

# Research on the Application of CLIL in Translation Teaching in Chinese Universities

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**Abstract:** This study is to investigate the application and effectiveness of CLIL in translation teaching (hereafter referred to as TT) in Chinese universities (hereafter referred to as CU). It will also analyze the ideas, principles, and features of the CLIL teaching mode, as well as the status quo and existing problems concerning teaching translation in CU. Previous studies suggested that applying the CLIL teaching model can facilitate students' comprehensive use of language and professional knowledge in their translation practice, hence enhancing the efficiency and caliber of their translated works. It offered useful strategies in the areas of teaching design and curriculum design, teaching methods and tools, as well as teacher training and development. Theoretically and practically, this study will help CU promote innovation and advancement in the field of translation education.

**Keywords:** Universities; CLIL; Translation teaching

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Translation education plays an increasingly important role in higher education as a result of globalization and an increase in cross-cultural communication. Unfortunately, conventional translation education approaches suffer from a lack of variety in contents, a lack of practicality and multidisciplinary integration, and other issues that make it difficult to meet the needs of students in developing their comprehensive and practical application abilities. Therefore, one of the key strategies for raising the caliber of TT in universities is adopting the CLIL teaching model. The study aims to promote continuous improvement of the caliber and effectiveness of translation education, promote the cultivation of more outstanding translators who can meet the demands of international communication, and offer theoretical support and practical guidance for the innovation and development of TT in CU.

## 1. Concept and principle of CLIL

### 1.1 The definition of CLIL

CLIL stands for Content and Language Integrated Learning. This form of teaching combines language learning with subject content to help students become more proficient language learners while gaining subject knowledge. CLIL places a strong emphasis on the idea that language is a tool for subject learning and that teaching subjects in the target language helps students grow holistically in multidisciplinary fields<sup>[1]</sup>.

### 1.2 The characteristics of CLIL

**Interdisciplinary integration:** Through the integration of language learning and subject knowledge, CLIL allows students to enhance their language skills while simultaneously mastering subject content.

**Dual objectives:** To help students advance in both the subject and language fields, CLIL seeks to meet both the language learning objectives and the teaching objectives of the subject content.

**Language output:** The goal of CLIL is to improve students' language proficiency by encouraging their use of the target language for conversation and expression.

**Collaborative learning:** Through group work, discussion, and project practice, CLIL encourages collaborative learning among students and helps them achieve learning objectives.

### 1.3 The principles of CLIL

By integrating language learning with academic content, CLIL enables students to acquire language skills naturally during their study. Through situational teaching of subject content, CLIL boosts student language acquisition and highlights the importance of

language learning and application in real-life settings.

CLIL emphasizes the dominant role of students, advocates for their participation in the learning process, and stimulates their interest and motivation in learning. It also emphasizes the dominant role of students, advocates for their involvement in the learning process, and stimulates their interest and motivation in learning<sup>[2]</sup>.

## **2. The application of CLIL in TT**

### **2.1 The relationship between CLIL and TT**

TT and CLIL are closely related. The integration of the CLIL teaching approach can help students develop a deeper understanding of the target language and cultural context as they acquire translation skills. Students can improve the quality and efficiency of their translations by using the language and professional information they have gained in CLIL classes to translate in real-world situations. Additionally, the CLIL teaching methodology may foster students' interdisciplinary learning, develop their comprehensive skills and creative thinking, and lay a strong foundation for future translation work.

### **2.2 The advantages of CLIL in TT**

With an emphasis on language output and practice, CLIL teaching may help students become more proficient translators and expressive writers as well as improve their speaking, listening, reading, and writing skills in the target language. In addition to learning translation techniques, students who participate in CLIL teaching have access to a wide range of subject matter, which can broaden their knowledge, and enhance their professional proficiency<sup>[3]</sup>.

By encouraging interdisciplinary learning and communication between students from other academic fields, the CLIL teaching model develops students' comprehensive skills and interdisciplinary thinking. It puts a strong emphasis on student collaboration and involvement, and increases students' interest and enthusiasm in learning and boosts their sense of accomplishment.

### **2.3 Practical cases of CLIL in TT**

When designing courses and implementing teaching, translation teaching practices can incorporate the CLIL teaching model. For instance, by choosing translation texts that are pertinent to the academic subject, we can help students learn relevant subject knowledge during their translation. Also, we can arrange for students to take part in multidisciplinary collaborative projects to improve their teamwork and innovation skills. Finally, we can make use of multimedia technology and interactive teaching techniques to stimulate students' interest in and participation in learning. Therefore, we can have a better understanding of the application effects and useful techniques of CLIL in TT by looking into and analyzing practical cases.

## **3. Analysis of the status quo of TT in CU**

### **3.1 The characteristics of TT in CU**

CU provide a broad range of options to students in their translation programs, which include a variety of fields such as literary translation, interpretation, and literary translation. With an emphasis on translation theory and practice, traditional translation teaching methods continue to be dominant, but it lacks interdisciplinary integration and practical teaching<sup>[4]</sup>.

Some universities struggle to satisfy the demands of their students due to a lack of teachers, which leads to uneven teaching quality.

### **3.2 Existing problems and challenges**

**Lack of variety in teaching contents:** Some universities only provide the course on translation, with no interdisciplinary integration. This type of teaching is unable to provide students with the comprehensive and cross-cultural communication skills they need.

**Lack of practical experience:** It can be challenging for students to adjust to the demands of the real world of work when there is a dearth of practical experience in university translation training.

**Inadequate use of technology:** Students must become more proficient in the use of translation tools and the application of translation approaches since current translation tools and techniques aren't utilized to their full potential in translation education.

### **3.3 The demand and exploration for CLIL**

In light of the present problems and challenges, translation teaching in CU needs to adopt the CLIL teaching approach. The CLIL teaching model, which integrates language learning with content, can help students apply language and professional knowledge to translation practice in a holistic way. By using this model, we hope to offer students more opportunities for experiential learning, increase the number of real-world translation projects and case studies, and develop students' practical translating skills<sup>[5]</sup>. We can encourage the use of modern translation tools and technologies to enhance students' comprehension and proficiency with their use.

## 4. CLIL application strategies of TT in CU

### 4.1 Teaching design and curriculum setting

The adoption of the CLIL teaching model in TT at CU necessitates related teaching design and curriculum setting, which should prioritize multidisciplinary integration, integrate language learning with translation practice, and develop comprehensive and practical course content. In order to help students use the knowledge and skills they have gained in practical projects and to improve their professional competence and translation ability, the curriculum may incorporate translation practice projects in a variety of fields.

### 4.2 Teaching methods and means

The selection of teaching methods and means is essential when using the CLIL teaching model. To arouse students' interest and engagement in learning, teachers might use a variety of teaching strategies, including project practice, case analysis, group cooperative learning, and more. Meanwhile, teachers can utilize modern technological means and multimedia teaching resources to improve teaching effectiveness and promote students' language output and practical abilities<sup>[6]</sup>. Combining different teaching methods and means can help students develop their multidisciplinary learning and overall skills.

### 4.3 Teacher training and development

University translation teachers need to receive the necessary training and development in order to apply the CLIL teaching model effectively. Training for teachers can cover areas such as applying modern teaching technologies, improving practical translating skills, and understanding CLIL teaching concepts and methods. Our goal is to improve the professional competence and teaching level of teachers, which will ensure that the CLIL teaching model is implemented effectively.

## 5. Conclusion

According to an extensive investigation into the application of CLIL in CU, we found that this teaching model can effectively improve students' comprehensive and practical translation capacities, as well as offer new ideas and methods for the innovation and development of TT in universities. The study offers some application strategies and suggestions, which can be taken as a reference for the improvement of TT in universities in terms of curriculum design, teaching methods and resources, teacher training, and professional development. In addition to helping to advance translation education in China, I hope that this study will serve as a valuable source of inspiration and guidance for future research and practice in university translation education.

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