

CLILL Research Workshop Combining Content and Language Teaching in Subject- Integrated Curriculum

'CBLT in Intercultural ceramics
workshop for IT-freshmen'

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Objective

Explain an ongoing case study on how to help students to improve their competence in communication skills in English in multicultural IT-learner group in pursuit of professional expertise through CBLT while involved in higher education degree studies in Vaasa, Finland.

CBLT = Content-based Language Teaching

- 'CBLT in Intercultural ceramics workshop for IT-freshmen
- Method of delivereing instruction in EFL to a multicultural group of first yr IT students
- Content includes both communication skills and multicultural competence improvement
- Mediated in English through team work and instruction in ceramics workshop and below.

CBLT in Intercultural ceramics workshop for IT-freshmen

- CBLT integrates the learning of specific subject matter content with the learning of English
- CBLT proves an effective & innovative method because it encourages natural acquisition of EFL
- By Mohan's (1986) theory of language and content, CBLT is appropriate for advanced level
- Through the case study, and student feedback found out that captivating content can enhance the students' confidence and fluency in English

CBLT provides a tool to learn and generate new knowledge

CBLT

- Learn content effectively
- Meaningful environment
- Through comprehensible input, clear expectations
- High functioning teams contributes to L acquisition, individual behaviours, group social psychology
- Delegate tasks effectively
- Use work breakdown structure
- Set some ground rules

Current case study

- Students form groups
- At the ceramics workshop
- Mentoring and monitoring of peer learner in teams
- Facilitator role to focus the peer learners toward the task
- Mentoring helps confront problems, suggest alternatives
- Students give feedback on the case study

Tacit to explicit knowledge

Tacit knowledge

- Us versus them
- Different styles of learning, interaction and expression
- Encourages to observe their own feelings, reactions and behaviours
- High functioning team formation contributes to L acquisition --- individual behaviours/group social psychology

Explicit knowledge

- Ego integrity
- Enhanced mutual respect through collaboration
- Mentoring and monitoring of peer learner in teams
- Facilitator role to focus the peer learner toward the task, facilitator treats others with a sense of fairness, confronts problems, suggests alternatives, demonstrates concern

Combining Content and Language Teaching in Subject-Integrated Curriculum

Giving others a stake in the process and outcome.



Seeing things from the other person's perspective



Hands on: organising a series of tasks to accomplish & form an object from clay...

Engaged in captivating dialogue
giving advice & getting feedback
constructively, showing close
consideration and individual respect.

Observing more carefully to
behave & communicate well.



Student feedback on CBLT ceramic workshop

Beside that, the team work gives the spiritual feeling of mutual cooperation & co-ordination & everyone can enjoy it a lot.

Multicultural communication came in during the practice.

Ideas were shared, people's opinions were shared.

Teamwork and multicultural communication are well displayed at the ceramics workshop.

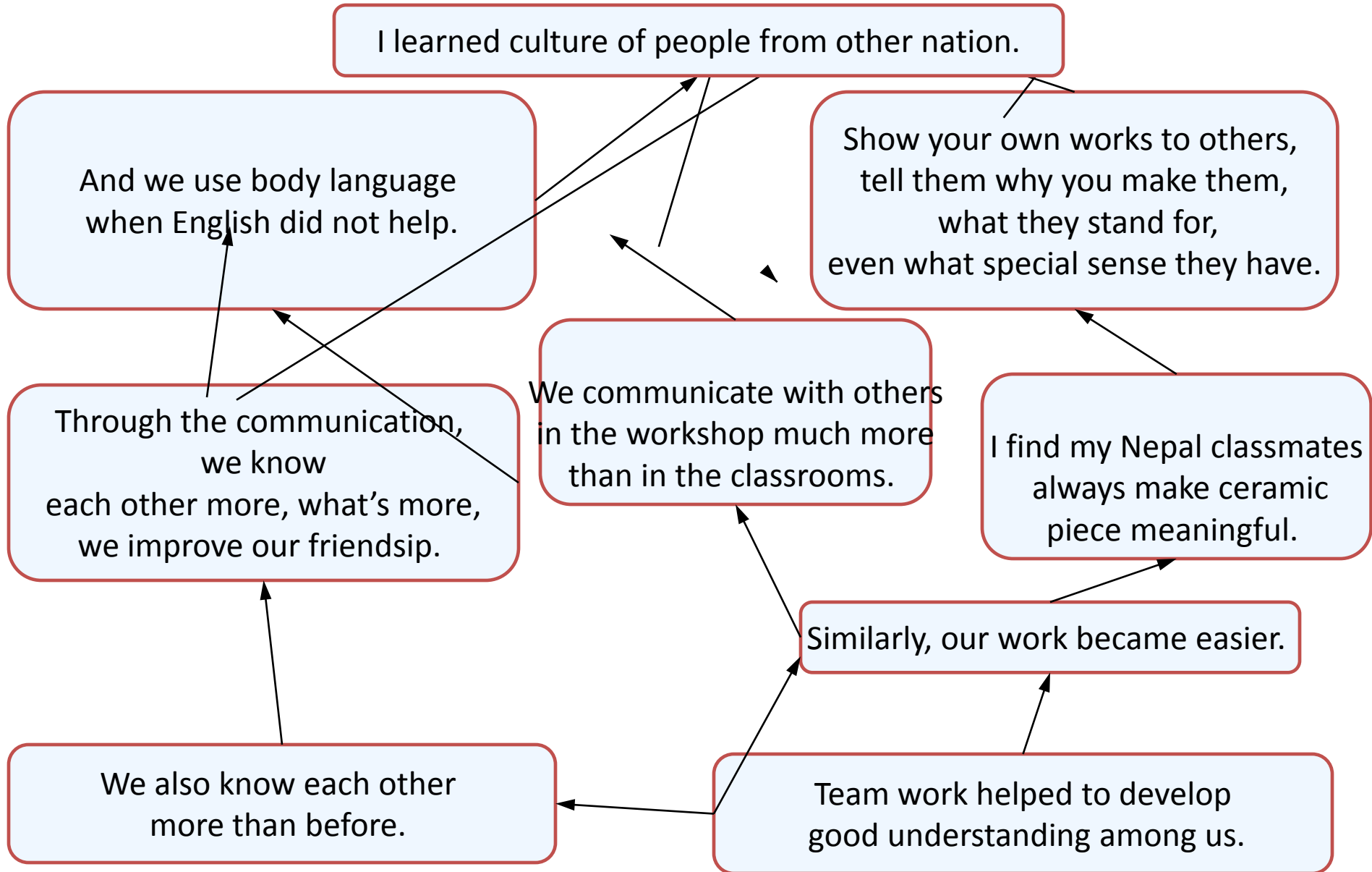
With the multicultural communication we got to know and understand ourselves very well.

Do not disturb anybody else because one needs concentration for his/her creation.


Skills, cultural heritage and high sense of imaginations were displayed during the task.

The teamwork allowed us to perform a very large task within a very short period with lots of fun.

How well does CBLT integrate the learning of specific subject matter content, intercultural communication with the learning of English



Some more authentic learner conclusions about Communication skills teamwork case study in CBLT



Indulge into the sea of study if you want happiness.

Group work made us more skilful and more confident, so at least we can express us to the world.

- **And we use body language when English did not help.**

Engaged in dialogue through CBLT

We cannot not communicate, seeing things from the other person's perspective, really listening. How are interruptions handled, how are decisions made?

Is silence ok, is anyone dominating, how to take turns at talking and responding?



Communication takes place on the content and relationship level

Richer sense of individual skills and style relative to others, interdependencies with other tasks, useful metacommunication. Learning leads to knowledge.

Assumptions shared, friendship ties enhanced, new skills, new knowledge and mission accomplished. Knowledge as a socially constructed reality.



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Thank you for your visit to 'CBLT in Intercultural ceramics workshop for IT-freshmen'.