only for the present study. When choosing a textbook, you need to consider many different factors. In the article the researchers listed a number of factors of a student and a teacher when choosing a textbook [11, p.117]. The first teaching factor is the student's teaching factor, it focuses on factors such as age range, level of knowledge of the target language, gender distribution, and so on. The second factor of the student is a list of student needs, for example, dialect, emphasis on language skills, emphasis on the language system (grammar, vocabulary, phonology) and attention to spelling, punctuation. Teacher factor, the focus was on linguistic competence, methodological competence, awareness and teaching experience. Also important for consideration is information about the institution and the specific program for which the material is intended. In the article it was mentioned about the level in the education system (kindergarten, primary, secondary), class size and goals of the program, curriculum and so on. In the article some factors werelisted which must be established before the evaluation process begins. It is required information about students, a teacher, and an institution and so on. The article recommends first glance assessment, although she names this process a survey in which the most inappropriate textbooks can be excluded. In this research, the content and language learning methods used. CLIL is an approach that combines teaching subject matter with teaching of a non-native language [12, p.80].

**Results and discussion.** The practical part of the article is based on introduction of some exercises from the textbook «Professional English» (for the 2<sup>nd</sup> year students of Civil Aviation Academy. Specialty: 5B071400 - Aviation techniques and technology. Educational program: Aviation security of shipping process [13, p.32].

**Module 1.3. Aviation in Kazakhstan.** Objectives of the module:

- to give general information about Aviation in Kazakhstan;
- to form intercultural - professional communicative competence of students;
- to develop speaking, reading, writing and listening skills. At the end of the model I.3 students will be able to: – know lexics on the topic; – read the topics with correct pronunciation, make up dialogues, make up questions on the topics; – understand the native speaker's speech about the topic; – use correctly the construction "to be going to"; – create their own film about aviation in Kazakhstan.

**Speaking 1.** Look at the pictures and say what do you know about these people?



**Listening #3.2.** Listen to the report and label the pictures with the names of the people.

- a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
- 3. Work in a group and answer the questions.**
- a. Who was the first pilot-woman from Kazakh SSU?
  - b. Who is Talgat Bigeldinov?
  - c. Who is the first cosmonaut of Republic of Kazakhstan?
  - d. Where is Baikonur?
  - e. Who graduated from Engineering Institute of Civil Aviation in Riga in 1974?
  - f. Who graduated from Kutakhov Armavir Higher Military Aviation School?

**4. Comment on the following questions before reading the text.**

- a. What is the current position of Aviation in the world?
- b. What is likely to happen in 50 years in the sphere of Aviation in Kazakhstan?



**1. Read current position of Aviation in Kazakhstan and guess the meaning of the underlined words. Check with your partner or consult an Oxford English-English dictionary. Make up 4 types of questions (yes/no, alternative, question tags, wh-, how-questions).**

Kazakhstan is relatively new to business aviation and many people are buying aircraft as transport tools for their business or trip.

Kazakhstan's infrastructure is at a stage of active progressive development to support basic Business Aviation activities. There are nearly two dozen airports in the country, all capable of sustaining corporate aircraft growth. Most of the regional airports in Kazakhstan have reconstructed runways and installed new air navigation and lighting equipment of western production. There are also increased minimums of runway categories. In addition, terminals were reconstructed and new VIP-terminals were built in cities most attractive for tourists and businessmen. All this has had a very beneficial effect on the growth in the number of corporate and business flights within the country. Another pleasant trend, associated with more use of western aircraft, is construction of new heated hangars for storage and maintenance of aircraft. But still it is true only for the main business aviation hubs of Kazakhstan – ALA (Almaty) and TSE (Astana).

Today Kazakhstan has the largest fleet of business aviation aircraft in the region. But it is important to note that only 31 aircraft (7 of them are turboprops) have UP (local) registration, and about 50 are registered abroad. There are 25 airports in Kazakhstan. 13 of them are international airports.

Aviation is a very capital-intensive and active business in which under the influence of internal and

external factors demand for services may change at any time. Therefore, despite the fact that any specific figures difficult to name, currently we can confidently talk about the positive growth trends, because the potential of the business aviation market of Kazakhstan has very promising prospects.[internet resource 4]

**1. Find the synonyms of the words:**

|            |          |     |         |             |      |          |
|------------|----------|-----|---------|-------------|------|----------|
| Travelling | Vehicle/ | Jet | Support | Requirement | Mart | Corridor |
|            |          |     |         |             |      |          |

**2. Cover the text. What do you understand?**

1. Why do people fly?
2. Why is it necessary to build new terminal buildings and reconstruct runways?
3. How many airports are there in Kazakhstan?
4. How many of them are international/domestic?

**3. Scan the text then decide whether the sentences TRUE or FALSE. Why?**

- a. The Business Aviation market in Kazakhstan is experiencing its third transformation.
- b. Kazakhstan is relatively new to business aviation and many people are still buying aircraft as status symbols rather than business or transport tools. \_\_\_\_\_
- c. The infrastructure in Kazakhstan still remains far behind the European standards. \_\_\_\_\_
- d. Kazakhstan's infrastructure is at a stage of active progressive development to support basic Business Aviation activities. \_\_\_\_\_
- e. There are approximately 20 airports in Kazakhstan. \_\_\_\_\_
- f. The main business aviation hubs of Kazakhstan - ALA (Almaty) and TSE (Astana).

**1. Re-order the words to make sentences.**

- a. The, Kazakhstan, of, also, to create, a holding, 11 public airports, government, is, planning, to operate, company.
- b. We, in Almaty, seeking, Kazakhstan, type current, are, rated, currently, Captains, and, for an exciting role based, or Astana.
- c. Are, you, commuting contract, looking for, a?

**2. Use the words to complete sentences.**



|          |                    |                |          |
|----------|--------------------|----------------|----------|
| aircraft | people             | modern airport | Delays   |
| taxiways | terminal buildings | Runways        | take off |

- a. An \_\_\_\_\_ can fly an infinite number of paths through the air from any surface point to any other.
- b. The main function of the \_\_\_\_\_ is to handle the departing and arriving passengers and their baggage.
- c. The \_\_\_\_\_ is a complex structure, a center of most diversified services.
- d. Thousandsof \_\_\_\_\_ are working at airports.
- e. The \_\_\_\_\_ and \_\_\_\_\_ should be arranged so that to prevent \_\_\_\_\_ on landing, taxiing and \_\_\_\_\_ operations.



**1. Look at the pictures and define the tense forms of the verbs.**



- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....

## PRESENTATION



Find in the Internet the news about Aviation in Kazakhstan. Prepare a short news summary and be ready to present it in the class. \*Remember that you should not read your summary but present it to the audience. \*Make cards if you cannot remember some important points.

\*Write out the words you think your group mates do not know on the blackboard or in your presentation and explain (give synonyms, antonyms or definitions) them.

\*Make sure you know how to pronounce all the words from your piece of news.

**Role of Civil Aviation in the economic development of country**

**Statistics in Aviation Industry**

**New projects in Aviation**

**Role-play:** Create your own film or own show about aviation system. One of you is a representative from Kazakhstan and the other is from foreign country. Speak about aviation system of your countries.



*Write an essay “Current position of Kazakhstan aviation”.*

## REVISION TEST OF THE MODULE I



1. Write the definitions of the words and make up sentences using each word.
- 2.

|    |                    |    |  |
|----|--------------------|----|--|
| 1  | General aviation   | 1  |  |
| 2  | Aircraft           | 2  |  |
| 3  | Glider             | 3  |  |
| 4  | Experience         | 4  |  |
| 5  | Inventor           | 5  |  |
| 6  | Handle             | 6  |  |
| 7  | Runway             | 7  |  |
| 8  | Airport            | 8  |  |
| 9  | Development        | 9  |  |
| 10 | Commuting contract | 10 |  |

### 2. Talking about the Past.

**Match the famous names in aviation history to their achievement:**

Chuck Yeagar

First glider (1853)

Leonardo da Vinci

First multi-engine aircraft (1913)

Sir George Cayley

First hot air balloon flight (1783)

Yuri Gagarin

First prototype jet engine (1937)

Igor Sikorsky

First “helicopter” design (1493)

Joseph & Jacques Montgolfier

First manned Earth orbit (1961)

Frank Whittle

First supersonic flight (1947)



**\*Write why these people are famous now. \*What did they do?**



**1. Read the text and label the paragraphs in the correct order.**

**A. Brief history of KLM.**

**B. New challenges.**

**C. Partnership.**

a. In 1919, KLM Royal Dutch Airlines (literally: Royal Aviation Company) was founded. KLM is the oldest airline in the world. It also gives its name to the oldest international scheduled service operated by any airline under the same name. In 1920, Royal Aviation Company made its first scheduled flights between Amsterdam and London. Its service is still going on that it continues to provide to the very present.

b. In that first year - when flying was still very special - KLM transported 345 passengers and 25,000 kilos of mail and cargo. That is very different today. On a single Boeing 747 flight, KLM can carry more than 400 passengers and 20,000 kilos of cargo (including mail). Also, for the sake of comparison, in 2016, KLM carried 22 million passengers and 650 million kilos of cargo.

c. Since the 1980s cooperation between airlines has been a simple fact of life. By working together with other airlines, a carrier can offer passengers more destinations to which to travel. Since 1989, KLM has been working together with the major US carrier Northwest Airlines. Although the two companies work very closely, KLM still flies around the world under its own, familiar name.

[internet resource 5]

**2. Scan the text then decide whether the sentences TRUE or FALSE. Correct the sentences.**

- a. KLM was founded in 2012. ....
- b. KLM is the youngest airline in the world. ....
- c. KLM is the most popular airline in the world. ....
- d. According to the statistics, KLM carried about 20mln passengers. ....
- e. KLM works together with leader airlines of the world. ....



**Listening #4.1 Listen about National airline company "Air Astana" and write the missing words.**

Air Astana was incorporated in late \_\_\_\_\_ and its maiden flight was on the 15th May \_\_\_\_\_.

The inaugural \_\_\_\_\_ by President Nursultan Nazarbayev and Sir Richard Evans, representing the two \_\_\_\_\_, the Government of the Republic of Kazakhstan and BAE Systems PLC of the UK.

These shareholders \_\_\_\_\_ committed partners in the airline, with the Government holding a \_\_\_\_\_ share through its Samruk-Kazyna National Welfare Fund, and BAE Systems PLC holding 49 percent.

Today Air Astana \_\_\_\_\_ a fleet of 31 western aircraft with an average age of 7.5 years. It operates over 60 \_\_\_\_\_ routes. Its passengers are served by more than 4,700 highly qualified staff, the majority of whom are from Kazakhstan, supplemented by experienced \_\_\_\_\_. Since autumn 2005 the Air Astana team has been headed by \_\_\_\_\_ (Peter Foster), an airline executive with more than 30 years of management experience.

Air Astana has purchase orders in place for Boeing 787, Airbus A320NEO and Embraer 190 family aircraft. These will expand the fleet to 32 aircraft by the end of 2017, and to 43 aircraft by 2020.

**2. Answer the questions below.**

- a. When was the first flight of Air Astana Company?
- b. Who is the head of the company?
- c. What is the status of the company?

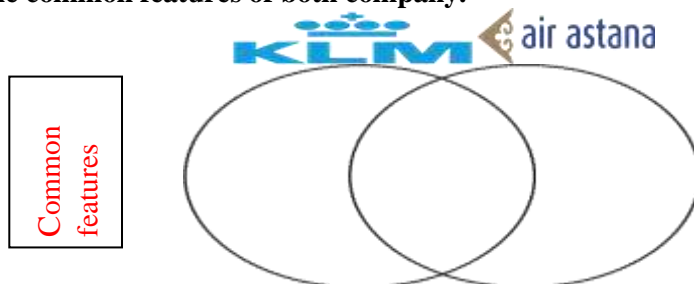




Draw Venn diagram, compare



1. On the left side write peculiarities of KLM, on the right side Air Astana's peculiarities and in the middle common features of both company.



### Case study

Create your own film “Aviation in Kazakhstan”. Use new vocabulary and correct grammar.

These are the examples of the Module 1.3. of the textbook. Of course there are other different types of exercises and tasks in the other models of the textbook to develop reading, writing, listening and speaking skills of the students.

### Discussions:

**I.** Study the standard rules of educational system of the country, read educational standards of compiling textbooks.

**II.** Study the educational program and curriculum of the specialty.

**III.** Prepare contents for the textbook:

–study the course syllabus of the specialty;

–consult with the content/specialist teachers choosing the topic/ content of the textbook, because we are only language teachers (In my case with the aviation security teachers);

–study internet sources about the content;

–study grammar.

**IV.** – the contents mustn't be very long and very short;

–the exercises and tasks (for example pictures, schemes, and tables) of texts must be colorful, in order the students have opportunity to visualize and better remember them;

–use videos in every lesson, they mustn't be very long (2–4 minutes videos); WHY video? – it gives to listen to the native speakers; they help students to get over difficulties with their pronunciation, they can visualize how the native speaker pronounces the sounds and words;

– **grammar:** – don't include very long grammar explanation rules, exercises should be given in the contexts;

–**vocabulary:** choose the words which students may face difficulty, use pictures, give examples from real situations, if it is possible use body language.

–**pronunciation** is very difficult for students. Audio, exercises is very helpful.

There is no doubt that language learning and learning are parallel processes, but the implementation of CLIL requires rethinking the traditional concepts of the language classroom and the language teacher. The immediate obstacles seem to be:

– Objections to language teaching by subject teachers may come from the language teachers themselves. Subject teachers may not want to take on such responsibility.

– Most of the current CLIL programs are experimental. There are few reliable empirical studies based on scientific research, while bilingual programs like CLIL are mostly considered as marketable products in the private sector.

– CLIL is based on language acquisition, but in monolingual situations, a lot of conscious learning is required, requiring skills from a subject teacher.

– The lack of CLIL teacher training programs suggests that most teachers working in bilingual programs may be poorly prepared to adequately perform their work.

– There is little evidence that the understanding of the content is not reduced due to the lack of language competence. Currently, there seems to be an opinion that language abilities can only be enhanced by content-based learning after a certain stage.



– Some aspects of CLIL are unnatural; for example, understanding the literature and culture of the student's own country through a second language.

CLIL has been adopted as a way that will provide a more interesting, innovative way of learning through the association of language with various topics, in a more natural context and with various benefits for students, including improvements in both language and cognitive skills, as well as the benefits of cultural awareness and development, social integration and awareness of current and global issues in depending on the goals and objectives of each implementation project. As a method, CLIL is rather communication-oriented, focused on the needs of the multicultural environment of modern societies, as it increases the level of coverage and improves communication.

**Conclusion.** Compiling textbooks is very difficult, interesting and crucial point, responsible job because you are responsible for the students' knowledge. You must think of the structure of the textbook, the models must be connected which each other, you are responsible for grammar structure, vocabulary; your textbook must coincide with the standards of the state curriculum.

Mistakes which we made while compiling textbooks: long texts were given; – long grammar rules; – too many exercises.

The challenges which we met while compiling the textbook:

– It takes a lot of time and you are short of time, because you have to prepare for your lessons, because you are language teacher;

– You are not a native speaker;

– difficulty of structuring the content of the models, because each model should be in connection with each other;

– long procedures of printing the textbook, because when there are colorful pictures, schemes, tables they are very expensive to publish the textbook;

– it is difficult to find native speakers who can read and record the texts, exercises.

And we think the content teachers and language teachers should compile Kazakhstani textbooks:

– first of all the teachers know what their students need and want to;

– they know their culture and mentality;

– secondly it will be far better and far cheaper than buying books written by foreign authors.

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