



**Regional MOBIDIC Course:
4th-7th July 2003 and 7th-10th July 2003**

**Centralny Ośrodek Doskonalenia Nauczycieli (CODN) in Warsaw and
Zentralstelle für Auslandsschulwesen (BVA/ZfA), Sulejowek near Warsaw**

AIMS:

- Building awareness of intercultural learning processes
- Extending skills in the methodology/didactics of the bilingual subject
- Extending skills in the target language of the bilingual subject
- Extending skills in the methodology/didactics of the subject
- Extending skills in the areas of multiple perspectives, reflection on the subject- and language components, active-learning

DURATION:

7 days

PARTICIPANTS:

Teachers of bilingual history or geography classes in English or German

Section 1: 26 teachers of bilingual *lyceums* (Sixth Form Colleges)

Section 2: 5 additional teachers (target language French)

MATERIAL:

- Video sequences of bilingual lessons in content subjects recorded at the Académie de Créteil / France
- Exam papers for the new bilingual History and Geography A-level examination 2005 in English, German, French
- History and geography teaching material: working with surveys, diagrams, maps etc. in German
- Teaching material for the topics “Migration” and “Urban Development”, additional material prepared by participants

PROCEDURES: ([Programme group 1](#), [Programme group 2](#))

The course was organised by the CODN in cooperation with the BVA/ZfA at the CODN Training Centre in Sulejowek. The organisational team consisted of the MOBIDIC Team Warsaw, one colleague from St Martin's College, Lancaster, two lecturers from the University of Kassel and one Professor from the University of Katowice. The course was structured into two parts that both focused on combining theory and practice. The first part was mainly aimed at the needs of the Polish teachers and focused at extending their skills in the target language as well as in the methodology of the bilingual subject.

Apart from the above objectives, one of the features of the course was active learning and problem solving. This took the form of modelling student-centred bilingual teaching.

Part 1: 4th-7th July 2003

After a round of welcomes and introductions in the language and subject groups, the group speakers presented the similarities and differences in the way CLIL is delivered at different



schools. After that, the participants' expectations were collected by means of cards and then structured into a "Needs Map". The two language groups then worked separately in their target languages (English and German) until the end of the session.

The English group

For the participants with English as the target language, questions of reading comprehension (topic: "Migration") were of great concern with the interest focusing primarily on working with the language. Skills like reading, speaking and writing were to be developed with the help of methods that would involve the pupils.

Appropriate methods were used to reduce the participants' potential linguistic barriers.

The ensuing unpicking of the different components of the session was concerned with discussing the suitability of individual activities and their potential use in the bilingual classroom.

During the whole course, new vocabulary was collected and written down on a poster. The participants were asked to reflect on their experiences each day in a diary and to raise questions with the tutors.

The German group

The participants with German as target language worked separately in one History and in one Geography group so that the individual demands of the subject could be considered.

The tutors presented a lesson in which the participants assumed the role of the pupils. Afterwards, the lesson was analysed with regard to subject teaching methods and methodology and with regard to the language. The participants discussed how a bilingual subject might be taught adequately, keeping the pupils' knowledge and learning abilities in mind, and how source material can be used successfully.

They were informed about methodological and didactical aspects of the subject as it is taught in the country of the target language.

Also, the participants were introduced to the method of "learning at stations".

In order to practise the group's language skills, authentic materials suitable for the demands of bilingually taught Geography and History lessons were presented to the participants (surveys, diagrams, images etc.).

Subsequently, the participants prepared bilingual teaching units on topics of their choice in small groups of 2 to 3 people, which were then simulated and evaluated (with Geography teachers teaching the History teachers and vice versa).

Part 2: 7th-10th July 2003

In this part of the course, some of the activities that had first been tried out in Frankfurt were looked at again, developed further and applied to the specific context of Polish teacher training.

As an introduction to the topic "CLIL", the participants were asked: "What does bilingual teaching mean to you?" The answers were then mapped on cards using a "Needs Map".

When afterwards a video sequence was shown (a German and an English Geography lesson in France), the following questions were discussed:

- What subject is being taught?
- What are the specific features of bilingual lessons?

The questions were first discussed in the groups and then in the plenary.



There then followed a [presentation](#) on intercultural aspects and multiple perspectives in bilingual learning, using similar activities to the ones at the regional course in Frankfurt. In addition, the tutor used an English text with Polish translations so that all participants were able to understand the different perspectives.

After dinner, a “market” was organised with all the videos available (in Polish and German). The teachers who had been filmed in Poland, as well as the other participants seized the opportunity to compare the different lessons. Quite a few also felt encouraged to be filmed teaching later on in the course. They were also interested in taking part in more observations of bilingual classes.

The subsequent presentation was mainly about multiple perspectives, multiculturalism and comparability in bilingual teaching ([LINK to “Bilingual Teaching and Learning”](#)). Afterwards the first results of the academic evaluation of pupils’ questionnaires were presented.

A further lecture described cognitive processes in writing. This second talk was about selecting texts, their linguistic difficulty and how they might be simplified for use in bilingual lessons. In addition, there was an exercise to define the level of difficulty of texts in foreign languages.

The two final days were spent applying the experience and knowledge gained during the course. First of all, the participants discussed in groups how the principles of CLIL could be put into practice: comparability, multiple perspectives and multiculturalism.

With these principles in mind, they then prepared teaching sequences of ten minutes’ duration in their groups. These sequences were simulated in *peer teaching* and filmed on video on the final day. The two representatives of the University of Kassel helped give feedback after the sessions

COMMENTARY:

The evaluation of this course was conducted in three steps: using posters with 10 concentric circles, cards and an anonymous questionnaire that covered all parts of the course. One of the results was that the structure and content of the course received a high level of positive feedback. The input and ideas given during the first part of the course received particular praise. It was recommended that more time should be left between the two parts of the course, as well as allocating more time for breaks between sessions.