



**Regional MOBIDIC Course:
2nd-4th June 2003
Studienseminar für Gymnasien Frankfurt**

LEARNING OBJECTIVES:

- Creating an awareness of intercultural learning processes
- Fostering the European dimension in bilingually taught subjects
- Working on skills in particular areas: multiplicity of perspectives, methodological/didactical reflection within the context of CLIL, tension between subject and foreign language, relationship between native language and target language, engaging pupils in active learning
- Involving course participants in active learning activities;
- Fostering cooperation between educationalists in both content subject areas and foreign languages

DURATION:

3 days

MATERIALS:

- Video of a teaching session
- Presentation: [Intercultural Aspects and Multiple Perspectives of CLIL from the Standpoint of Foreign Language Teaching](#)
- Presentation: [Intercultural Aspects and Multiple Perspectives of CLIL from the Standpoint of the Subject \(German version\)](#)
- [Cornerstones of CLIL](#)
- Teaching unit by the MOBIDIC team: The [German Reichstag](#)
- Teaching Materials in English and French on Migration and Urban Development

PROCEDURE: ([Programme](#))

The course took place at the Erwin-Stein-Haus in Frankfurt. This first attempt at training and in-service training in CLIL was aimed at teachers, teacher trainees and EU teachers and was attended by 30 participants.

The team of tutors consisted of colleagues from the *Studienseminar*, partners from the IUFM Créteil, St Martin's College Carlisle, CODN Warsaw and the Institute for the Didactics of Geography at the University of Frankfurt.

The focus of the course was to combine theory and practice – in other words: to explore bilingual teaching from its theoretical and practical, didactical and methodological perspectives.

After the initial welcome and introductions, the MOBIDIC project was presented and the participants' expectations were collected by using cards.

A video from Créteil of a geography lesson in German on "Citizenship in Germany"/"Citoyenneté in France" served as a starting point for work on the specific features and problems of bilingually taught subjects. A presentation entitled "Intercultural Aspects and Multiple Perspectives of CLIL from the Standpoint of Foreign Language Teaching" introduced the idea of the social and cultural contexts inherent in this kind of learning. It also gave the participants the opportunity to experience these same dimensions by working with texts in a foreign language. Another presentation entitled "Intercultural Aspects and Multiple Perspectives of CLIL from the Standpoint of the Subject" illustrated the sensitivity of



interpretation and meaning within different content subjects by using examples of linguistic ambiguities.

In another lecture, “Bilingual teaching from the Standpoint of Didactics”, a teaching unit developed within the project on “The Reichstag in Berlin as a Mirror of German History” was presented. This concrete example was used to clarify guidelines for “authenticity of material and communicative situations”, “problem awareness” and “reconstructive approaches to historical and political contexts” as well as “multiplicity of perspectives”.

In the second half of the course the participants worked in groups of approximately 5 people and explored the materials provided with a view to using them to create short teaching sessions on topics of their own choice. The following teaching units were developed: “The Revolution of 1848 and the Weimar Republic” (History/French), “The Feudal System and Slavery” (History/English) and “Portraits” (Art/English). These teaching units were delivered the following day in five classes (Year 9 and 10) at two schools in Frankfurt. Some were filmed on video and evaluated in class.

The decision by the course leaders to use *micro teaching* gave participants the opportunity to experience the effects of small modifications during the teaching process and to discuss and evaluate the sessions. Results were presented and discussed in the plenary.

At the end of the course the participants were able to compare their impressions with their initial expectations using cards.

COMMENTARY:

Several methods of evaluation were used, one of them being a comprehensive anonymous questionnaire on all parts of the course. The result of the evaluation shows that the basic structure of the course proved successful.

In the final anonymous evaluation the participants said that they had been happy with the atmosphere (despite the temperature of 30 degrees Celsius) and with the results of the course. This was not necessarily to be expected, given the participants’ diverse prior knowledge and experience, due to their heterogeneous professional backgrounds (practising teachers as well as trainees). However, it was exactly this exchange between experienced and trainee teachers that was evaluated positively by all the participants.

The opportunity provided to put the theoretical input into practice was highly praised. With regard to the planning and evaluation of the lessons, many participants would have appreciated a more comfortable, time span.

It has become clear that there is a strong interest in further courses. Suggestions have been made by the participants.

The course has had effects on practice. Two additional schools in Frankfurt now offer CLIL classes taught by teachers who attended this course. Also, a trainee teacher is writing her state exam dissertation on this topic.

Another result of this course is that the *Studienseminar* is planning to offer a course comprising 30 lessons, integrated as a module into their teacher training programme and worth one European Credit Transfer Point in accordance with the HLbG (Hessian Law on Teacher Training) and the Bologna Agreement 1999.