

CLIL METHODS: PROFESSIONAL RUSSIAN LANGUAGE IN THE COLLEGE OF JUSTICE AT THE ESTONIAN ACADEMY OF SECURITY SCIENCES

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Abstract

Russian language skills at a level sufficient for professional communication responsibilities have a primary importance in the training of civil servants of Estonia, including prison officers. Thus, the aim of language learning is to provide students with appropriate cross-cultural bases through the medium of communication skills needed in the professional field.

The use of CLIL (Content and Language Integrated Learning) method helps to achieve the goal in the most appropriate way. The Russian language is taught throughout the entire curriculum and the Russian language content takes place in parallel with the subjects of the specialty. It encourages students to learn the language dealing with the familiar issues, they have to handle the same content, and the only difference is: their activities that have to be performed in practice and in a foreign language.

Using a sustainable approach when linguistic and cultural knowledge are overlapped, enables graduates to solve comprehensively professional duties in Russian when it is needed. An essential support in mastering the Russian language in this area is the Russian language student's book for prison officers, which includes the main aspects of the specialty. Also, the methodological aspects of teaching in the context of immersion in the environment similar to the professional one enables to improve in practice communication skills taking into account the psychological impact of the real situation.

Keywords: prison officers, inmates, Russian language, CLIL

1. INTRODUCTION

Demands of modern Society cause the need for new effective approaches and ways training specialists in various fields. There is a need of training highly qualified specialists with a level of proficiency in the Russian language that enables providing spontaneous communication while performing their professional duties. To that end, an immediate challenge of teaching Russian to civil servants, specifically to prison officers, is to ensure the knowledge, skills and abilities to carry out job-oriented tasks aimed at improving further communication in Russian.

In Estonia the issue of Content and Language Integrated Learning (CLIL) approach in teaching Russian to prison officers has been covered in the article by Anna Rubtsova and Ivo Kitsing „Content and Language Integrated Learning (CLIL) in the College of Justice: It Is All About Cooperation“ [1], where the focus is on collaborating between a subject teacher and a language teacher.

The central theme of the following article is professional Russian language teaching for future prison officers, using CLIL approach. The aim of the article is to consider the issues related to the use of Content and Language Integrated Learning in the training of prison officers. The article provides a general overview of the teaching professional Russian for students for the speciality of corrections, focusing on the specific themes of the integrated learning system in more detailed (cross-curriculum elements, aspects of learning) and illustrating the use of integration in mastering the Russian language.

2. THE REAL REASON OF LEARNING RUSSIAN

In Estonia prison officers are trained in the College of Justice of the Estonian Academy of Security Sciences in curriculum for the speciality of corrections (3-year higher professional education). In developing the curriculum (it is based on the needs of the employer i.e. – the Estonian Prison Service) all the information provided by the Prison Service is considered in preparing the core of the studying

process. The Prison Service in turn, providing the execution of imprisonment, relies on the requirements established by legal acts. The mission of the Estonian Prison Service is to provide safe, reliable and humane treatment for the imprisoned people. Professional prison officers are the ones who make this system trustable and secure. Nowadays Prison Service with its staff are there to guide an inmate to law-abiding life and protect the legal order.

The objective of execution of imprisonment is taken into consideration when training prison staff. One of the expected learning outcomes of the curriculum is the ability of the graduate to work as a case manager in prison. The learning outcome is in compliance with the objective of execution of imprisonment: performing everyday duties the case manager contributes and facilitates inmates law-abiding behaviour in every possible way.

To achieve the outcome, the curriculum for the speciality of corrections is divided into three broad subject fields: Surveillance Activities, Resocialization and disciplinary procedure, law enforcement procedure. The first year of study is mainly related to Surveillance Activities, during the second year the main field of study is Resocialization and the final year is devoted to legal issues related to imprisonment. There are almost 50% of people serving the sentence in Estonian prisons whose native language is Russian. Understandably, the performance of duties by prison officers at the proper level largely depends on their knowledge of Russian.

3. CONCEPTUAL FRAMEWORKS OF TEACHING THE PROFESSIONAL RUSSIAN LANGUAGE WITH AN INTEGRATED APPROACH TO LEARNING

The Russian language course's feature construction in the curriculum for the speciality of corrections is based on the goal of impact studies. The main goal of the language studies is to achieve the level of proficiency in the Russian language, sufficient for the appropriate performing the duties of the case manager. All the work responsibilities of the case manager are directly and indirectly related to the aim of enforcement of a sentence: to help the inmate to realize the harmful effects of criminal behaviour on the person and to abandon this behaviour, becoming a law-abiding member of society.

The target group is heterogeneous, but mostly there are youngsters (both male and female) at the age of 19-23, whose native language is Estonian. The target group's people are those who do not have or have a minimum experience in speaking Russian (it is due to an area of residence, where there is almost no Russian-speaking environment). Usually there are 10-15 students in the group and only two or three of them speak both – Estonian and Russian; and often the Russian language for these students is their native. Some students also have a short experience in working in prison.

The integrated approach of teaching and learning was once selected to acquire the expected competencies. Coyle, Hood & Marsh, (2010) [2] claimed that in the teaching and learning process there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

This model of CLIL (Content Learning and Integrated learning) methods is known as Adjunct CLIL. Coyle, Hood & Marsh, (2010) [2] described it as language teaching runs parallel to content teaching with specific focus on developing the knowledge and skills to use the language so as to achieve higher-order thinking. Language teaching is field-specific with language teachers embedded in departments and not seen as external providers, and courses complement stage-by-stage higher education programmes.

In developing the concept, attention was drawn to several fundamental aspects. The Russian language is considered to be a compulsory part of the curriculum. The content and methods of language classes are fully consistent with the aims of the curriculum. All Russian language courses established in the curriculum form a coherent whole, although thematically they are divided into units. The Russian language courses run in parallel with the subjects of the specialty at the same time. Classes of Russian are conducted throughout 3 years of studies, while the level of complexity of both – linguistic and subject – tends to increase. The Russian language units are distributed according to an Implementation Plan, where all curriculum modules and subject presented in a logical order. In accordance with this order the

first year's "Surveillance Activities" module is conducted in parallel to the "Russian Language Concerning Surveillance". The second year of curriculum is focused on the Resocialization module which includes a Criminogenic Risk Assessment and Planning of Imprisonment Period. The Russian language course has the same content and is held at the same period. The most complicated part of the study – legal subjects related to imprisonment – is taught during the final year in parallel to the Russian courses concerning the disciplinary procedure, law enforcement procedure. Thus, all Russian language courses are taught in parallel to the corresponding subject modules but separately as independent subjects. At the same time, priority is given to certain topics and sections of each of the disciplines (discussed in more detail below), that is, depending on the objectives of the course, various aspects of the same topic are considered. It is important to note that all these content and language courses are interconnected, and their fixed sequence is one of the elements that ensure the achievement of the aimed goals of the curriculum. Knowledge and skills acquired during all the Russian language courses overlap and form a complex of knowledge and skills needed for future work.

Students should master the neutral language of communication, understand the speech of an educated native speaker and understand the common language and vocabulary characteristic of criminal jargon. They also must learn professional terminology in the target language. It is important to note that for native speaker professional terminology is also something new and must be learned. Students learn the common language through the context of professional language situations. Using the integrated method of teaching allows to combine a big scale of creative methods and approaches, which, in turn, promote the development of cognitive functions. Due to this, the creative approach in problem solving is being generated; the skills of perception (reading and listening) are growing; appear the abilities to cognitive and conscious learning; appear the possibility and the skill to integrate the knowledge of one context into the other, developing critical thinking and using analytical approach in various learning situations.

During the studying process students solve the problems that are compatible as much as possible with the real ones. The communication during the classes with its differentiated component is very close to the authentic. Definitely this approach increases students' studying motivation and creativity in problem solving. As a result of this type of language training student obtain the needed communication skills and relatively extensive vocabulary with its adequate amount of colloquial speech. One of the important outcomes is the ability of the student to speak fluent Russian overcoming the psychological barrier, which often slows down the spontaneous speech.

Although the approach has a limited functional concept of competence, it still goes beyond the pre-defined subject matter and allows the student to master the language, not only to perform professional duties but also to communicate outside the profession. Practical classes of the Russian language contribute to the professional development of future prison officers as a whole.

All the claimed aims might be fulfilled only with the appropriate number of academic hours, devoted to studies. Since the academic year 2012/2013, the curriculum for the speciality of corrections has significantly increased the number of compulsory Russian language classes from 48 to 240 (!) to improve the professional proficiency of future prison officers. During the first-year students have 54 hours of Russian, the course aimed at resocialization issues during the second year gives 126 academic hours and the language of "law" and "domestic issues" – 60 academic hours.

After completing the entire course, the student knows how to use additional verbal and non-verbal means necessary for solving communicative tasks.

3.1. The Russian Language Concerning Surveillance

As it is mentioned above, the course of Russian Language Concerning Surveillance is taught to students during the first year of study. Students get acquainted with inmates. Theoretical studies on surveillance work and the Russian language are conducted separately as despite the same content, they have a different focus.

The module of surveillance work includes both the acquisition of theoretical knowledge and the acquisition of practical skills. So a student should know how to properly conduct surveillance activities (a search, an escort for a walk, conducting an inspection, etc.).

Theoretical classes of Russian involve the study of the relevant vocabulary, basic grammatical structures, the development of listening and speaking skills and the implementation of training communicative exercises in a simulated environment: in the classroom.

The data of the last decade shows that first-year students either did not study Russian at all or their language proficiency is remarkably limited. Knowledge of Russian culture is fragmented or absent.

During the first year a lot of students get acquainted the Russian language for the first time; therefore, to overcome the psychological difficulties at the initial stage, it is important to provide the student with gradual habituation and smooth immersion into the language.

As a rule, the Russian language classes begin with the study of phonetics and pronunciation training using the vocabulary necessary for future practical activities in surveillance work. A vital tool for communication is vocabulary, which has to cover surveillance activities issues in the frames of this course (formal inmate count, prohibited items in prison, body search, escorting to school, work etc.); vocabulary for external communication in prison (long-term visits, short-term visits, telephone use and correspondence); everyday topics essential in prison environment (greetings and goodbyes; personal effects, including clothes and their handling; furnishings of rooms and cells; healthcare and hygienic requirements; daily schedule). The vocabulary of this course is limited by the themes of the topics and grammatical content includes the basics of phonetics and pronunciation and most attention is focused on the formation of imperative forms.

To acquire practical skills, classes are held in the prison training complex, the equipment and technical equipment of which is almost identical to the equipment of the modern prison in Estonia. One of the most productive methods for mastering this kind of skills is a role-play, when one of the participants is a student in the role of a prison guard and the another plays the role of an inmate (dressed in the real uniform of an inmate). This creates a reality situation that best meets reality. This method is actively used during performing practical exercises. Practical classes are conducted together with a subject teacher and also can be done only by a language teacher who is able to perform both roles.

Subject preparation for practical classes varies significantly from preparation for practical classes of Russian Concerning Surveillance. For being good at theory a student has to know requirements and regulations to carry out necessary activities at the appropriate level. Acquiring competences through a set of special practical exercises a student has to give orders, explain to a role player briefly everyday issues. For giving the orders and commands in the native language students do not need prior training and at the same time they don't feel any particular stress. Performing the same activity using communication in Russian involves thorough prior preparation outlined above. After the minimal communication skills have been acquired, classes start being held in the prison complex where students can practice their skills by combining knowledge of surveillance work obtained in their native language with skills in Russian. There is a need to focus on many psychological aspects while performing the surveillance activities.

For many first-year students it is the first time when they „meet“ an inmate (or rather the person in the inmate's clothes) and the student has to be able to cope with the situation professionally and not to get scared or be dominated by the „inmate“. During the training the student does not know what language he has to use (Russian or Estonian), what definitely increases the level of stress. When the student realizes during the exercise that his partner speaks only Russian, he needs to switch the language and give instructions and explanations in Russian. One of the biggest challenges in this area is learning how to perform surveillance activities at the appropriate level while communicating in Russian. Often the student copes with communication in Russian, but makes significant tactical mistakes in surveillance work. A sufficiently large number of drilling is needed to overcome this obstacle and cope with internal stress. As a result, the competence of simultaneous performing surveillance activities and spontaneous communication in Russian are being acquired. By the end of this Russian course the student is able to give simple orders in Russian for all day-to-day prison operations and give simple explanations on issues related to daily incidents in Russian.

After the first semester, students have a surveillance internship, where they can implement their knowledge, including the Russian language. Those students who are not ready to communicate in

Russian during the internship get support in the form of 44 extra academic hours twice a week. Students in extra classes deal with those specific situation they have failed to cope with at work. After the first year of studies students acquire so-called preparatory communication skills in Russian, which are necessary for more complex Russian language courses in subsequent years of study.

3.2. The Russian Language Concerning an Inmate's Resocialization

The core of the second year of study is the resocialization of the inmate, including the assessment of the criminogenic risks of the inmate and planning of his sentence to reduce the risks and ultimately help the inmate to make a change in value-system and to get aside the criminal lifestyle.

Similar to the previous year subject modules and Russian language courses run in parallel but separately, because having generally a common content they also have significant differences in the object of study.

The modules of the specialty and the Russian language courses both offer the topic of assessment of criminogenic risks and planning the sentences; both of them enable learning topics from different angles.

While studying the subject disciplines, it is important for the student to learn to analyse the information obtained during the interview; acquiring necessary professional skills, assess the level of danger the inmate has for the society; plan further activities for the inmate, based on the information received. Legal acts regulating this field of activity assume that the inmate has to be informed about the results of the interview and the planned re-socialization measures, which have to be recorded in a Personal Treatment Plan.

The case manager is also obliged to explain the content of the intervention programs and conduct motivational interviews of various thematic areas as needed.

Performing these duties in Estonian does not require special language training and is therefore do not practice separately during the theoretical studying. While performing the same tasks in Russian means a long and thoroughly preliminary work on the improvement of communicative competencies. It includes: extensive vocabulary, studying the basic structures of Russian with the subsequent application of the knowledge gained in practice, getting familiar with the socio-cultural aspects that is vital for solving some communication problems.

The Russian language course offered in the second year of study also focuses on the resocialization of the inmate. This Russian language course is conditionally divided into two parts: General Course in Professional Russian of Resocialization related to the assessment of the criminogenic risks of the inmate and Special Course in Professional Russian of Resocialization which handles issues of the planning of inmates' activities during the sentence in order to reduce the criminogenic risks. To assess the inmate's criminogenic risks a prison officer has to interview him or her on various things, such as criminal behaviour, living conditions before the sentence, education, working experience, relationships, lifestyle, addictions, thinking and behaviour, attitude to crimes and officials, and plans for the future.

While planning course content it is necessary to study the material in a certain thematic sequence, which will ensure the progressive development of language competencies. So, for example, from the point of view of mastering the material and developing communication skills, ones of the first topics to be studied are issues of residence, education and employment. The reason is quite simple: the vocabulary of these topics is based on lexical units with specific meanings and in order to participate in a communicative situation mastering simple grammatical structures is enough.

More complicated for learning are the topics, where the subject of study is related to questions of thinking, behaviour and attitudes. Due to the extensive vocabulary that has abstract meaning and active participation in the communicative situation, it is needed to use complex grammatical structures.

The most difficult part in terms of communicative skills and also psychological issues is the topic of criminal behaviour, since the inmate is not always psychologically ready to communicate on this topic, due to its negative emotional background. To create effective communication, it is necessary to have a relative fluency in communication skills, which implies the availability of skills for the variable use of speech material with the use of verbal and semantic combination in various communicative situations.

The acquisition of this kind of skills is provided while studying the issues precede the topic of criminal behaviour of the inmate.

While studying this field in Estonian, the focus is based on analysing the data obtained during the interview. That is, there is no need to conduct a training interview during the classes for learning purposes. In the Russian language classes, where the same issue is covered, the main aim is to learn how to conduct interviews in Russian and only then analyse the information received. The information received must be simultaneously translated into Estonian and entered into the electronic database.

Informing the inmate about the results of the risk assessment and about the content of the planned activities, conducting a motivational interview, require a careful preparation and development of not only language competencies, but also interviewing skills.

For a successful interview an extensive vocabulary is needed as well as the ability to not only speak but to listen and understand a partner. It is possible to achieve all these using various methods of communicative activity, involving native speakers to participate in communication.

By the end of the courses the student is able to interview inmates with the aim to assess their criminogenic risks and introduce a personal treatment plan, to give simpler explanations related to the latter. The student is also capable to describe intervention programmes carried out in prison or other employment activities to the inmate and to give simpler explanations related to the latter.

When having finished these courses, students have the opportunity to apply the acquired knowledge in internship related to the resocialization in prison. Students who face difficulties in performing the above duties have the opportunity to participate weekly in an additional 36-hour Russian language course in prison, where they accomplish the tasks performed during the internship. That is, the student has an opportunity to immediately figure out the speech situation and get help. As a result of completing an additional course and a full immersion in Russian, the level of proficiency in Russian is clearly improved.

3.3. The Russian Language Concerning Legal Issues

The most complicated part of the curriculum takes place during the final year of studies, when students are already able to analyse and synthesise the information obtained, they are able to see the process of enforcement of the sentence as a whole. It enables to address professional issues in a comprehensive manner and to take independent professionally and legally correct decisions.

The content of the main subject module includes legal issues of imprisonment, namely: the conducting of disciplinary proceedings, involving information-gathering, its analysis and making an informed decision, which is reported in the drafted legal act – an order of disciplinary sanctions. In the case of an applying a challenge by an inmate for an administrative act or action, the drafting of an informed decision; drafting responses to inmate's matters regarding the enforcement of sentences.

In order to enable the student to complete these tasks independently, the legal framework of all these issues is taught during theoretical classes and practical tasks are analysed during the studying process.

The content of the Professional Russian of Imprisonment and Administrative Law also refers to the field of legislation, namely – the imprisonment law and administrative law, but it has a different focus (as well as in two courses described in previous chapters), which is determined by the expected results. As an expected outcome the student has to introduce independently materials concerning disciplinary and challenge proceedings in Russian and answer to regular speciality-related questions concerning imprisonment and administrative law. The case manager's duties require skills to introduce an inmate the rights and obligations provided by legal acts (for instance to explain the article of the imprisonment being violated – having a prohibited item <mobile phone>, to explain disciplinary sanctions assigned <banning a short- or long-term visit>) and to introduce challenging opportunities of the legal act <an order>). Inmates who speak only Russian have the right to be informed in Russian. For that, sufficient professional Russian is needed for performing the prison officers' duties as required.

The grammatical component of the course – is mastering the syntactic constructions most frequently used in the official style.

The main difficulties of this course are connected with the specific vocabulary (a lot of terminology that is difficult to pronounce). The future officials have to operate with legal terms. Certainly, the content of legal subjects that is taught during the studies is very difficult to learn even in the native language. Thus, students have difficulties learning legal terms and structures in Russian not only because of the linguistic complexity but mainly because of the content.

If during the course related to resocialization, the student needs to simultaneously process information received in Russian during a communicative situation and record received in Estonian, then in this case it is the reversed process: a Russian-speaking inmate has to be informed about an administrative act written in Estonian (so the case manager has to translate it into Russian). The level text's translation detail is not known in advance: whether it is enough to familiarize the inmate with the main provisions of the legal act (in case of the order on a disciplinary sanction to inform only about the type of punishment) or it has to be fully described the content of the document in detail (to inform in detail about the plot of the guilty act and provide a list of evidence and provide a detailed justification for the penalty imposed).

One of the essential conditions of completing the curriculum for the speciality of corrections is learning a module or a subject taught in a foreign language. In the current curriculum such a subject is Special Course in Administrative Proceedings (in Russian). The peculiarity of this subject is in its content that concerns the enforcement of the sentence as a whole, and there is no identical subject taught in the language of instruction. For mastering the competence, it is important to be able to analyse, synthesise and transfer the necessary information relating all life spheres, especially from the field of the enforcement of the sentence.

After completing the course, the student is capable to explain the main content of an everyday imprisonment-related document in Russian (e.g. directive for appointing one for employment, decision to grant a permission for prison leave or a refusal to do so, a decision on permitting to receive visits or a refusal to do so without giving any explanations) and to help a person with compiling a document related to administrative law.

4. SOCIOCULTURAL ASPECTS OF TEACHING

The CLIL's framework implies culture as one of 4 obligatory characteristic that have to be taken into consideration while teaching and learning.

Multicultural skills of communication are being developed during integrated learning. Students have a unique opportunity to communicate with their fellow-students whose mother tongue is Russian and at the same time who can speak fluent Estonian. But the reality is that the professional language teaching happens in the situation, when using Russian in social context, i.e. out of the classroom, is minimum or doesn't exist at all. For getting and developing some multicultural skills and for getting familiar with Russian language and culture in Estonian context, students are given the opportunity to live and study during their summer holiday or internship period in north-eastern part of Estonia. It is the part of Estonia where the percentage of Russian-speaking population is more than 70% (the official number of the Department of Statistics is 73% for the period 01.01.2017) Students who want to improve their language skill and/or overcome some cultural barriers can take part in the work of the summer school (organized by Narva College of the University of Tartu in north-eastern Estonia) or have their compulsory internship in the same region. During the summer school one of the training activities is tandem language learning and also volunteer work in various public organizations is offered. It is all done in order to provide an immersion in the Russian language and culture in the context of Estonia and make the maximum language use in the social context.

Thus, on the one hand, it develops intercultural communication skills: does appear knowledge and understanding of intercultural differences; respect for the culture of another people is arisen. On the other hand, all these prepare a base for communication in Russian at work, as well as with partners at the international level.

Sociocultural competence proficiency helps students to apply the system of knowledge about the socio-cultural characteristics of the Russian language in solving communicative tasks and to build their verbal and non-verbal behaviour on the basis of these features.

Needs to be mentioned, that as part of the curriculum, the common Russian language is studied in the context of Russian culture in Estonia, and attention is paid to the language of a specific social group – inmates. Their language is characterized by an abundance in speech of vulgarisms, colloquial words and expressions and using profanity. Communication between the prison officer and the inmate is the communication between a “specialist” and a “layman” where the professional roles of communicators do not match. And at the same time, the language of communication is a “heterogeneous” interlacing of terminological systems, stylistically neutral language means and social dialect (criminal jargon). Since the majority of people behind bars are from lower social strata, their verbal behaviour is in disharmony with the speech of a native speaker of the middle social strata. And it is a serious peculiarity of the inmates’ language, that has always to be taken into consideration. Inmate’s speaking is characterized by different specific phonetic features (for example, speech defects associated with improper articulation – the missing teeth, diction problems) that make it difficult to understand the message; lexical peculiarities, when the restricted vocabulary is used, or words and phrases of a colloquial language are used in a figurative sense, and characteristics, when various stylistic devices or obscene language are used colloquially.

At the same time, when participating in communication, a prison officer should be able to understand the main thrust of the message, overcome the above obstacles, and use the means of a colloquial language to be closely involved into communication, while being well versed in the terminological system of the field.

5. TOOLS FOR THE SUPPORTING LEARNING

One of the essential requirements in learning and teaching process is to provide students with appropriate studying materials. The content of these materials should meet the prison service requirements and the linguistic essence should observe the applicable rules of language learning in order to develop all types of speech activities. There can also be used non-language subject materials related to an appropriate field (for students whose Russian and Estonian language level is relatively high).

The essential „assistant“ for students in acquiring professional language competences is The Russian Language for Prison Service Officers Book (Luige, S., Vene keele õpik vanglateenistujale = Учебник русского языка для тюремных служащих [4]), what is compiled on authentic material and published in 2015. It consists of eleven units: Prison Organization and Prison Service, Rights and Responsibilities of prisoners, Everyday Issues and Health Care, Criminogenic Risk Assessment, Personal Treatment Plan, Disciplinary Offences and Disciplinary Proceedings, Short- term and Long-term Visits to Prisoners, Prisoner Placement and Transfer, Prison Leave, Challenging and Challenging Proceedings, Probation. The book covers all important fields where professional Russian is needed for prison officers. The structure of all book units is similar: an introductory exercise, exercises for developing all types of speech activities and a summary exercise. The book is provided with vocabulary, audio support and grammar tables. The book is the real support for mastering Professional Russian by prison officers also to an independent learner. To make the learning process more flexible the electronic version of the book has also been created.

Estonian-Russian professional phrasebook helps to achieve measurable improvement in learning Russian concerning Surveillance Part II of the basic training textbook for prison officers (Luige, S., 2009, *Vanglaametniku baasõppe õpik. II osa, Eesti-vene vestmik vanglateenistujale* = Эстонско - русский разговорник для тюремных служащих[5]).

To develop communication skills (especially listening) thematic training videos are actively used. The videos were created by students whose native language is Russian.

All Russian language courses have web-based support in the electronic environment MOODLE, the electronic courses contain a large number of authentic material that are organized by using information technology capabilities.

There is a unique type of learning material – educational handwritten texts; these are the inmate's applications, which are from the content and vocabulary side authentic. This learning material has to be used is due to the need to master the skill of reading handwritten inmate's applications to address issues related to the enforcement of sentences.

6. TEACHER'S PERSONALITY

One of the essential components of CLIL approach is the teacher's personality. In order to achieve the expected results, the teacher, in addition to possessing the necessary professional competencies and creative power, is supposed to be able to lead the students, has to be an interested listener, has to understand the feelings and motives of students' actions.

It involves additional work of preparation and also systemic professional self-education. At the moment teachers of the language in the College of Justice possess the subject competences at a level sufficient for teaching both the language and the subject without the direct involvement of a subject teacher. Using abilities and obtained knowledge, the language teacher is able to play parts of different role players in diverse training situations related to professional issues and to guide students as an instructor. In order to teach the language based on specialty and get expected results the teacher should be actively supported by appropriate resources.

In CLIL and other forms of bilingual education where language and content teaching and learning objectives merge, an important consideration is how teachers conceive of such integration, i.e. how they perceive of the relationship between content and language in their professional practice (Nikula et al. 2016). The language teacher has an opportunity to obtain the knowledge of content participating as much as necessary in the prison officer work. A few days long visit to prison helps the teacher to update knowledge at least for a year, create new contacts and understand the content in detail. A close collaboration between the language teacher and the subject teacher helps in achieving expected results both in the development of language competencies and in the professional sphere.

7. CONCLUSIONS

As a result of this approach, the student masters the commonly used language and has the ability to apply the acquired knowledge outside the professional sphere, as well as the acquired language competences will allow him to continue performing professional duties at the required level. Most of the tools which support learning are available for both – students during their studies and prison officers in the in-service training period. The teacher's dedication is the most important thing in reaching good results.

ACKNOWLEDGMENTS

I would like to express my appreciation to my colleagues at the Estonian Academy of Security Sciences who provided me the possibility to complete this paper. A special gratitude I give to my colleagues from the College of Justice of the Estonian Academy of Security Sciences for support at all stages of the process.

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