

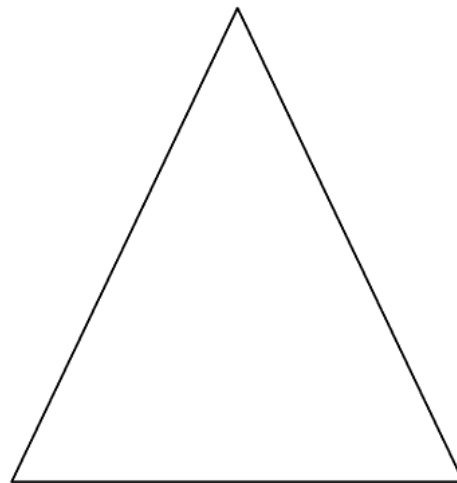


## COMMENTARY – CODN WARSAW

We are very glad to have participated in the MOBIDIC project. Thanks to the work in the project, we have discovered and re-developed new perspectives of bilingual teaching. The opportunity to co-operate with institutions from other countries has given us insights into their education systems and into their culture, which has been very enlightening.

In our three-year cooperation, the international MOBIDIC project has had effects with regard to:

### bilingually taught subjects in Poland



partners in Poland

Polish schools with  
bilingual forms

**Bilingually taught subjects in Poland** – the project contributed to creating an awareness of the added value of bilingual teaching and the importance of multiple perspectives.

There were several events and conferences, which confronted teachers and school administrators with this aspect of bilingual teaching.

In meetings at Polish bilingual schools and at the regional MOBIDIC seminar, teachers and heads were made familiar with various aspects of intercultural learning.

The lively methodological discussion, nationally and internationally, had many effects on the practice of teaching. It also raised new methodological questions that still need further investigation and clarification, e.g. the relation between native language and foreign language or between subject and foreign language.

Our participation in the project offered us detailed information about the respective national education systems and cultures. This made it easier to understand backgrounds and to take them into consideration in one's own teaching.

### Partners in Poland

Participation in this project involved a process. During the course of the project, one achieves a better understanding of the partners from other institutions. In the initial stages of the project, we experienced cultural differences and familiarised ourselves with different opinions about concepts and terminology. Thereby, the interaction of all participants was marked by a



multiplicity of perspectives. Starting out from national perspectives, we have succeeded in developing a concept, which was tried out in a jointly planned curriculum. However, we are still waiting for the academic support that we had hoped for from our university partners, particularly a diagnostic evaluation of CLIL in Poland.

Because of our participation in the project, the first training course on this specific aspect of bilingual teaching was carried out in Poland. We are particularly grateful that we were able to invite colleagues from other partner institutions to this regional course and that we could try out the teaching materials they had developed.

Co-operating in the planning and organisation of the international COMENIUS Course also resulted in an inspiring exchange.

CODN is planning to offer training courses for teachers of History, Geography and Social Studies at schools with bilingual classes in Poland.

The intercultural aspect of bilingual teaching will be the focus of the Polish Conference of Bilingual Schools, which will hopefully result in a further development of the range of teaching.

Additionally, there are perspectives for further cooperation with some Polish universities, which want to use the developed MOBIDIC training modules on their programmes.

### **Schools with bilingual classes – teachers and pupils:**

- reflections on one's own perspectives and expectations
- reflections on bilingually taught subjects
- establishment of national and international contacts

11 *lyceums* (sixth form colleges) with bilingual classes participated in the project. With their help, teaching modules were developed, tried out and analysed on the basis of the MOBIDIC guidelines. The participating teachers could then compare their designs with the ones developed in the partner countries and analyse them with regard to their practical application in the classroom.

National differences were to be found in methods and content. By using questionnaires that had been developed by the project's academic consultants, both pupils and teachers could express their opinions and expectations with regard to bilingual teaching, which resulted in an internal debate of the subject in school. Participation in the project and in the COMENIUS Course also fostered new contacts and friendships, making it possible to experience the change of perspective and intercultural learning on a personal basis.