



**Regional MOBIDIC-Courses:
9th – 15th March and 4th – 19th July 2003
St Martin's College**

OBJECTIVES:

- Sensitising participants to the bilingual teaching criteria that had been developed by the MOBIDIC Project
- Developing skills in bilingual teaching, particularly with regard to linguistic preparation, linguistic support and interaction
- Modelling and trialling active-learning techniques for content subject teaching
- Reflection on the relationship between language and content subject
- Enabling the participants to explore UK teaching materials and to develop their own subject specific vocabulary by observing lessons in school

DURATION

5 days

AUDIENCE:

Content subject teachers who teach in English (13 in March, 11 in July) Subjects included: Geography, History, Social Studies, Economics/Business Studies, Art, RE and Biology.

MATERIALS:

- Teaching materials relating to the different subjects
- Article: Gerhard Hoffmann: A Methodological Basis for Planning Bilingual Teaching Sessions (In: Streeter, J. Tel2l Teaching Content through a Foreign Language (Tel2l Materials Vol 3, VEP, Landau 2000)
- Unit on teaching CLIL Economics / Marnix College (March)
- Video clip (March & July)
- Input on “Intercultural Aspects and Multiple Perspectives of CLIL from the Standpoint of Foreign Language Teaching”

PROCEDURE: ([Programme](#))

Introduction

In 2003 there were two “Regional courses” in Carlisle. As there is little CLIL teaching in the UK, St Martin's College organised courses for teachers from other EU countries.

These courses made it possible to use and trial materials developed by St Martin's and also to try out an activity on multiple perspectives that had been part of the Studienseminar Frankfurt's regional course.

The courses sought to make the MOBIDIC bilingual teaching criteria transparent by modelling lessons, with particular emphasis on the need for linguistic preparation and support, communication in the target language and active learning. The article “Phases of a Bilingual Lesson” was taken as a methodological framework. (TEL2L Lingua A Projekt: 1. Linguistic Preparation 2. Elaboration 3. Consolidation 4. Transfer.)

Delivery of the courses

A relaxed atmosphere was created by using generic icebreakers. These activities were then discussed with the aim of encouraging the participants to reflect on how they could be used within different topic areas in the CLIL classroom. The activities also prepared participants for



the working pattern of the course i.e. the modelling of activities followed by “unpicking“, discussion and evaluation.

The MOBIDIC [criteria](#) were then presented on the OHP. Participants were also given information and observation tasks relating to their school visits over the subsequent two days.

A video clip produced by MOBIDIC project members (History in English) was used as a springboard for further methodological discussion. Lessons on 19th Century Urban Development and Migration were also modelled.

There was also a brainstorming activity on different aspects of classroom language. A book exhibition was organised so that the participants could look at English language materials in their respective subject areas. At the end of the course the participants were given the opportunity to put their newly acquired knowledge and experience into practice in a peer teaching session. This involved them preparing and teaching a ten minute activity in which they took into account the methodological messages of the course and tried out new activities

COMMENTARY:

Evaluation took place on several different levels. Participants were asked to fill in a final questionnaire that related to all parts of the course. They were also asked to write a reflective diary on their experiences during the course. This diary served the purpose of ongoing evaluation. The Studienseminar Frankfurt, the partner institution that was observing the course, also gave feedback.

The participants were extremely positive about the relaxed atmosphere and the course content. Many of the content subject teachers valued the sessions on classroom language and linguistic preparation. The evaluation report written by Frankfurt mentioned the relevance of the course content for *communication in the bilingual classroom*. The unit on Migration worked very well, not only because it gave the participants ideas for active learning activities using reading texts, but also because they had to engage with a challenging level of language.