

# Content and Language Integration at LUAS

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# The Changing Role of UAS Teachers (2007-2009) A National Network Development Project

- Theme Group 3: Learning Community
- How should we teach the Now Generation?
- Planning, learning and doing together (teacher helping student, teacher helping teacher, teacher, student helping teacher, student helping student, etc.)
- Shared goals, "house rules" or "rules of conduct" and commitment



# The LUAS project

## 2<sup>nd</sup> part 2008-2009

- Two BIT degree programmes
- Students study partly together starting at their orientation period
- 15 Finnish students
- 25 international students (mainly Chinese and Vietnamese)
- 1 IT teacher
- 1 English teacher



# The LUAS project (continued)

- Systems Analysis and Design (5 ECTS)
  - 1<sup>st</sup> year
  - Teaching mostly contact lessons taught in English (70%) (Finnish students had instruction in Finnish as well)
  - Learning in small multicultural groups
  - Two teachers in the classroom 1/3 of the time
- IT English (3 ECTS)
  - All major assignments integrated: interacting with customers (Moodle platform), analyzing, explaining, documenting, presenting, study skills, finding and retaining information



# The New Role of the English Teacher

- Guidance and tutoring over teaching
- Being a member in the learning community, communicating with the students A LOT on a daily basis
- Bringing consistency to language learning
- Supporting the content teacher in planning courses and teaching in English



# How has communication changed?

- Meanings are constantly being re-negotiated: learning how to act in these situations is more important than learning language content
- Coping with ELF
  - “Nobody understands bad English” - not exactly true, bad English is an effective communication tool in many cases
  - Listening skills: you truly have to pay attention to the other person
  - One needs to check and recheck whether messages have been understood



# Concluding thoughts

- More exposure to the English language
  - Slow learners benefit in the end
- Both teachers have their own natural role and more time for students
- Makes language learning more consistent, flexible and tailored to students' individual needs
- Helps students to get past learner language
- Requires a certain "pioneering spirit" of the teachers
- Results in both courses improved markedly



## Concluding thoughts (continued)

- Will students relapse in “their old ways” once they are not in their learning community anymore (patterns of behaviour not reinforced anymore)
- What’s the scientific relevance of a project like this where teachers analyze and develop their own work
- Lack of control group

