



PRELIMINARY THOUGHTS

CLIL (content and subject integrated learning or bilingual teaching) takes various forms in Europe. (Germany: [Hesse](#), [Academic research](#); [the UK](#); France: [sections européennes](#), [TPE](#); [Poland](#)) It is seen as a special opportunity for language learning, for the acquisition of content subject knowledge and competences and for cultural and intercultural learning. It entails trans-national similarities and local differences within the parameters set up by national education policies.

Academic research into bilingual teaching is still in its infancy. So far, there is no didactical theory of CLIL. However, researchers have started to work in this direction. At the moment, the job profile for a “bilingual subject teacher”, comprising of subject-related scientific and didactical requirements, is rather unspecific.

Training for bilingual teaching has so far only been partly developed and is open to improvement in many ways. Approaches are quite different in the four countries of the MOBIDIC partner institutions. The aim is to develop initial and in-service training of teachers in CLIL with regard to language acquisition, as well as the opening up and widening of national perspectives through bilingual teaching and intercultural learning. A further aim is the reflection of multiple perspectives – in the sense of a conscious understanding and acceptance of culturally determined, diverse interpretations of similar circumstances. The aim is also to foster the sense of a European citizenship.

The purpose and aim of the MOBIDIC project is to work on this relatively new area. Its objective is to contribute to the development of didactics and methods for bilingual teaching and learning.

Partners

In March 2001, the European project MOBIDIC (Module einer bilingualen Didaktik und Methodik des Sachfachunterrichts für die Lehrerbildung/Teacher Training Modules for Bilingual Didactics and Methods of Content Subject Teaching) applied, for a three-year grant, on the basis of the participating institutions' previous experience of bilingual teaching. The participating institutes were:

- CODN (Centralny Ośrodek Doskonalenia Nauczycieli) Warsaw, Poland
- IUFM (Institut Universitaire de Formation des Maîtres) Créteil, France
- IUFM (Institut Universitaire de Formation des Maîtres) Franche Comté, Besançon, France
- St Martin's College, Carlisle, Lancaster, Ambleside, United Kingdom
- Studienseminar für Gymnasien in Frankfurt, Germany
- Universität Kassel: Anglistik/Amerikanistik: Fremdsprachenlehr- und -lernforschung, Germany
- Johann Wolfgang Goethe-Universität Frankfurt: Institut für Didaktik der Geographie, Germany

Content and Perspectives

Aims:

- Development of proven methodology for teacher training and of a didactical concept for bilingual teaching with a particular European focus



- Conceptualisation of basic positions with regard to the didactics and methodology of bilingual learning
- Regional cooperation of the partner institutes during the two phases of teacher training with schools, teacher training colleges etc. to deepen the understanding of the dimensions of bilingual learning in teacher training and to intensify the bilingual aspects of the different phases of teacher training (with first steps in the area of further training)
- Fostering multiple perspectives, multilingualism and a public European spirit in class

Content:

- Analysis of existing materials and of best practice in the partner countries
- Investigation of differences in the linguistic and cultural presentation of equal or similar subject matter in order to clarify the European dimension and to elaborate international priority (e.g. Migration, Treaty of Versailles, Urban Development)
- International cooperation for the development of teaching units
- Test and analysis of teaching units
- Implementation of regional training courses
- Implementation of a COMENIUS 2.2.c-course
- Compilation and distribution of tested modules for bilingual teaching and bilingual teacher training
- Comparison of different models of CLIL
- Investigation of different cultural variants and traditions

Perspectives:

- Further development of basic didactic concepts for CLIL alongside the accompanying scientific investigations: www.uni-kassel.de/~cfink
- Mediation of the aims of specialised and foreign language teaching
- Expansion of the existing bilingual specialised teaching on offer by bilingual projects
- “Islands” of multi-sided bilingual subject-specialised instruction
- Using IT for project management, for module and material compilation, exchange and publication, and, especially, for bilingual teaching itself
- Producing a CD-Rom and website containing modules for teacher training and in-service training as well as material for bilingual specialised instruction