

Aet Toots (Estonian Business School)

## **Challenges Arising from Integrating Content and Language Learning in Degree Programmes – the Experience of Estonian Business School**

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The presentation focuses on challenges faced by both educators and students in the context of internationalisation. The role of content and language integrated learning (CLIL) in academic programme development is discussed. Using English as a medium of instruction is a way to increase student and teacher mobility, to attract international students and to enhance students' cross-border employability. On the other hand, students with different linguistic and cultural backgrounds who have accomplished their studies in English will often find it difficult to communicate professionally in their native language because they do not have an adequate knowledge of terminology in their own language. The increasing use of English in teaching and research is also seen as a threat for smaller languages. A balance between the internationalisation of higher education and teaching and publishing in our native language should be found. Examples are based on the experience of teaching English as a foreign language and teaching business courses in English at Estonian Business School. CLIL requires close cooperation between language and subject specialists. In smaller countries (such as Estonia) outstanding subject specialists who are capable of delivering courses in excellent English might be in rare supply. To alleviate the problem, we need 'language/subject' specialists, i.e. educators who have a good knowledge of or even an academic degree in both the subject and the language. Another issue regards the version of English used as a medium of teaching in non-Anglophone countries. Illustrative examples are from the field of Accounting and Finance, where the differences between British, North American and the so-called "international" terms are confusing not only for students and language lecturers but also for accounting professionals.

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