

## **Content and Language Integrated Learning at Technical University**

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Specialists can survive and become competitive on the global labor market if they are not restricted by language barriers in their worldwide search of employment. The demand for the technical Universities graduates with a profound technical education and good command of English is outstripping supply. It encouraged language and non-language professors of our University to implement content and language integrated learning (CLIL) in the technical university classrooms, that is teach different subjects in English. This educational model became a break through traditional language lessons which seldom bring to high level of academic language proficiency. One of the undisputable advantages of such educational model is that substantial contact time with a target language is provided. Another, much more important advantage of subject-language integration is the use language for meaningful educational and professional activities, when language knowledge is effectively being turned into language skills. And, of course, there is no better way to accurately understand and master subject-specific language and core terminology than by means of CLIL model. Different forms of CLIL education were being practiced at our University for more than ten years. During all these years the number of students willing to plunge into education conducted in English exceeded opportunities provided by the University faculties. English as a teaching language was chosen on the grounds that it is a dominant “lingua franca” type of a language and that the required number and complete set of non-language teachers who are able to cover Bachelor’s Degree curriculum was available only in English and only for such majors as “Electrical Engineering”, “Material Sciences” and “Metallurgy”. A number of restraining factors such as teacher availability and assessment, interconnection between language and subject-matter classes, textbooks and learning materials provision, curriculum adjustment, exit assessment criteria, certification, etc. prevent rapid spread of CLIL models in University. The requirement which all non-language professors have to meet is a good command of common and scientific (subject-specific) English. To ensure proper language level of the CLIL textbooks non-language authors collaborate closely with University language teachers and invited native non-language teachers. Language lessons for students involved in CLIL project are increased to 8 hours per week. These lessons are vital for accuracy of language usage and language understanding, for at CLIL lessons English is used ‘as a tool’ and not ‘as a subject-matter’. Such language-centered approach at English lessons combined with practicing language skills at non-language lessons is a part and parcel of CLIL educational model. A diverse variation of CLIL is experienced by students of Economic majors. The third variety of CLIL education is being implemented recently for the students who are trained to become technical

translators. The gained experience proves that CLIL models may be implemented as an alternative to expensive immersion models of language training abroad