

intercultural communication issues, solutions and practices.

### **3.2. Teaching methods**

Participatory learning method was extensively used. For each topic, the instructor managed the class giving more time for students talking than teacher talking time. Students were engaged with issues, discussion topics and scenarios for pair work, group work and brainstorming sessions after every instructor lecture or presentation. Reading materials, handouts and lecture slides were shared with the students on Moodle prior to the lecture time.

### **3.3. Assessment system**

#### **3.3.1 Multiple choice questions on Moodle Learning Management System**

Tutorials were assigned as multiple choice questions on Moodle Learning Management System. Students are required to possess the related knowledge or content that they have learned in the classroom to be able to answer the tutorials well.

#### **3.3.2 Writing assignments and essays related to issues and scenarios**

Semester-end written exam is arranged to test students' writing performance, composition skills and critical thinking related to issues and scenarios. Students also have to deal with writing assignments.

In a CLIL/CBI approach focused English course, there may be varieties of topics to be used. However, the proposed English Course focused on 'Communication' related topics only. The reason of choosing 'Communication' topics particularly is because It was intended that students will become more aware of their strengths and weakness in interpersonal communication process through learning theories, models, strategies and practices.

## **4. FINDINGS**

Table 1. Students' response to CBI language teaching approach questionnaire

Questions	SA+A	N	SD+D
1	60%	35%	3%
2	92%	7%	-
3	77%	22%	-
4	46%	35%	17%
5	42%	27%	31%
6	96%	4%	-
7	71%	21%	7%
8	46%	17%	3%
9	85%	17%	-
10	85%	21%	-
11	82%	14%	3%
12	82%	17%	-

According to the findings of the questionnaire results regarding CBI language teaching, table 1 describes students' responses by three categories: Strongly agree and Agree (SA+A), Neutral (N), Strongly disagree and Disagree (SD+D) to all 12 questions

It was found that 60% of the students enjoy foreign publisher's textbooks in English. In this proposed English Course design, no text book was used and only reference materials, lecture slides and handouts were shared with the students on Moodle. Regarding students' perceptions of the instructor's medium of classroom instruction in questions 2 and 4, 92% of students prefer the teacher using English in class whereas only 46 % of them appreciate the teacher use Burmese. It was also discovered that nearly half of the students still feel embarrassed to use English with their classmates.

In the proposed CLIL/CBI Course outline, formative and summative assessment methods are applied. Pair work activities, discussions and presentation sessions are learners' center formative assessments. For the summative assessment, multiple choice questions on Moodle and Essay type questions in the semester-end exam are the two summative types used in this study. To investigate students' perceptions of the assessments, questions 3, 9, 10 and 11 are engaged in the questionnaire. It was found that majority of students enjoyed both formative and summative assessments in this proposed course.

Table 2. Students' response to question 6 and question 12 (Mean and Standard deviation)

Item	Mean	Std
Q 6. I liked CLIL/CBI language teaching method better than skill-based teaching.	4.48	1.16
Q 12 I think the topics are appropriate for developing my interpersonal communication skills.	4.44	1.15

To investigate students' overall perceptions of CBI approach in developing their interpersonal communication skills, responses to question 6 and question 12 are analyzed. 96% of the students liked CLIL language teaching better than skill-based teaching. Regarding the topics used in the proposed course, 82% of the students appreciated the topics and materials for developing their interpersonal communication skills. Mean and Standard deviation of the students' responses are 4.48 and 1.16 for Question 6 and 4.44 and 1.15 for Question 12 as shown in table 2.

The following figure describes the percentage of students who described the most interested topic for CBI approach in developing their interpersonal skills development. Nearly 80% of students responded that they enjoyed intercultural communication topic whereas only 8% of them described nonverbal communication is

interesting. And it was found that 14% of the students' responses went to 'team communication' topic.

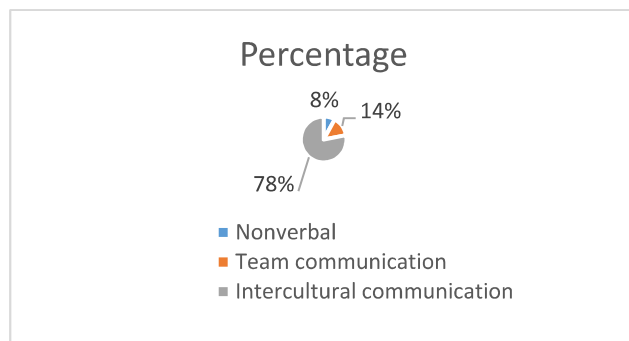


Figure. Students' topic preference on CBI approach

### Qualitative Data

Qualitative findings also support the quantitative data. Students' responses to the open-questions in the questionnaire and the interview results describe that CLIL/CBI teaching method is more interesting and engaging than the skills-based language teaching approach which focus on English alone. Some open question responses are described below:

- I am very interested in this teaching method.
- I enjoy CBI teaching method a lot because we can discuss a lot with friends and understand the topics.
- I like CBI teaching method because it gives us a lot of knowledge and experience that are very useful in life.
- I think CBI teaching method is better than Skills-based language teaching. I can focus on one topic and get to know this topic internally.
- It's good. We got to learn many knowledges and experiences as we haven't learned this type of English.
- We feel free to discuss with each other and get more knowledge.

## 5. DISCUSSION

To answer the first research question 'Did students like CLIL/CBI?', the quantitative data was analyzed. The result supports the positive answer. The findings of question 6 in the questionnaire shows the students' positive response to the use of CLIL/CBI approach in EFL classroom. Then, question 12 result supports that majority of students thought the materials and topics used in the proposed English Course are appropriate in developing their interpersonal communication skills. However, very few percent of students who didn't like the CLIL/CBI approach were also found.

The results of open-questions in the questionnaire answer the second research question. Common reasons of why students appreciate CLIL/CBI approach is that the topics are engaging and it gives them a lot of

knowledge and experience. Another reason is that students enjoy participatory learning techniques used in the course and they had a good chance to share each other. However, very few students felt a little bored as they were learning the same topic for many periods.

For the third research question "What topics students liked and why?", according to the open question in the questionnaire, it was found that majority of students enjoyed 'intercultural communication' and 'team communication' topics most. Why they like the topic 'team communication' is because they get much knowledge about roles people play in a group or team, team dynamics and how people work in an effective team. As students from the University of Computer Studies, Mandalay have to do software projects each semester and they are practically participating in teams in terms of academic requirement. Students said they become aware of their practical nature of their roles in the team and strengths and weaknesses of the teams they belong to after discussing 'team communication' topic in English Course. With regard to 'intercultural communication' topic, students responded that they enjoyed learning about communicating with people from different cultures. They said they got a lot of knowledge about acculturation and they become more aware of themselves in terms of their strengths and weakness and they had a good chance to learn strategies for effective communication.

Out of many different topics to be engaged in CLIL/CBI English Course, it was discovered that 'communication' related topics are specifically appropriate in developing students' interpersonal communication skills. As described by the suggestions of Eurydice (2006), students in this study thought that the proposed English course is a good preparation for them to enter a more internationalized society and to offer them a better job opportunities in the labour market. It was also discovered that the students in this study were very interested in intercultural communication topic, which was in line with the discussion of Dalton-Puffer (2011), who emphasized on CLIL learning goal as developing intercultural knowledge, understanding and communication. Therefore, it is suggestible that the proposed English Course be conducted in other Technological Universities or Computer Universities in Myanmar for a semester.

Then, the research findings over students' most interested topic in CLIL/CBI approach in this study reflects the focus of CLIL framework "Four Cs", and it supports to consider the practical needs of EFL students in designing the English Courses in Universities in Myanmar. Graduates of the ASEAN member states should be equipped with work readiness skills as AEC (ASEAN Economic Community) is being implemented. For a successful mobility of skilled workers in ASEAN region, graduates are required to be competent in