Humanizing the "Other":
A Model for a Content Based Learning Course

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Abstract

This paper chronicles the development of a course which aims to play a dual role: modeling Content and Language Integrated Learning (CLIL), while bringing together Israeli Arab and Jewish college students (English teachers in training) in a practical application of course content: combating bias, prejudice and stereotypes. The first, theoretical, part of the course focuses on the subject matter and takes place in parallel sessions at each of the two colleges— one in Jerusalem, one in the Galilee-- separately. The second stage opens with a face-to-face meeting at one of the colleges, where students become acquainted, and begin the process of collaborative learning which continues in a virtual environment throughout the second semester. Small groups consisting of Arab and Jewish students from each of the colleges collaborate on a joint project and present their work at a face-to-face meeting at the end of the year. The paper explains the choice of materials and activities, describes the dynamics and difficulties of the collaborative work carried out in mixed (Jewish-Arab) groups, as well as the students' reactions and their wider implication for EFL teacher education.
Key words: CLIL: Content and Language Integrated Learning, collaboration, bias, prejudice, stereotypes