

Case Study

Contact name:	Mrs J Cole
Organisation:	International Learning and Research Centre
Address line 1:	North Street
Address line 2:	Oldland Common
Town:	Bristol
County:	South Gloucestershire
Postcode:	BS30 8TL
Email address:	josephine.cole@internationallearning.org.uk

Name of project or activity
Innovative approaches to learning and teaching languages from 4-16 years
Type of funding received (i.e. 2009 Grundtvig Partnerships, 2010 Leonardo Mobility, 2011 Transversal study visit etc...)
Transversal Study Visit
Please describe any previous Lifelong Learning funded projects (if applicable) and their influence on your current project (maximum 100 words)
Lingua and Grundtvig projects and specifically Leonardo Transfer of Innovation Project, 2009-2012, MULTEMO. Led by the International Learning and Research Centre, VET professionals in the UK, the Netherlands, Germany, Lithuania and Bulgaria are working collaboratively to create a set of multilingual language learning materials and activities for students age 14-19. The MULTEMO project was referenced when the Study Visit participants were introduced to the Languages Bridge programme. The Languages Bridge is an innovative multilingual language learning programme for learners researched and developed at the International Learning and Research Centre, currently in use in over 180 schools in the UK.

Please describe in one sentence the overall purpose of your project e.g. *The EASY project brings young people together with older people to share and examine attitudes towards European issues. OR The EDLESI project aims to improve equality and diversity training in the steel industry across Europe.*

The Study Visit brought educators from eight countries together to share, observe and discuss European policies, communication strategies and innovative approaches to learning languages.

Provide a short summary of your activities (maximum 500 words)

Tips: Try and cover these key questions - Who? What? Where? When? Why?

Teachers, Head Teachers, Professors and Educational Consultants from schools, colleges, universities and government departments in Bulgaria, France, Germany, Hungary, Poland, Romania, Spain and Turkey participated in the Study Visit.

The visit included:

- presentations by participants
- extensive discussions about policy and practice
- presentation of two innovative programme for multilingualism - The Languages Bridge and MULTEMO and a programme based on the oral, narrative approach to language learning - Story Making
- school visits to see the programmes in action
- a seminar 'Leading Languages: Challenges and Solutions' with guest speakers including a Primary School Head Teacher, a University Senior Lecturer, a Secondary School Head Teacher and a Local Authority Adviser
- cultural and social events to enable wider discussion of own context in relation to the Study Visit theme

The Study Visit was hosted by the International Learning and Research Centre, took place at the Centre and included visits to two secondary schools. The purpose of these visits was for the participants to be able to see the innovative language learning programmes, The Languages Bridge and Story Making, in action. During the visits participants observed lessons, spoke to students and discussed the programmes with MFL teachers in the schools.

The Study Visit took place from 26 - 28 September 2011.

Story Making and Languages Bridge Programmes address identified language learning

needs in the countries represented. Story Making was felt to be extremely helpful for reluctant speakers in secondary phase. Languages Bridge was thought to address the need for a multilingual programme in a plurilingual society.

Ideas for future cooperation evolved during meetings and discussions.

Participants shared new opportunities for collaboration:

- invitation for students to enter a language competition (Hungary)
- the Study Visit led to the creation of a new network of experts who will be able to build partnerships for future projects
- teacher and student projects such as Comenius Projects
- further opportunities to plan training for teachers in the Story Making and Languages Bridge programmes
- exchange of contact information, school project focus for further international partnerships
- participants benefited from opportunities to discuss how innovations transfer from one European context to another

Please provide a supporting website URL (if applicable)

www.ilrc.org.uk

Please specify one (or more) positive impacts that the project has had either on the organisation or on an individual (maximum 200 words)

Impact on the International Learning and Research Centre

- increased knowledge of language learning priorities in the countries represented
- provided a forum for discussion on educational issues, related to the Study Visit theme, which are common throughout Europe (the importance of oral language, communicative competence, assessment, CLIL, how to be successful with multilingualism, how to motivate students, the importance of intercultural understanding and competences, time allocation for language learning, and skills/competence based languages curriculum)
- enabled our local community of schools, both primary and secondary, to participate through offering to attend as guest speakers or to host a classroom visit
- details of opportunities for further collaboration with participants/their institutions will be circulated

Impact on individual participants

Languages Bridge:

- encourages better understanding of grammar and language structures
- builds more confidence in speaking
- raises more curiosity and awareness of other cultures and languages

Story Making:

- reinforced the importance and awareness of kinaesthetic skills
- reinforced the role of creativity and working with others
- can be used in other areas or subjects

The participants took the opportunity to plan their involvement in future multilateral projects during the informal parts of the Study Visit.

Please provide quotes to support your case study

Or any images, video or audio that can support your case study



Participants observing a Languages Bridge lesson at the Grange School



Story Making at Downend School



Study Visit participants

Quotes from participants:

‘In the different countries involved in the Study Visit we’ve discovered similarities on how to teach languages, regarding the Story Making methodology, we use story telling, creative writing (Germany, Bulgaria, Turkey, Hungary) and different ways of bringing new vocabulary to the classroom. The use of Total Physical Response methodology for younger children is found to be widely used. The use of pictures, cartoons, films, word families, fairy tales, songs and body language were all discussed as part of popular materials and strategies. We believe the Languages Bridge methodology can help our students to learn more about their own mother tongue. (eg morphology, word classes, word order, sentence structure...)’

‘We’re eager to adopt new methods/approaches to language teaching and adapt them to any age group.’

‘I’m back home and I’d like to thank you for hosting us. It was a wonderful experience to participate in the Study Visit. I’m glad I could learn about your new approaches to teaching and I’m also happy I could discuss various aspects of teaching with the colleagues from other countries. Everything went really smoothly thanks to all of you at the



International Learning and Research Centre.’

‘I really would like to stay in touch both with you and other teachers as I’m really planning some cooperation. I’ve already started discussing things with Solange and hopefully we can come up with some ideas.’

‘Thank you for everything, your hard work and your kindness, everything was perfectly organized.’

‘I wanted to thank you for the way you organised our Study Visit. Everything was really efficiently planned and I felt it was worth spending three days at the IRLC with you.’

‘One other thing I’d like to say is I will need some time to reflect on what you showed us or told us, but there’s one thing I know already: All the talking + thinking we did was very stimulating for my own practice and I felt the lessons I gave on Thursday morning (just after the visit) were slightly different, I was more confident and I felt closer to my students!’

‘I will let you know if our Comenius project works out (Ewa and I talked seriously about it). I may need your help to get in touch with potential partners in your area. Thank you for proposing your help.’