



COMMENTARY – Studienseminar Frankfurt

EXPERIENCE

Through co-operation with colleagues from the partner institutions, an intellectual exchange and a rich learning process was initiated, especially as far as values, perspectives and opinions were concerned. During the three-year project, a working group has been formed, that has developed joint concepts of bilingual teaching and learning beyond national boundaries. This has had effects on the group itself: aiming at intercultural learning gave us the valuable experience of multi-national co-operation at first hand. For example, implicit concepts and experiences became highly transparent in topics such as “Migration”.

It was important for all of us to look our own national education contexts. Working on the MOBIDIC project allowed insights into the diverse traditions and cultures of learning within a European context. Experiencing classroom observations at partner institutions or during regional courses and the ensuing discussions enabled us to change perspectives and to re-think concepts.

NEW KNOWLEDGE

The MOBIDIC project showed us many different approaches to CLIL. Multiplicity was obvious on a national, as well as a trans-national level. Thus we experienced multiple dimensions of CLIL and its added value.

The co-operation of foreign language teachers and content subject teachers in the regional work opened many opportunities for interaction. Not only did the MOBIDIC project as a whole greatly benefit from this, but also the teacher training programme at the *Studienseminar*. Here, teaching modules were developed that could be used in our partner institutions and this not only increased our range of activities, but also widened our horizon. Organising a regional course, which had to meet the different needs of teachers from various school types, was a completely new and challenging experience for the *Studienseminar*.

PERSPECTIVES / INSIGHTS

The learning process initiated through the project is still going on. After three years there are still some areas to be worked on. For example, the question of how to connect the content subject with the foreign language has not yet been answered, nor is it clear to what extent the native language should be used. This will need further investigation. The same applies to the issue of multiplicity of perspectives. In conclusion, more concepts will have to be developed, tried out and analysed.

The effects of our achievements and plans for further co-operation have already emerged. The *Studienseminar* has delivered courses on bilingual teaching and learning for initial and in-service teacher training. Teachers, who took part in these courses, have increased the number of bilingual modules taught at Hessian schools. Surveys of CLIL have been written, international co-operation has grown from personal contacts established during the courses, and even school exchanges have been initiated.